

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, September 6, 2024 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** Steinhart Lodge
121 Steinhart Park Road
Nebraska City, NE 68410
- 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, September 6, 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
 - 2.1. Adopt the Resolution to Recognize September as Attendance Awareness Month and Commence the "Nebraska Every Day Counts!" Campaign
Shirley Vargas and Zainab Rida

2.2. Nebraska Council on Teacher Education (NCTE) Annual Report
Sara Skretta

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 Teacher of the Year Quarterly Report
Scott Phillips, 2024 Nebraska Teacher of the Year, Math teacher, Aurora Middle
School, Aurora, Nebraska

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 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 Contract for the Completion of
Administrative and Procurement Reviews of School Food Authorities (SFAs)
Zainab Rida

6.3.B. Authorize the Commissioner to Amend the Contract for Statewide
Assessment Services

Trudy Clark

6.3.C. Authorize the Commissioner to Amend a Contract for the Nebraska Early Childhood Professional Records System (NECPRS) Diagnostic Study to Include the Addition of Technical Elements
Melody Hobson and Kristine Luebbe

6.3.D. Authorize the Commissioner to Renew the Contract for a Program Quality Assessment Anchor
Melody Hobson and Kristine Luebbe

6.4. Grant Approvals

6.4.A. Authorize the Commissioner to Approve Funding Recommendations for the Expanded Learning Opportunity (ELO) Grant Program
Zainab Rida

6.4.B. Authorize the Commissioner to Approve McKinney-Vento Grants for the 2024-25 School Year
Ann Carmoney and Beth Wooster

6.4.C. Authorize the Commissioner to Renew the Subaward to Carry Out the Federal IDEA Part B Grant Activities
Amy Rhone

6.5. Lease Approvals

6.6. Minutes of the Previous State Board of Education Meeting

6.7. Miscellaneous Approvals

6.7.A. Authorize the Commissioner to 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. Authorize the Commissioner to Approve Request from School Districts for Payment of Half Their Total 2024/25 State Aid
Michelle Cartwright and Bryce Wilson

6.7.C. Authorize the Commissioner to Approve the Renewal of the Rule 11 Teacher Waiver Request for York Public Schools
Melody Hobson and Kristine Luebbe

6.7.D. Authorize the Commissioner to Approve the Renewal of the Rule 11 Teacher Waiver Request for Educational Service Unit #3
Melody Hobson and Kristine Luebbe

- 6.7.E. Authorize the Commissioner to Approve the Veterans Education Cooperative Agreement for Fiscal Year 2025
Brad Dirksen
- 6.7.F. Appoint a Hearing Officer in NDE Case No. 24-21, *In the Matter of the Appeal of Robin Hines*
Leslie Donley
- 6.7.G. Consider the Hearing Officer's Dismissal of Enrollment Option Case No. 24-22, *Taylor v. Plattsmouth Community Schools*
President Tegtmeier
- 6.7.H. Consider the Hearing Officer's Dismissal of Enrollment Option Case No. 24-10, *Bender v. Omaha Public Schools*
President Tegtmeier

7. STANDING COMMITTEE REPORTS

President Tegtmeier

7.1. Executive Committee

President Tegtmeier

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 Approve the 2025-27 Biennial Budget Request Submission

7.2.C. Action Item: Authorize the Commissioner to Contract for the System Used to Administer the USDA Child Nutrition Programs

7.2.D. Action Item: Accept the Comprehensive Literacy State Development (CLSD) Grant Funds and Authorize the Commissioner to Enter into Contracts and Subawards to Carry out Grant Activities
Lane Carr

7.2.E. Discussion Item: Potential Deficit Budget Items for Fiscal Year 2024-25

7.3. Planning and Evaluation Committee

Sherry Jones

7.3.A. Action Item: Authorize the Commissioner to Approve the Nebraska College and Career Ready Standards for Science 2024

7.3.B. Action Item: Authorize the Commissioner to Approve the Pilot Process for Conducting Clinical Observations Virtually for Nebraska State Colleges

7.3.C. Action Item: Authorize the Commissioner to Approve the Rule 11 Teacher Waiver Request for Dundy County Stratton Schools

7.3.D. Action Item: Authorize the Commissioner to Contract for the 2025-2026 Statewide Assessment

7.4. Rules and Regulations Committee
Lisa Fricke

7.4.A. Report On Rules

7.4.B. Discussion Item: Review Proposed Repeal of Rule 25

8. ADDITIONAL BUSINESS
President Tegtmeier

9. INFORMATION ITEMS AND REPORTS
President Tegtmeier

9.1. Contracts Approved by Commissioner

9.2. Grants Approved by Commissioner

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, October 4, 2024, at 9:00 a.m. in Grand Island, Nebraska. As needed, a work session will be held on Thursday, October 3, 2024 in Grand Island, Nebraska.

The agenda contains a list of subjects known at the time of its distribution on August 29, 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/state-board-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.*



PROPOSED AGENDA ITEM RATIONALE

DATE: August 21, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

Zainab Rida, Ph.D.
Equity Officer

PROPOSED AGENDA ITEM: Adopt the resolution to recognize September as Attendance Awareness Month and commence the “Nebraska Every Day Counts!” campaign.

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

RATIONALE/BACKGROUND INFORMATION:

Student attendance and chronic absenteeism remains an important indicator of student engagement and success for Nebraska schools. At its peak, in 2021, the statewide chronic absence rate was nearly 24%, or approximately, 73,000 students were chronically absent. Chronic absence is defined as a student missing 10% or more of their time in membership (enrolled) in the school. Chronic absence disproportionately affects economically disadvantaged students, students with disabilities, and students learning English. Chronic absence can be caused by many factors including physical and emotional health, lack of academic engagement, homelessness, among others. While rates have been declining since 2021, it remains an important data point.

As part of the State Board Legislative Priorities for the 2025-27 Biennium, the NDE is raising awareness about chronic absenteeism, its root causes, and potential solutions. The NDE is leading the “Nebraska Every Day Counts!” campaign, and has updated resources for parents, teachers, and administrators. The NDE is proposing the attached State Board Resolution to recognize September as Attendance Awareness Month.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2023

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

- 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:

- 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*



Resolution for Attendance Awareness Month: Nebraska! Every Day Counts!

WHEREAS, The mission of the Nebraska Department of Education is to lead and support the preparation of all Nebraskans for learning, earning, and living;

WHEREAS, Chronic absence - missing 10 percent of time in membership including excused, unexcused, and out of school disciplinary incidences - is a leading indicator and cause of disproportionate educational opportunities;

WHEREAS, Rates of chronic absenteeism have dramatically increased since 2020 as a result of COVID-19;

WHEREAS, Last year, nearly 68,000 Nebraska students, or 22%, were chronically absent from school;

WHEREAS, Chronic absenteeism disproportionately affects students of color, students with disabilities, economically disadvantaged students, and English learners;

WHEREAS, A study of attendance and achievement data of Nebraska students illustrates negative academic effects for students after only five days of absence;

WHEREAS, Students who improve their attendance improve their academic prospects and chances for graduating;

WHEREAS, The State Board of Education recognizes the importance of chronic absenteeism reduction as a measure of success for their legislative priority focused on student, family, school, and community engagement;

WHEREAS, The State Board of Education declared its commitment to halving chronic absenteeism by 2030;

WHEREAS, Reduction in chronic absenteeism is a component of AQuESTT, the state's accountability and support system;

WHEREAS, Some barriers to student attendance may include lack of access to healthcare resources, unreliable transportation, low student engagement, bullying, and mobility;

WHEREAS, Schools and communities can work together to better understand the root causes of poor attendance; and

WHEREAS, Chronic absence can be significantly reduced when parents, families, communities, and community partners work together to monitor and promote attendance, and address barriers to regular school attendance; now, therefore be it;

RESOLVED, That the State Board of Education hereby proclaims that regular and consistent attendance matters to our state and students;

RESOLVED, That the State Board of Education believes state policymakers and each school district must put a concerted effort to reduce chronic absenteeism;

RESOLVED, That the State Board of Education joins stakeholders around the country in recognizing September as Attendance Awareness Month with the campaign, "Nebraska! Every Day Counts!";

RESOLVED, That the Nebraska Department of Education will provide informational resources to assist families, schools, and communities to reduce chronic absenteeism; and

RESOLVED, That the State Board of Education encourages local school boards to commit to and establish goals and strategies to reduce chronic absenteeism in their districts.

Signed on behalf of the Nebraska State Board of Education on this 6th day of September 2024.

Elizabeth Tegtmeier, President

Deborah Neary, Vice President

Nebraska Council on Teacher Education *NCTE*

Annual Report



September 6, 2024
Nebraska City, Nebraska

NCTE Executive Committee 2024-25



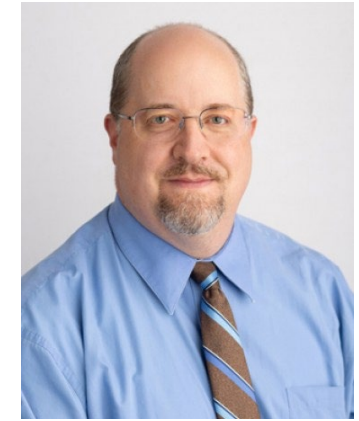
Sara Skretta (HED)
President 2023-2025



Susan Stake (TCH)
President-Elect 2025-2027



Mitch Mollring (GOV)
Committee 'A' Chair



Tim Frey (HED)
Committee 'B' Chair



Tanishia Jacobs (TCH)
Committee 'C' Chair



Brad Dirksen
NDE (GOV)



Jim Kent
NDE (GOV)



Katelyn Larsen
NDE (GOV)

Nebraska Council on Teacher Education-NCTE

NCTE Overview

NCTE Membership

NCTE Purpose

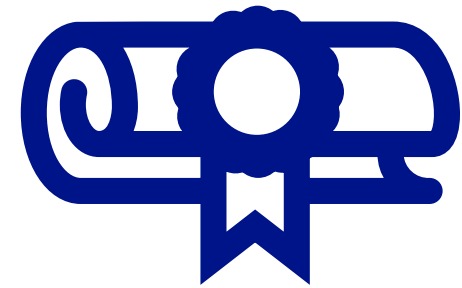
What is NCTE?

Advisory body to the State Board of Education with state-wide representation of those who have a direct involvement or interest in teacher and administration preparation



NCTE will develop and recommend for State Board approval and adoption standards relating to:

- state approval of higher education institutions providing teacher and/or administrative preparation program and to special services certification;
- admission into and retention in an approved professional education program leading to teacher, administrative or special services certification;
- the issuance of teacher, administrator and special services certification;
- the relationships of Nebraska teacher, administrator, and special services certification with other states and national bodies.



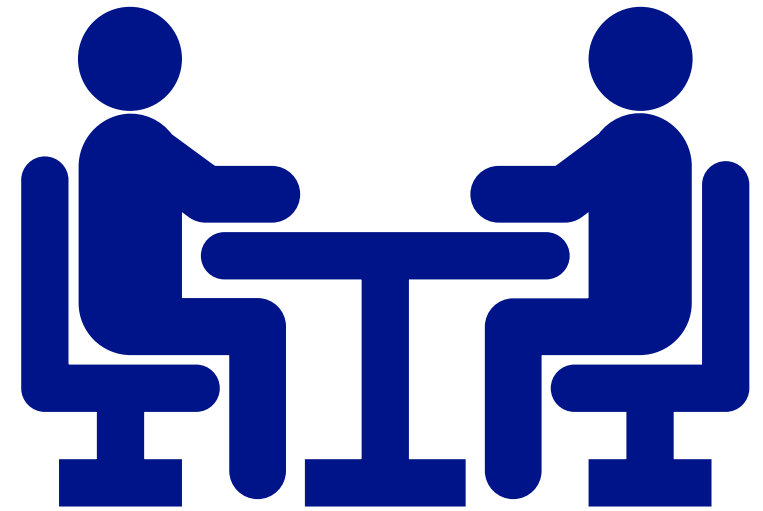
Rule 20 Teacher College Approval

Rule 21 Teacher Certification

Rule 24 Endorsements

NCTE will....

- Participate in educator program approval reviews and campus visits to ensure teachers and administrators are well qualified and meet all state laws governing certification
- Provide a forum for education stakeholders to meet and discuss issues affecting professional preparation and seek solutions to problems impacting the quality of preparation of certified professionals



NCTE MEMBERSHIP



Governance

NCAP, NASB, NCSA, NCCA, NDE,
SBOE Appointee



Teachers

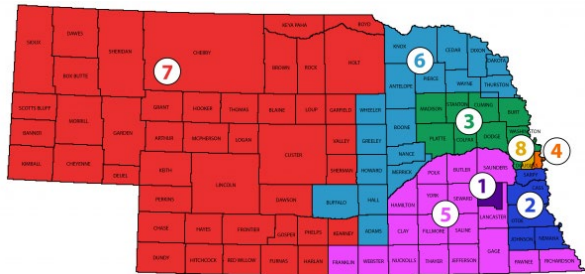
NSEA, SBOE Appointees



Higher Education

1 from each SBOE
Approved Educator
Preparation Program

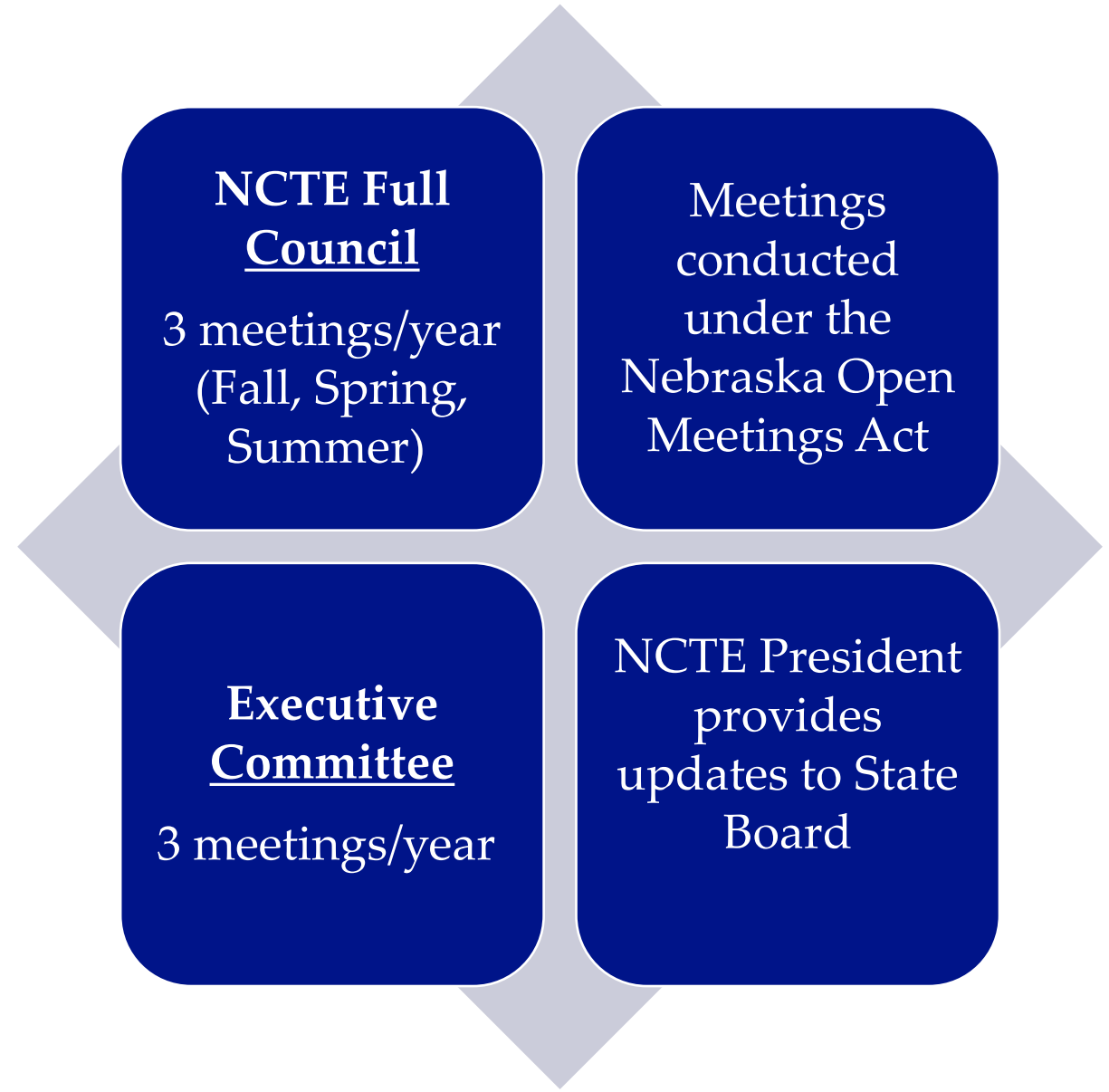
2024-2025 NCTE Membership by SBOE District



**36 Alternates*

| SBOE District | Governance | Teachers | HED/EPP | Total NCTE Members |
|---------------|------------|-----------|-----------|--------------------|
| 1 | 3 | 2 | 3 | 8 |
| 2 | 1 | 1 | 2 | 4 |
| 3 | 2 | 1 | 2 | 5 |
| 4 | 1 | 5 | 3 | 9 |
| 5 | 2 | 2 | 3 | 7 |
| 6 | 3 | 2 | 2 | 7 |
| 7 | 1 | 2 | 1 | 4 |
| 8 | 3 | 1 | 0 | 4 |
| TOTALS | 16 | 16 | 16 | 48 |

NCTE Meeting Structure

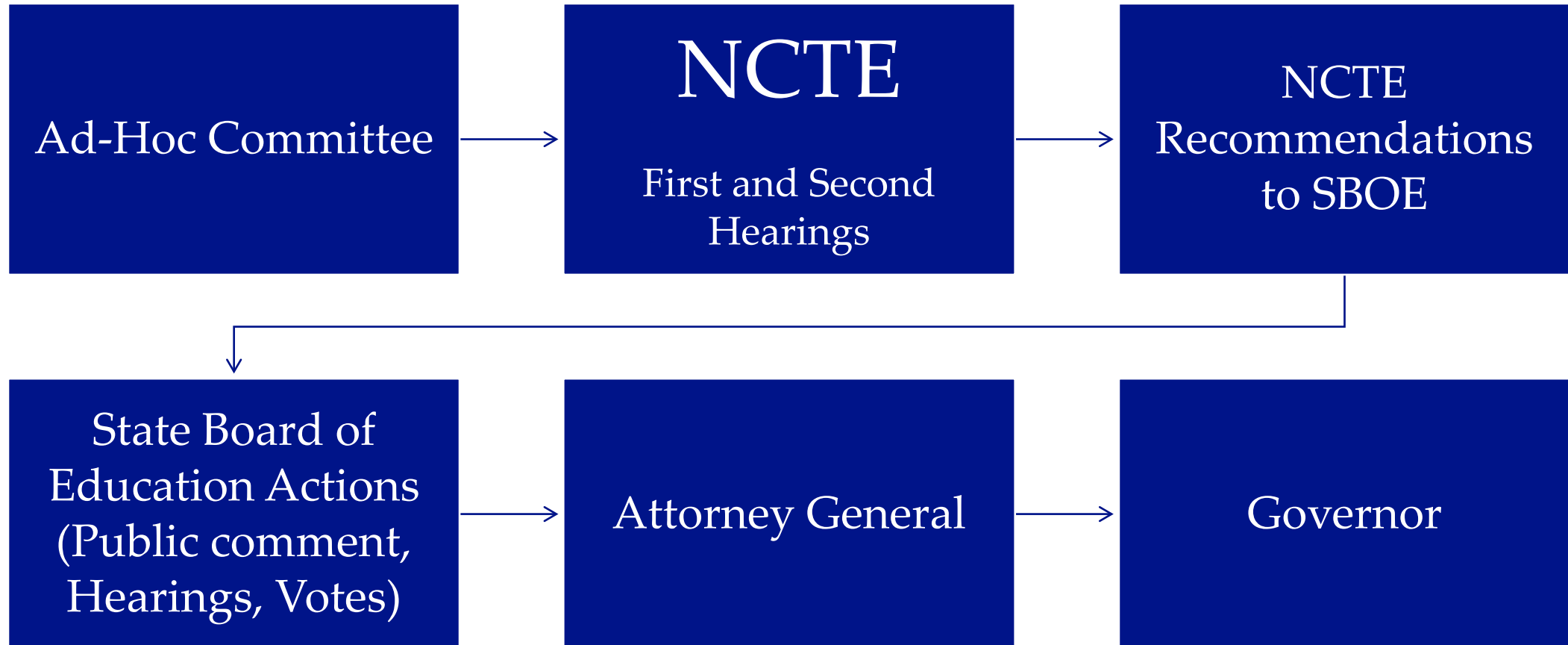


2024-2025 NCTE Alignment with State Board of Education Vision & Priorities

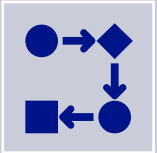
- Aligned to the 2017-2026 State Board Strategic Vision & Direction
 - **Leadership**: Engaging stakeholders in development of policies, regulations and practices to ensure equitable opportunities for all Nebraskans *(1.A.4)*
 - **Teaching, Learning & Serving**: Assure students are supported by qualified, credentialed, effective teachers, and leaders throughout their learning experiences *(Educator Effectiveness)*
- Aligned with State Board Legislative Priorities (2025-2027)
 - **Excellent Educators**: Ensure access to a robust supply of excellent educators

Rule 24 Endorsement Revision Process

Process for Approval and Recommendation to State Board



Special meeting for Rule Recommendation



Provide NCTE recommendation and/or input for inclusion in draft revision(s) prior to Public Hearing



Fulfill advisory role related to standards for teacher and administrative preparation and P-20 stakeholder input

Endorsements & Rule Recommendations

- Goal of endorsement work is to ensure alignment with content standards
- Goal of rule recommendations is to prioritize alignment with other rules and regulations to ensure consistency and reduce conflicts
- NCTE includes P-20 stakeholder perspectives which enhance strength of recommendations for effective guidance and policy.
- The direct link between outstanding student achievement and high-quality preparation and delivery of teacher and administrator education drives NCTE work.

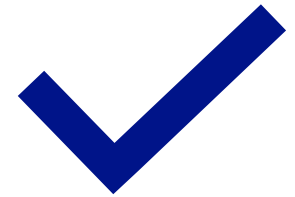
NCTE Opportunities for 2024-25



**Prioritize
communication with
State Board of
Education**



**Increased NCTE flexibility to
ensure timely, responsive P-20
stakeholder involvement and
fulfill advisory board charge**



**Utilize NCTE membership
expertise and experience
to elevate & maintain high
quality preparation with
real world solutions**

THANK YOU !



Valuing recommendations and input from P-20 educational experts representing the Nebraska education community

Prioritizing high quality educator preparation to ensure Nebraska students receive high quality instruction resulting in outstanding academic achievement

Your dedication to high quality Nebraska education across the P-20 span

Out-State Travel Authorization Reports - September

| <u>Name</u> | <u>Event Name</u> | <u>Date</u> | <u>Location</u> | <u>Trip Request (i.e. 1st, 2nd, Other)</u> |
|--------------------|-------------------------|-----------------------|-----------------|--|
| Lisa Fricke | NASBE Annual Conference | October 22 - 26, 2024 | Louisville, KY | E |
| Jacquelyn Morrison | (NONE) | | | |
| Deborah Neary | (NONE) | | | |
| Kirk Penner | (NONE) | | | |

Out-State Travel Authorization Reports - September

| <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 | NASBE Annual Conference | October 22 - 26, 2024 | Louisville, KY | E |
| Elizabeth Tegtmeier | NASBE Special Training | September 11-13, 2024 | Washington, DC | E |
| Sherry Jones | (NONE) | | | |

In-State Travel Authorization Reports - September

| Name | Event Name | Date | Location | Board Bylaw B16 Code A-F |
|---------------------|------------------------------------|----------------------|------------------|---------------------------------|
| Patsy Koch Johns | (NONE) | | | |
| Patti Gubbels | (NONE) | | | |
| Elizabeth Tegtmeier | School Visit to Ord Public Schools | September 19, 2024 | Ord, NE | E |
| | ExcelinEd | November 13-15, 2024 | Oklahoma Ciy, NE | E |
| Sherry Jones | (NONE) | | | |



PROPOSED AGENDA ITEM RATIONALE

DATE: August 21, 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 were eligible to serve a second term were approved to fill 3 SEAC vacancies along with 2 recommended new members at the August 2024 Board Meeting. Below is listed 1 additional recommended new member which will fill the 6th and final vacancy. The completed application for the recommended member is on file in the Special Education Office, available upon request; not included due to IDEA confidentiality requirements.

| <u>Name</u> | <u>Representation</u> |
|--|--|
| Seth Lutz <i>*State Board District 1</i> | Parent/Representative State Juvenile & Adult Corrections Agency |

Seth is the parent of a child with a disability (Autism) and is also the Principal for Behavioral Health, YRTC-Lincoln Regional Center at the Morton School-whitehall campus. Previously, Seth was a member of Mission 22 non-profit and worked in special education at Lincoln Public Schools for 25 years as a teacher, coordinator, and associate principal.

PROPOSED BOARD MEETING (MONTH/YEAR): 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*



PROPOSED AGENDA ITEM RATIONALE

DATE: August 23, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Zainab Rids, Ph.D., R.D., Administrator, Office of Coordinated Student Support Services
Kayte Partch, M.S., R.D., Assistant Administrator, Office of Coordinated Student Support Services

PROPOSED AGENDA ITEM: Authorize the Commissioner to contract for the completion of Administrative and Procurement reviews of School Food Authorities (SFAs)

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

RATIONALE/BACKGROUND INFORMATION:

The USDA requires that SFAs participating in the NSLP and SBP receive regular oversight and monitoring through Administrative Reviews (AR) and Procurement Reviews (PR). Sponsors participating in the SFSP must also receive regular oversight through compliance reviews. The NDE Nutrition Services team requires support for completing these reviews in order for all (approximately 385) SFAs to receive this oversight and monitoring once every five years. Full-time staffing limitations governed by the Legislature, along with other staff responsibilities, require the support of a contract company to ensure thorough oversight is completed within the required timelines governed by the USDA regulations. Therefore, the NDE Nutrition Services would like to continue its contractual agreement with CN Resource to complete a portion of the Administrative and Procurement Reviews for SY2024-25.

CN Resource was selected using formal procurement through a Request for Proposal process. The contract for SY2024-25 is the third of three possible renewals. Their work will begin in October 2024 and will conclude in August 2025

PROPOSED BOARD MEETING (MONTH/YEAR): September 2024

ESTIMATED COST: \$171,225.00

FOR CONTRACTS AND GRANTS:

- Funding Source: Federal State Administrative Expense (SAE) funds

- New or Renewal: Renewal (third of up to three renewals)
- If renewal, date of first approval: October 2021

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA



PROPOSED AGENDA ITEM RATIONALE

DATE: August 23, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Dr. Trudy K Clark, Director of Statewide Assessment

PROPOSED AGENDA ITEM: Action Item: Grant the Commissioner the authority to amend the current 2024-2025 DRC contract for statewide assessment services to include the mathematics standard setting and reporting.

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

RATIONALE/BACKGROUND INFORMATION:

- At the June 2, 2022 State Board Meeting, the state board approved a contract with Data Recognition Corporation (DRC) until June 30, 2024. The Scope of Work (SOW) included the mathematics standard setting and reporting. DRC did not complete this work within this contracted time. DRC conducted the mathematics standard setting process in July 2024. Per accounting, this work cannot be paid for with funds associated with the original contract year.
- At the January 5, 2024 State Board Meeting, the state board agreed to extend the statewide assessment contract with Data Recognition Corporation (DRC) until June 30, 2025. We can amend the 2024-25 contract to include this standard setting and reporting in the scope of work.
- This change increases the cost of deliverables from \$1,639,107 to \$2,117,130.
- The initial contract was the result of a Request for Proposal to provide a statewide assessment. This RFP met the requirement from 79-760.03.
- The agenda item serves students who have the most significant cognitive disabilities in grades 3-8, and 11 for English Language Arts and mathematics, and grades 5, 8 and 11 for science.
- The contract is administered through collaboration between DRC and the Nebraska Department of Education. The initial contract was awarded through the Request for Proposal procurement process.
- This amendment will provide deliverables until June 2025.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2024

ESTIMATED COST: \$478,023

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal and State
- New or Renewal: Renewal (amendment)
- If renewal, date of first approval: July 1, 2022

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: August 27, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Amend a contract for the Nebraska Early Childhood Professional Records System (NECPRS) diagnostic study to include the addition of technical elements.

AGENDA ITEM TYPE: Consent

RATIONALE/BACKGROUND INFORMATION:

- Since 2019, the Nebraska Department of Education has partnered with the Nebraska Department of Health and Human Services, the Nebraska Children and Families Foundation (NCFE), the University of Nebraska System and others to do statewide needs assessments and an early childhood strategic plan through the federal Preschool Development Grant (PDG).
- The Nebraska Children and Families Foundation (NCFE) has served in a project management role for the PDG since 2019.
- In June 2024, the State Board of Education approved receipt of \$400,000 from NCFE of PDG funding for a diagnostic study of NECPRS. The diagnostic study was divided into business and technical assessment components.
- The Office of Early Childhood released a Request for Proposals and utilized the Competitive Negotiation process to select a vendor to conduct a business diagnostic of the system. The successful proposal was submitted by Resultant.
- The Office of Early Childhood is requesting to amend the contract to include additional scope of work around the technical requirements and limitations of the current system in meeting the recommendations of the business diagnostic.
- The increased scope may include a technical system overview, infrastructure assessment, software analysis, security assessment, performance testing, data integrity and backup, and documentation and reporting.

PROPOSED BOARD MEETING: Consent

ESTIMATED COST: up to \$171,250

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal Preschool Development Grant via Nebraska Children and Families Foundation
- 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:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS: NA

- Describe the grantee selection process:

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: August 28, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson and Kristine Luebbe

PROPOSED AGENDA ITEM: Renewal of program quality assessment anchor contract

AGENDA ITEM TYPE: Consent

RATIONALE/BACKGROUND INFORMATION:

- Step Up to Quality and Results Matter rely on the accuracy of structured program quality observations to provide a basis for quality improvement. In the case of Step Up to Quality, also contribute to the determination of the step rating of the program.
- The Office of Early Childhood Education contracts with a cadre of trained observers to accomplish the program quality scale ratings.
- The strength of the system is found in the training of observers. Part of that training includes achieving and maintaining a high level of reliability with “Anchors” (experts who have achieved reliability with the authors/publishers of the program quality tools). Erica Timperley will be the anchor for the Environment Rating Scales (ERS).
- This contractor will also be training others to use the ERS as well as completing program quality assessments in addition to her work as an anchor for the ERS.
- A separate anchor contract was approved by the State Board at the June 2024 meeting for an anchor for the Classroom Assessment Scoring System (CLASS).

PROPOSED BOARD MEETING (MONTH/YEAR): Consent

ESTIMATED COST: \$66,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source(s):
 - Federal Child Care and Development Funds – This activity is part of the work outlined in both the Nebraska Child Care and Development State Plan and the annual agreement between the Nebraska Department of Education (NDE) and the Nebraska Department of Health and Human Services,
 - State Step Up to Quality general funds – This contract will support responsibilities that the NDE has as part of the Step Up to Quality Child Care Act.

- State Technical Assistance funds – Some of the work will be done to support school district and ESU programs and staff as part of Results Matter.
 - Multiple funding sources are being used based on the type of work and the early childhood setting being observed. Observations in school district or ESU operated programs will be funded using the state TA funds. This contractor’s work supporting community-based child care programs participating in Step Up to Quality will be funded with either State Step Up to Quality funds or federal CCDF funds.
- New or Renewal: Renewal
 - If renewal, date of first approval: 2021

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: August 19, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Grant the Commissioner authority to approve funding recommendations for Two-Year Opportunity Grants funded by the Expanded Learning Opportunity Grant Program.

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

RATIONALE/BACKGROUND INFORMATION: The Expanded Learning Opportunity Grant Program Act was created by the Nebraska Legislature to promote academic achievement in high-need schools during out-of-school time afterschool and during summer break. Beginning July 1, 2016, one percent of education proceeds from the Nebraska Lottery are transferred to this fund. Eligible sites must be receiving funding from a 21st Century Community Learning Center (21st CCLC) Continuation Grant for the 2024-26 school year. The grant period will be August 2, 2024 – June 30, 2026. Grantees are required to have a 1:1 match.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2024

ESTIMATED COST: \$700,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- Expanded Learning Opportunity Grant Fund, funded by proceeds from the Nebraska Lottery
- New or Renewal: Renewal
- If renewal, date of first approval: April 7, 2022

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

FOR GRANT SUBAWARDS:

- N/A

**Updated 08.15.2023*



2024-2026 Two-Year Expanded Learning Opportunity Grants

Total Funding Requested for 2024-2026 ELO Competition: \$706,200

Project Overview for Sites Recommended for Funding

1. Bancroft-Rosalie \$35,500: 2 sites, (Bancroft-Rosalie Elementary & Junior High School)

Overview: Bancroft-Rosalie Community Schools will utilize our geothermal educational Greenhouse and adjacent outdoor gardening space to engage students in hands-on learning with a specific focus on Native American traditional plants. School gardens help students learn, strengthen ties between school and community, aid children in connecting with nature, and improving student nutrition.

2. Bayard Public Schools- \$25,000: 1 site, Bayard Elementary School in collaboration with the school district middle and high school.

Overview: Students in the after-school program will gain hands-on experience in life skills of growing their own food, learning the value of wellness, having the opportunity to be exposed to new fresh vegetables, and learning how to cook. The students will learn pride to see their work in the greenhouse when fresh vegetables they grew are offered to all students on the salad bar. The students will learn about trades as they do the project as they will learn about plumbing, heating and cooling, energy conservation, etc. Targeting student wellness will have an immediate impact on this project, along with the skills they will gain from learning how to grow their own food and learn about business as they help market this product for the company.

3. Collective For Youth- \$200,00: 24 sites, (Bancroft, Belvedere, Castelar, Central Park, Druid Hill, Field Club, Florence, Franklin, Gilder, Gomez, Hartman, Highland, Howard Kennedy, Jackson, King, Liberty, Lothrop, Miller Park, Mount View, Sherman, Skinner, Spring Lake, and Wakonda.)

Overview: years of research show that students with access to additional enrichment during out-of-school time can apply their learning and see where it goes. Students in the program then bring their experience from the enrichment activities back into the school day and influence the other students on what they have learned. The following programs will be included in the two-year project: STEM lessons, Future Fitness, Girl Scouts, and Arts project work to allow youth to experience a variety of programming.

4. School District of Columbus Foundation, Inc.- \$59,300: 5 Sites, (Columbus Middle School 5 - 8, Centennial K -4, Emerson K -4, Lost Creek K -4, North Park K -4, West Park K - 4)

(overview on next page)

Office of Coordinated Student Support Services



2024-2026 Two Year Expanded Learning Opportunity Grants

Project Overview for Sites Recommended for Funding



Overview: The grant will significantly enhance existing programs at all participating sites by focusing on health and nutrition, which are an increasing need in our community. Families struggle with poverty despite high employment and experience 'working poor' challenges. The district has identified that mental health concerns increase and more and more of our students are feeling hopeless and overwhelmed. Students are exhausted at the end of the day and need engaging, hands-on activities to keep them excited about staying in the program.

5. Future Kids, Inc. - \$90,000: 12 sites,
(Kearney- Bryant Elementary School, Central Elementary School, Emerson Elementary School, Northeast Elementary School, Sunrise Middle School; Lexington - Bryan Elementary School, Morton Elementary School, Pershing Elementary School, Sandoz Elementary School, Lexington Middle School; Nebraska City - Hayward Elementary School, Northside Elementary School, Nebraska City Middle School)

Overview: Future Kids will create high-quality soccer programs at each CCLC site that the youth can participate in every week. Future Kids has delivered such programs in over 70 schools during the past four years. There is a lack of affordable soccer opportunities for youth in rural Nebraska; this proposal shall solve that issue for these CCLC sites. Our professional staff shall create learning opportunities through the sport of soccer as well as leadership skills, team building, respect, and integrity.

6. Great Plains Gaming Project - \$10,000: 15 sites over two years,
(Sites at Crete Public Schools, Lincoln Public Schools, and Kearney Public Schools)

Overview: Board games enhance learning opportunities for students because supporting learning promotes connections, relationship building, and problem-solving. Much of the programming is tied to school day standards and can be aligned with the local curriculum. The programs center around Science, Math, ELA, or Social Studies. Additionally, sportsmanship, creativity, critical thinking, social and emotional growth, and etiquette are among the many skills students will be exposed to.

7. Kearney Public Schools - \$50,000: 4 Sites,
(Bryant Elementary School, Central Elementary School, Emerson Elementary School, Northeast Elementary School)

Overview: KCLC students have had little exposure to farm or ranch life. Many farms/ranches use horses for herd work and as a source of pleasure. As well, students will learn proper riding technique and safety so they can gain a deeper understanding and appreciation of how important horses are to farm/ranch work and the responsibilities for care/maintaining horses. These activities and knowledge will help students develop responsibility and confidence skills in riding and caring for horses.

The immediate impact of this opportunity includes KCLC students developing a deeper appreciation of horses and animal care, gaining new horse-riding skills and confidence, working with another student as a team, and establishing a connection with a horse.

2024-2026 Two Year Expanded Learning Opportunity Grants

Project Overview & Sites Recommended for Funding



8. Lincoln Arts Council- \$78,900: 29 sites,
(Arnold, Belmont, Brownell, Calvert, Campbell, Clinton Elementary Schools, Culler Middle School, Dawes Elliott Elementary, Everett, Goodrich Middle School, Hartley, Holmes, Huntington, Lakeview, Lefler Middle School, Lincoln High School, McPhee Elementary, Mickle Middle School, Northeast High School, North Star High School, Norwood Park Elementary, Park Middle School, Pershing Elementary, Prescott Elementary, Randolph Elementary, Riley Elementary, Saratoga Elementary, and West Lincoln Elementary)

Overview: The arts play a vital role in fostering academic success. Research has shown that engaging in arts education enhances students' writing abilities, with improvements of up to 27% in standardized writing tests for English language learners. It cultivates empathy, emotional intelligence, and cognitive skills essential for effective learning. The arts promote school engagement, reducing disciplinary infractions by over 20% and increasing attendance. They provide avenues for self-expression, boosting confidence and motivation, particularly among underprivileged students.

9. Lincoln Community Foundation- \$80,500: 26 sites,
(Arnold, Belmont, Brownell, Calvert, Campbell, Clinton Elementary Schools, Culler Middle School, Dawes Elliott Elementary, Everett, Goodrich Middle School, Hartley, Holmes, Huntington, Lakeview, Lefler Middle School, McPhee Elementary, Mickle Middle School, Norwood Park Elementary, Park Middle School, Pershing Elementary, Prescott Elementary, Randolph Elementary, Riley Elementary, Saratoga Elementary, and West Lincoln Elementary)

Overview: Youth Risk Behavior Survey data shows a reduction in the percentage of youth that reported being physically active for at least 60 minutes per day in the past 7 days—from 76.6% in 2017 to 60.3% in 2019. These sharp declines in youth fitness have a direct correlation to poor physical health outcomes during childhood and throughout life, even resulting in shorter life expectancy. Exercise also improves brain function, reducing potential for depression or anxiety and increasing their potential for learning.

By creating free opportunities for youth to participate in high quality, 21st CCLC sponsored athletics at a younger age, youth will be more likely to continue in a sport and to find opportunities beyond these programs in already established leagues and clubs.



Office of Coordinated Student Support Services

2024-2026 Two Year Expanded Learning Opportunity Grants

Sites Recommended for Funding



10. Partnership for Healthy Lincoln (PHL)- \$80,000: 11 sites, (Brownell Elementary School, Calvert Elementary School, Campbell Elementary School, Everett Elementary School, Holmes Elementary School, Huntington Elementary School, McPhee Elementary School, Riley Elementary School, Saratoga Elementary School, Culler Middle School, & Park Middle School)

Overview- Using the science of positive deviance, PHL works to identify successful efforts at local schools/after-school programs and work to replicate those efforts across other programs. All of Health Partners Initiative dba Partnership for a Healthy Lincoln ELO Grant Narrative the following curriculums being utilized to promote improved nutrition and physical activity are evidence-based or research-driven: Sports, Play, and Active Recreation (SPARK) After School (physical activity/nutrition); WeCook (cooking/nutrition); Tower Garden (nutrition/agriculture); Harvest of the Month (nutrition/agriculture); Whole Kids Foundation Garden Manual (cooking/nutrition); and Learn, Grow, Eat & Go! (nutrition/agriculture). New programming will include a new cooking curriculum called Food Smarts (trauma-informed engagement program focused on nutrition and cooking).

Total Funding Requested for 2024-2026 ELO Competition: \$706,200



Office of Coordinated Student Support Services



PROPOSED AGENDA ITEM RATIONALE

DATE: August 21, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Ann Carmony – McKinney-Vento State Coordinator and Beth Wooster, ESEA Administrator

PROPOSED AGENDA ITEM: Authorize the Commissioner to approve the McKinney-Vento grants for the 2024-2025 School Year

AGENDA ITEM TYPE: Federal Grant

RATIONALE/BACKGROUND INFORMATION:

- Through the McKinney-Vento Homeless Assistance Act, as reauthorized by Every Student Succeeds Act (ESSA) federal funds are available to each state to support programs that meet the needs of homeless children and youth. The Nebraska Department of Education uses the funds to distribute subgrants to local educational agencies (LEAs) through a competitive grant process to promote the enrollment, attendance, and success of homeless children and youth.
- McKinney-Vento Homeless Education Grant provides school districts funding to support students who are experiencing homelessness. Funds can be used for the identification, enrollment, and success of children and youth experiencing homelessness over a 27-month period.
- This competitive grant is available from June 12, 2024 – July 31, 2024, to any school district that reported/identified a minimum of 20 children experiencing homelessness in the 2023- 2024 school year. Applications received after this time and date will be deemed ineligible.
- Each application will be reviewed by knowledgeable NDE staff with school programming and support services for homeless children and youth. Reviewers will rank the applications in order from highest to lowest based on the rubric.
- The number of subgrants to be awarded will be determined by the Nebraska Department of Education based on the quality of the application, the need of the LEA, the proposed use of funds, the quality of the application, and available federal funds. Budget negotiation may be necessary to accommodate the obligation of all funds.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2024

ESTIMATED COST: \$477,146 – 2024-2025 McKinney Vento amount allocated to districts.

FOR CONTRACTS AND GRANTS:

- **McKinney-Vento Grant:** Districts awarded McKinney-Vento Funds must also designate/allocate matching Title I-A funds in the 2024-25 ESSA consolidated application.
- New or Renewal: Ongoing Annual Grant
- 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:

- Subgrants are awarded on a competitive basis and will be made based on the proposed project's quality, an assessment of the educational and related needs of students, and the ability of the applicant to meet these needs. To receive an award, applicants must follow McKinney-Vento law and applicable state laws related to homelessness. In addition, proposals must show a well-developed, feasible plan for reaching the needs of homeless children and youth, including but not limited to:
 - professional development opportunities
 - an evaluation plan
 - coordination with the district Title I program
 - strong collaboration with at least one community-based organization, public agency, or other nonprofit organization.

2024-2025 McKinney Vento Allocations

| District ID | District | 24-25 Amount Awarded | Reallocation Amount | Total |
|--------------------|-----------------------------------|-----------------------------|----------------------------|--------------|
| 28-0054 | Ralston Public Schools | \$2,000 | \$84 | \$2,084 |
| 28-0066 | Westside Community Schools | \$2,000 | \$92 | \$2,092 |
| 10-2007 | Kearney Public Schools | \$10,000 | \$416 | \$10,416 |
| 27-0001 | Fremont Public Schools | \$13,000 | \$1,268 | \$14,268 |
| 77-0027 | Papillion-La Vista Public Schools | \$14,000 | \$164 | \$14,164 |
| 56-0001 | North Platte Public Schools | \$20,000 | \$308 | \$20,308 |
| 76-0002 | Crete Public Schools | \$20,000 | \$1,320 | \$21,320 |
| 79-0032 | Scottsbluff Public Schools | \$25,000 | \$392 | \$25,392 |
| 01-2018 | Hastings Public Schools | \$34,000 | \$900 | \$34,900 |
| 24-0001 | Lexington Public Schools | \$34,251 | \$1,504 | \$35,755 |
| 40-0002 | Grand Island Public Schools | \$82,895 | \$1,656 | \$84,551 |
| 55-0001 | Lincoln Public Schools | \$85,000 | \$3,762 | \$88,762 |
| 28-0001 | Omaha Public Schools | \$135,000 | \$4,927 | \$139,927 |



PROPOSED AGENDA ITEM RATIONALE

DATE: August 23, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Authorize the Commissioner to renew the subaward to carry out the Federal IDEA Part B grant activities.

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

RATIONALE/BACKGROUND INFORMATION: 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:

Journey to Inclusion Project in partnership with SPED Strategies, LLC: NDE identified a framework for school renewal and acceleration and core actions for school systems to align resources. Each of these present opportunities to provide greater guidance and support for students with disabilities.

In Nebraska, inclusive education is defined as a culture and practice grounded in the premise that each student is a learner who is capable of participating in grade-level standards, alongside their same-age peers. Rather than focusing on a particular program or placement, inclusive education provides students with disabilities with equitable, rigorous access to the general education curriculum and individualized support throughout their educational experience.

For the first six months of this multi-year project, The NDE, Office of Special Education partnered with SPED Strategies to begin the work of the NDE Journey to Inclusion through the OSE, Part B Discretionary Dollars as a means to create sustainability beyond the ESSERS funding. In January of 2022, The NDE, OSE began the ESSER funded, three-year project to define a clear vision for success within the Launch Nebraska framework. Beginning in Spring 2022, SPED Strategies worked with ESU, district, and school leaders to identify and execute the key governance structures for a strong inclusion model in the 2022-2023 SY. Then, in Summer 2022 SPED Strategies began directly supporting teachers with professional learning, so they are equipped to meet the needs of all learners in an inclusive setting. In 2023-24 SY, the work continued, building ESU capacity and support, ongoing implementation support of Cohort 1 and development of Cohort 2, and a redesign of

funding structures to support inclusive practices. The 2024-25 project will shift back to Part B Discretionary Dollars from ESSER funding to support Cohort 2 development, School Improvement Convenings, and continued scale of implementation support to Nebraska Schools on the Journey to Inclusion. All the while, building the capacity of the NDE, Office of Special Education to provide these supports.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2024

ESTIMATED COST: \$160,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: IDEA Part B – Discretionary Funding
- New or Renewal: Renewal
- If renewal, date of first approval: January 2022

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 an 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))

SPED Strategies is a Louisiana-based organization with over 20 years of experience at every level of the education system. SPED Strategies works to ensure every student with a disability will receive a high-quality education in an environment where they thrive. This project will support leaders across all levels of the education system and community by connecting the dots between policy, funding, and academics to advance outcomes for students with disabilities. At the beginning of the ESSERS project, SPED Strategies was selected as The Office of Special Education was already working with the company through an IDEA – Part B, Discretionary Grant Award and the intent was to scale up the work already being provided and not start anew. Now that ESSER funding has ended, the project will continue with funding shifting back to IDEA – Part B Discretionary Funds. This project 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 federal plan and sub-award/grant. The Journey to Inclusion – SPED Strategies project has successfully carried out similar duties on previous sub-awards/grants.

State Board of Education Business Meeting.

Friday, August 2, 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 OF EDUCATION MEETING, Friday, August 2, 2024, 9:00 a.m.

1. CALL TO ORDER – President Elizabeth Tegtmeier called the meeting to order at 9:03 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Lisa Fricke
Patti Gubbels
Sherry Jones

Patsy Koch Johns
Deborah Neary

Elizabeth Tegtmeier
Jacquelyn Morrison (arrived 9:10 a.m.)

Commissioner Maher was also in attendance.

Absent: Kirk Penner

1.2. President Tegtmeier led the Pledge of Allegiance.

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

2. SPECIAL PRESENTATIONS

NONE

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
Agenda items 6.2.A., 6.3.D. and 6.4.C. were requested to be removed from the Consent Agenda.

Commissioner Maher delivered the Commissioner's report.

3.2. Nebraska Literacy Project

NDE Representatives, Allyson DenBeste, and Amy Rhone, presented on the Nebraska Literacy Project.

4. PRESIDENT'S REPORT

President Tegtmeier spoke on attending the National Association of State School Boards New Member Institute with Board Member Jones.

5. PUBLIC COMMENT PERIOD

5.1. Public Comment

Richard (Dick) Vautravers spoke on Position Statement 1 and support of non-discrimination and equitable educational opportunities in schools.

Eileen Vautravers spoke on implementing science of reading and structured literacy reading instruction in teacher training programs.

Cora Njuguna spoke on the implementation of the model dress code policy.

5.2. Written Public Comment

No Written Public Comment was submitted.

President Tegtmeier called for a break at 10:05 a.m. The meeting resumed at 10:20 a.m.

6. CONSENT AGENDA

Motion by Deborah Neary, second by Jacquelyn Morrison to approve the Consent Agenda without agenda items 6.2.A., 6.3.D. and 6.4.C.

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

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: Adopt the State Board’s Legislative Priorities for 2025-27

Motion by Sherry Jones, second by Patti Gubbels to adopt the State Board’s Legislative Priorities for 2025-27.

NDE Staff Allyson DenBeste discussed the difference between evidence-based reading instruction and science of reading.

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

The motion passed.

7.1.B. BOP 1.06 Action Item: Adopt Proposed Amendments to Board Operating Policies

Motion by Deborah Neary, second by Patti Gubbels to adopt revised proposed amendments to Board Operating Policy 1.06.

NDE Staff, Brian Halstead, provided that the change for public comment was reasonable.

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

The motion passed.

7.1.B. BOP 1.10 Action Item: Adopt Proposed Amendments to Board Operating Policies

Motion by Deborah Neary, second by Patsy Koch Johns to adopt revised proposed amendments to Board Operating Policy 1.10.

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

The motion passed.

7.1.C. Action Item: Adopt list of Hearing Officers for Contested Cases

Motion by Sherry Jones, second by Deborah Neary to adopt the list of Hearing Officers for Contested Cases.

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

The motion passed.

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: Authorize the Commissioner to amend a contract to support the Child Care Resource Network

Motion by Patti Gubbels, second by Sherry Jones to amend a contract to support the Child Care Resource Network.

NDE Representative, Melody Hobson, provided additional information for the amended contract.

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

The motion passed.

7.2.C. Action Item: Authorize the Commissioner to contract for a Step-Up-To-Quality public engagement campaign

Patti Gubbels left the meeting at 11:47 a.m. Returned at 11:48 a.m.

Jacquelyn Morrison left the meeting at 11:47 a.m. Returned at 11:50 a.m.

Motion by Patsy Koch Johns, second by Patti Gubbels to contract for a Step-Up-To-Quality public engagement campaign.

NDE Representative, Melody Hobson, provided the benefit of the Step-Up-To-Quality Public Engagement Campaign.

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

The motion passed.

7.2.D. Action Item: Authorize the Commissioner to grant funds to eligible provider(s) to administer the College Pathway Program Act

Motion by Sherry Jones, second by Deborah Neary to grant funds to eligible provider(s) to administer the College Pathway Program Act.

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

Jacquelyn Morrison: Yes
Kirk Penner Absent

The motion passed.

- 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

Motion by Jacquelyn Morrison, second by Patti Gubbels to contract for the costs of services to work with youth and young adults at risk of or experiencing homelessness.

NDE Representative, Ann Carmoney, provided additional information on the services being contracted.

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

The motion passed.

- 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

Motion by Patsy Koch Johns, second by Patti Gubbels 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.

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

The motion passed.

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

Motion by Lisa Fricke, second by Patti Gubbels to contract to administer the textbook loan program.

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

Jacquelyn Morrison: No
Kirk Penner Absent

The motion passed.

President Tegtmeier called for a break at 12:05 p.m. The meeting resumed at 12:48 p.m.

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

NDE Representatives, Jen Utemark and Brian Halstead, discussed the 2025-27 Biennial Budget Request Review.

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

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

Motion by Deborah Neary, second by Patti Gubbels to continue the approval of educator preparation programs for the 2024-2025 academic year.

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

The motion passed.

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

The Committee recommends no action at this time.

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

Motion by Patsy Koch Johns, second by Patti Gubbels to approve the Pilot Process for faculty load requirements for Nebraska State Colleges.

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

The motion passed.

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

Motion by Lisa Fricke, second by Patti Gubbels to approve criteria for the Innovative Learning Platform Grant.

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

The motion passed.

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

Motion by Patti Gubbels, second by Patsy Koch Johns to adopt recommendations from Statewide Assessment Standard Setting Results.

NDE Representative, Trudy Clark, provided additional information on the Statewide Assessment Standard Setting Results.

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

The motion passed.

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

Motion by Jacquelyn Morrison, second by Patti Gubbels to approve Rule 11 teacher waiver request from Fairbury Public Schools.

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

The motion passed.

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

Motion by Jacquelyn Morrison, second by Patti Gubbels to adopt the revised proposed Model Policy for the Dress Code and Grooming for schools.

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

The motion passed.

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

No additional discussion.

7.3.I. Discussion Item: Statewide Assessment Contract Process

No additional discussion.

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

Board Members discussed the revisions and suggestions for the Nebraska College and Career Ready Standards for Science and the process the draft followed.

Jacquelyn Morrison left the meeting at 2:03 p.m.

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.

8. ADDITIONAL BUSINESS

6.2.A. Authorize the Commissioner to approve the 2024-2025 Nebraska Council on Teacher Education (NCTE) Membership Roster

Motion by Sherry Jones, second by Lisa Fricke to approve the 2024-2025 Nebraska Council on Teacher Education (NCTE) Membership Roster.

Jacquelyn Morrison returned at 2:09 p.m.

NDE Representative, Brad Dirksen, provided information on how the membership roster is determined and additional information on the NCTE Organizational Policy.

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

The motion passed.

- 6.3.D. Authorize the Commissioner to amend the contract for services for the statewide learning acceleration series and leader development cohort.

Motion by Jacquelyn Morrison, second by Patti Gubbels to amend the contract for services for the statewide learning acceleration series and leader development cohort.

NDE Representative, Shirley Vargas, provided the additional funds request are to expand the services provided to schools.

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

The motion passed.

- 6.4.C. Issue Subgrants for the purposes of funding the Promoting Engagement and Knowledge Projects (PEAK)

Motion by Deborah Neary, second by Patsy Koch Johns to issue subgrants for the purposes of funding the Promoting Engagement and Knowledge Projects (PEAK).

NDE Representative, Amy Rhone, provided additional information on the improvements shown with student performance because of this funding.

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

The motion passed.

9. INFORMATION ITEMS AND REPORTS

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

10. GOOD OF THE ORDER

Board Member Fricke provided handouts from Administrator Days about literacy and leadership.

Board Member Jones shared that President Tegtmeier was named NASBE's New Member Representative to the Board.

11. ADJOURNMENT

President Tegtmeier adjourned the meeting at 2:44 p.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, September 6, 2024, at 9:00 a.m. in Nebraska City, NE.

DRAFT



PROPOSED AGENDA ITEM RATIONALE

DATE: August 21, 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. Distance Education Courses

Proposed Board Action: Approve the exclusion amount for Distance Education Courses for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received from educational entities for providing distance education courses through the Educational Service Unit Coordinating Council to such educational entities. 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.

2. Early Childhood Education Grants

Proposed Board Action: Approve the amount for the 2024/25 Early Childhood Education Grants Expenditure Exclusion for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(2)(c) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for the amount received by the district for 2024/25 Early Childhood Education Grants if 2024/25 is the first year early childhood membership is included in the district's formula students. 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. Insurance Settlement

Proposed Board Action: Approve the Insurance Settlement listed on the attachment as a Special Grant Fund.

Rationale/Background information: The State Board, pursuant to provisions of State Statute Section 79-1003(38), has designated Insurance Settlements as a special grant fund for budget limitation purposes. The Insurance Settlement listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund. If approved, the school districts may access additional budget authority. This request is applicable to the 2024/25 school district budget.

4. 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.

5. Short-Term Borrowings

Proposed Board Action: Approve the Short-Term Borrowing listed on the attachment as a Special Grant Fund.

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 Short-Term Borrowings as a special grant fund for budget limitation purposes. The Short-Term Borrowing listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund.

6. 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.

7. 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.

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.

PROPOSED BOARD MEETING (MONTH/YEAR): September 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
September 6, 2024**

Recommendation 1

Distance Education Courses [Section 79-1028.01(1)(d)]

| County-District Number | School District Name | Amount to be Approved |
|------------------------|------------------------------|-----------------------|
| 04-0001 | Banner County Public Schools | \$690 |
| 61-0049 | Palmer Public School | \$56,400 |

Recommendation 2

Early Childhood Education Grants [Section 79-1028.01(2)(c)]

| County-District Number | School District Name | Amount to be Approved |
|------------------------|-----------------------------|-----------------------|
| 10-0007 | Kearney Public Schools | \$133,250 |
| 21-0089 | Arnold Public Schools | \$51,250 |
| 28-0066 | Westside Community Schools | \$133,250 |
| 56-0001 | North Platte Public Schools | \$133,250 |
| 82-0001 | Loup City Public Schools | \$133,250 |

Recommendation 3

Insurance Settlement [Section 79-1003(38)]

| County-District Number | School District Name | Amount to be Approved |
|------------------------|--------------------------|-----------------------|
| 33-0021 | Cambridge Public Schools | \$65,000 |

Recommendation 4

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

| County-District Number | School District Name | Amount to be Approved |
|------------------------|----------------------------------|-----------------------|
| 01-0018 | Hastings Public Schools | \$849,240 |
| 04-0001 | Banner County School | \$55,891 |
| 05-0071 | Sandhills Public Schools | \$30,121 |
| 06-0000 | Boone Central Public Schools | \$94,613 |
| 07-0010 | Hemingford Public Schools | \$106,603 |
| 10-0007 | Kearney Public Schools | \$1,422,201 |
| 19-0039 | Leigh Community Schools | \$60,775 |
| 22-0031 | Homer Community Schools | \$122,366 |
| 24-0004 | Overton Public Schools | \$70,662 |
| 24-0011 | Cozad Community Schools | \$182,279 |
| 27-0001 | Fremont Public Schools | \$1,173,117 |
| 28-0001 | Omaha Public Schools | \$11,361,879 |
| 28-0010 | Elkhorn Public Schools | \$2,140,189 |
| 28-0017 | Millard Public Schools | \$4,045,340 |
| 28-0066 | Westside Community Schools | \$1,342,292 |
| 31-0506 | Franklin Public Schools | \$69,410 |
| 33-0021 | Cambridge Public Schools | \$103,702 |
| 40-0126 | Doniphan-Trumbull Public Schools | \$120,267 |
| 45-0044 | Stuart Public Schools | \$55,474 |

Recommendation 4 (Continued)
Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]

| County-District Number | School District Name | Amount to be Approved |
|-------------------------------|-------------------------------------|------------------------------|
| 45-0239 | West Holt Public Schools | \$159,390 |
| 48-0300 | Tri County Public Schools | \$138,929 |
| 54-0505 | Isanti Community School | \$82,740 |
| 56-0001 | North Platte Public Schools | \$729,386 |
| 56-0037 | Hershey Public Schools | \$118,013 |
| 59-0001 | Madison Public Schools | \$130,667 |
| 59-0005 | Battle Creek Public Schools | \$109,871 |
| 61-0049 | Palmer Public School | \$79,268 |
| 63-0030 | Twin River Public Schools | \$91,294 |
| 66-0111 | Nebraska City Public Schools | \$371,446 |
| 71-0005 | Lakeview Community Schools | \$165,921 |
| 71-0067 | Humphrey Public Schools | \$82,881 |
| 77-0046 | Springfield Platteview Comm Schools | \$281,126 |
| 85-2001 | Bruning-Davenport USD | \$70,317 |
| 89-0001 | Blair Community Schools | \$416,610 |
| 90-0595 | Winside Public Schools | \$73,370 |
| 93-0096 | Heartland Community Schools | \$91,641 |

Recommendation 5
Short-Term Borrowings [Section 79-1003(38)]

| County-District Number | School District Name | Amount to be Approved |
|-------------------------------|-------------------------------------|------------------------------|
| 77-0046 | Springfield Platteview Comm Schools | \$1,000,000 |

Recommendation 6
Special Supplementary Grant [Section 79-1003(38)]

| County-District Number | School District Name | Amount to be Approved | Source |
|-------------------------------|-----------------------------|------------------------------|---|
| 01-0018 | Hastings Public Schools | \$500,000 | Hastings Public Schools Foundation |
| 04-0001 | Banner County Pub Schools | \$13,200 | Safety and Security Grant |
| 10-0007 | Kearney Public Schools | \$131,154 | Safety and Security Grant |
| 10-0069 | Ravenna Public Schools | \$30,000 | Safety and Security Grant |
| 28-0001 | Omaha Public Schools | \$535,731 | Buffett Early Childhood Fund |
| | | \$440,000 | Education Quest |
| | | \$140,000 | Common Sense Media |
| | | \$25,500 | Knowledge Network |
| | | \$88,479 | Lozier Foundation |
| | | \$51,608 | Omaha Public Schools Foundation |
| | | \$1,250,000 | KIOS Radio Station Donations/Corp for Public Broadcasting |
| | | \$10,518,682 | Sherwood Foundation |

Recommendation 6 (continued)**Special Supplementary Grant [Section 79-1003(38)]**

| County-District Number | School District Name | Amount to be Approved | Source |
|-------------------------------|-------------------------------|------------------------------|---|
| 28-0017 | Millard Public Schools | \$2,535,000 | Millard Education Foundation |
| | | \$30,000 | Hubbard Grant |
| | | \$9,000 | Pacific Life Foundation |
| | | \$184,170 | Learning Community Elementary Literacy Center |
| | | \$150,000 | Substance and Mental Health Services Administration |
| | | \$6,000 | United Way Literacy Grant |
| | | \$5,000 | Omaha Community Foundation |
| | | \$150,000 | Douglas County ARP Grant |
| | | \$3,000 | Whole Kids Foundation |
| | | \$20,000 | UNO MOEC School Grants |
| 31-0506 | Franklin Public Schools | \$16,670 | Safety and Security Grant |
| 40-0126 | Doniphan-Trumbull Pub Schools | \$161,949 | Safety and Security Grant |
| 47-0100 | Centura Public Schools | \$102,958 | Safety and Security Grant |
| 48-0300 | Tri County Public Schools | \$21,200 | Safety and Security Grant |
| 56-0037 | Hershey Public Schools | \$55,800 | Safety and Security Grant |
| 70-0542 | Osmond Community Schools | \$50,400 | Safety and Security Grant |
| 79-0032 | Scottsbluff Public Schools | \$210,000 | Safety and Security Grant |

Recommendation 7**Voluntary Termination Agreements [Section 79-1028.01(1)(g), (i), (j), (k)]**

| County-District Number | School District Name | Amount to be Approved |
|-------------------------------|------------------------------|------------------------------|
| 27-0001 | Fremont Public Schools | \$159,301 |
| 28-0017 | Millard Public Schools | \$694,165 |
| 56-0001 | North Platte Public Schools | \$76,440 |
| 66-0111 | Nebraska City Public Schools | \$105,000 |



PROPOSED AGENDA ITEM RATIONALE

DATE: August 22, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Michelle Cartwright, Director of School Finance & Bryce Wilson, Finance Officer, Office of Finance and Administrative Services

PROPOSED AGENDA ITEM:

Approve Request from School Districts for Payment of Half Their Total 2024/25 State Aid.

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

Rule – Per State Statute 79-1033

RATIONALE/BACKGROUND INFORMATION:

It is recommended that the State Board of Education grant payment of the following amounts to the school districts listed below, pursuant to the provisions of State Statute Section 79-1033:

Agency ID Name 2023/24 Early Payment Amount

| | | |
|-------------|---------------------------------|----------------|
| 87-0013-000 | Walthill Public Schools | \$1,665,060.00 |
| 87-0016-000 | Umo N Ho N Nation Public School | \$3,724,178.00 |
| 87-0017-000 | Winnebago Public Schools | \$3,656,660.00 |

These amounts represent 50% of the total State Aid for the 2024/25 school year calculated pursuant to the Tax Equity and Educational Opportunities Support Act (TEEOSA).

Pursuant to State Statute Section 79-1033, a district that receives federal funds in excess of twenty-five percent of its general fund budget of expenditures may apply for early payment of State Aid paid pursuant to the TEEOSA when such federal funds are not received in a timely manner. Such application may be made at any time by a district suffering such financial hardship and may be for any amount up to fifty percent of the remaining amount to which the district is entitled during the current fiscal year. The State Board may grant the entire amount applied for or any portion of such amount if the State Board finds that a financial hardship exists in the district.

The districts listed above have documented financial hardship when federal funds have not been received in a timely manner. If approved by the State Board, payment will be made to the districts listed above on the last working day of September 2024.

PROPOSED BOARD MEETING (MONTH/YEAR):

September 2024

ESTIMATED COST:

None

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*



PROPOSED AGENDA ITEM RATIONALE

DATE: August 20, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson and Kristine Luebbe

PROPOSED AGENDA ITEM: Approve the renewal of the Rule 11 teacher waiver request for York Public Schools

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.
- York Public Schools has submitted the appropriate materials for renewal. This district is renewing a waiver for one teacher who is completing her degree at Concordia University.

PROPOSED BOARD MEETING: 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: August 20, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson and Kristine Luebbe

PROPOSED AGENDA ITEM: Approve the renewal of the Rule 11 teacher waiver request for Educational Service Unit #3

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 3 has submitted the appropriate materials for renewal of the waiver. They have two teachers who are in the process of completing their degrees. Both teachers are attending the University of Nebraska at Kearney.

PROPOSED BOARD MEETING: September 2024

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: NA

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: August 23, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Marisol Birth, Ph.D., Director
Brad Dirksen, Administrator

PROPOSED AGENDA ITEM: Authorize Commissioner to approve the Veteran Education Cooperative Agreement for fiscal year 2025

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

RATIONALE/BACKGROUND INFORMATION:

- The Veterans Education Cooperative Agreement with the United States Department of Veterans Affairs provides \$176,361.00 dollars to NDE hereinafter referred to as State approving agency or the "SAA".
- The Cooperative Agreement is for the purpose of approving and monitoring programs, and conducting risk-based survey and supervisory visits regarding veterans education benefits.
- The Cooperative Agreement provides guidelines to oversee educational institutions that serve Nebraska veterans and eligible individuals.
- Effective program supervision is necessary to approve programs offered to the veterans of Nebraska by ensuring these meet veterans and eligible individuals' educational needs.
- The Cooperative Agreement covers the period of October 1, 2024 through September 30, 2025. This is an annual agreement between the Nebraska Department of Education and The United States Department of Veterans Affairs.
- SAA authority for approval and supervision of courses offered by qualified educational institutions and/or training establishments is in accordance with the standards and provisions of 38 U.S.C. § 3671; chapters 30, 32, 33, 34, 35, and 36 of title 38, United States Code; section 510 and chapter 1606 of title 10, United States Code; title 38, Code of Federal Regulations.
- State Board authority for this agreement is found in Nebraska Revised State Statute 79-319(2). United States Department of Veterans Affairs provided this cooperative agreement to the Department on August 2, 2024 for work starting October 1, 2024.

PROPOSED BOARD MEETING (MONTH/YEAR): September 6, 2024

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

FOR GRANT SUBAWARDS:

**Updated 08.15.2023*



STATE BOARD OF EDUCATION
Budget and Finance COMMITTEE REPORT

Date: September 5, 2024

“The Budget and Finance Committee reports that at its Thursday, September 5th meeting, members present were Patsy Koch Johns, Lisa Fricke and Sherry Jones. The Committee reviewed three action items including the biennial budget request submission and a contract for the system used to administer nutrition funds. The third item reviewed was the acceptance of a \$55 million grant for the Comprehensive Literacy State Development. This grant will further the work the Department has already begun in the area of literacy and align with the Department’s focus on early literacy. NDE’s staff provided summaries and answered questions on all action items. The Committee is supporting all three items for full board consideration.

Additionally, the Committee reviewed the Department’s deficit budget request and noted no significant issues were included in the Department’s initial deficit budget recommendation. The Committee also reviewed four information items that included three grants and one request for proposal related to a possible contract next month.

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.
Updated 02.02.2023



2024-2025 Board Travel

At-A-Glance

Budgeted

\$19,754

Monthly Spending

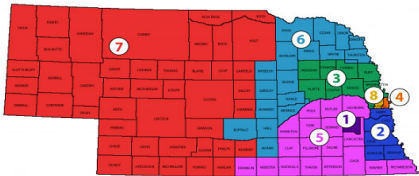
\$1,800
Average

Annual Spending

\$21,600
Projected

Expenditures

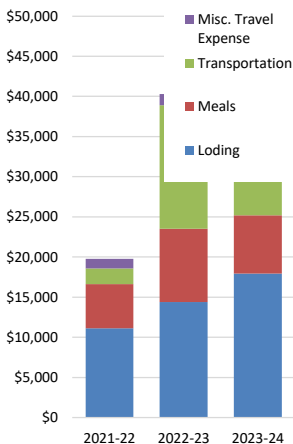
Lodging
Meals
Mileage



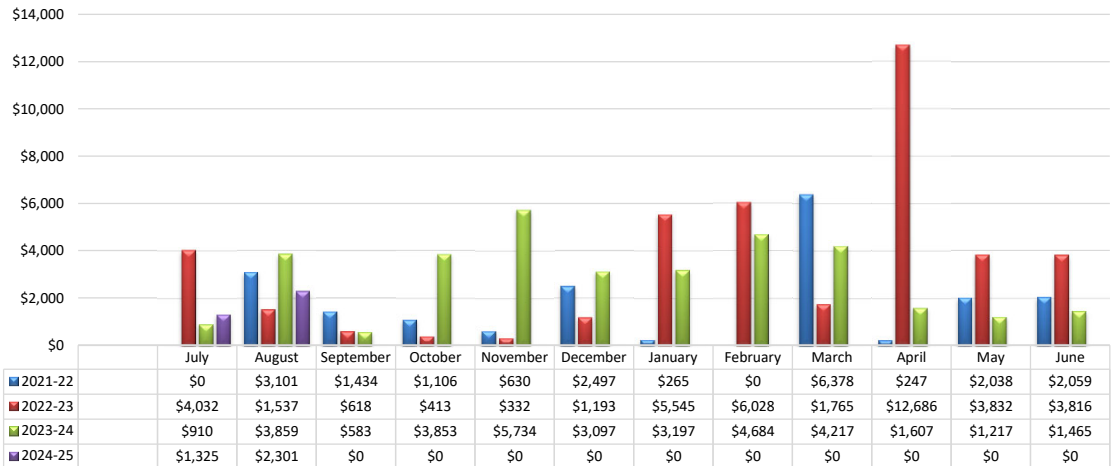
Board Member Activity

| District | Board Member | Current Year July 2024-June 2025 | | Prior Year July 2023-June 2024 | | Variance | |
|---------------------|---------------------------------|-------------------------------------|-------------------|-----------------------------------|-------------------|------------------|------------------|
| | | August | Year-To-Date | August | Year-To-Date | August | Year-To-Date |
| 1 | Patsy Koch Johns | | \$27 | \$93 | \$93 | -\$93 | -\$65 |
| 2 | Lisa Fricke | \$107 | \$368 | \$887 | \$1,114 | -\$780 | -\$746 |
| 3 | Patti Gubbels | \$214 | \$455 | \$929 | \$1,294 | -\$715 | -\$839 |
| 4 | Jacquelyn Morrison | \$533 | \$548 | \$300 | \$423 | \$233 | \$125 |
| 5 | Kirk Penner | | \$27 | \$93 | \$93 | -\$93 | -\$65 |
| 6 | Sherry Jones | \$914 | \$941 | \$330 | \$330 | \$585 | \$612 |
| 7 | Elizabeth Tegtmeier - President | \$532 | \$774 | \$1,135 | \$1,331 | -\$602 | -\$557 |
| 8 | Deborah Neary - vice President | | \$27 | \$93 | \$93 | -\$93 | -\$65 |
| | | \$2,301 | \$3,167 | \$3,859 | \$4,768 | (\$1,558) | (\$1,601) |
| Annual Budget | | | \$19,754 | | \$19,754 | | |
| Over/(Under) Budget | | | (\$16,587) | | (\$14,986) | | 76% |

Annual Expenditures by Fiscal Year



Annual Expenditures by Month



In-State Travel Authorization Reports - September

| Name | Event Name | Date | Location | Board Bylaw B16 Code A-F |
|--------------------|-------------------|-------------|-----------------|---------------------------------|
| Lisa Fricke | (NONE) | | | |
| Jacquelyn Morrison | (NONE) | | | |
| Deborah Neary | (NONE) | | | |
| Kirk Penner | (NONE) | | | |

In-State Travel Authorization Reports - September

| Name | Event Name | Date | Location | Board Bylaw B16 Code A-F |
|---------------------|------------------------------------|----------------------|------------------|---------------------------------|
| Patsy Koch Johns | (NONE) | | | |
| Patti Gubbels | (NONE) | | | |
| Elizabeth Tegtmeier | School Visit to Ord Public Schools | September 19, 2024 | Ord, NE | E |
| | ExcelinEd | November 13-15, 2024 | Oklahoma Ciy, NE | E |
| Sherry Jones | (NONE) | | | |



PROPOSED AGENDA ITEM RATIONALE

DATE: August 14, 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 Biennial Budget Request Submission Approval

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 covered the budget process and gave an overview of our budget to the Budget and Finance Committee in addition to the full board during the August meeting. Additionally, NDE provided potential items to be included with the Department's budget request and support for those items during the August board meeting.

PROPOSED BOARD MEETING (MONTH/YEAR): 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*



Proposed Biennial Budget Requests

Aid Funding Requests

1. ESU Core Service Funding

Description: State Statute 79-1241.03 provides for an annual increase in ESU Core Service funding of two percent plus student growth each year which amounts to \$333,308 for FY 25/26 and \$341,540 for FY26/27. However, Legislature has not increased the appropriation for ESU Core Service funding since 2009/10 so the ESU’s are requesting an increase of three million for each year of the biennium. The increase is to be distributed evenly between the ESUCC for cybersecurity support with the rest being added to the ESU core service funding formula to be distributed per State Statute.

| | | |
|---------|----------|-------------|
| Amount: | FY 25/26 | \$3,000,000 |
| | FY26/27 | \$3,000,000 |

Operations Funding Requests

1. Software and platforms needed for data collections, transformations, hosting, storage and display.

Description: NDE has made significant investments in updating data systems and avenues for district and public access to data over the last several years. Cloud-focused changes to our data system will increase access to data in ways that make it easier, faster, simpler and safer for interested parties to access data for data-informed decision-making through user-friendly interfaces such as dashboards. Many of our legacy data systems operated on outdated code or were written using antiquated tools or code that are potentially insecure and are no longer best practice for data management or data presentation. These systems have been funded with Federal grants in past years which are no longer available going forward.

| | | |
|----------------|----------|-----------|
| Amount: | FY 25/26 | \$448,142 |
| | FY 26/27 | \$470,549 |

2. Early childhood integrated data systems funding (ECIDS)

Description: A variety of states are engaged in developing ECIDS systems for the collection and linking of early childhood student and staff data NDE’s past work in the area has provided an opportunity to collaborate with DHHS in the early childhood data system space. More work is necessary. According to

current and emerging research, children show differences in communication abilities as young as 18 months of age. A CDC report summarizing research in the field, noted the correlation between vocabulary at 18 months and reading ability at 3rd grade. Third grade reading has, in turn, been correlated to high school graduation rates. At young ages, a child's health is intricately intertwined with their growing cognitive and social abilities. The Nebraska ECIDS project has the potential to harness the health data of its youngest citizens to pinpoint where resources can be focused to obtain the greatest long-term benefit for our individual children, our communities, and the long-term success of our state.

| | | |
|----------------|----------|-----------|
| Amount: | FY 25/26 | \$250,000 |
| | FY 26/27 | \$297,350 |

3. Information Security Specialist Position

Description: The department currently maintains about 120 web applications/collections, has terabytes of data, (staff documents and collections), some of which is privately identifiable data of our constituents, contractors etc. Without a dedicated person, we lack effective policy creation and dissemination processes (required by FERPA, SLDS grant, and SSA and CAFR audits), additionally we lack proper ongoing auditing of security controls, and staff trainings. We collaborate with OCIO's information security officer, but still need a position for the day to day, hands on kinds of duties.

| | | |
|----------------|----------|-----------|
| Amount: | FY 25/26 | \$151,893 |
| | FY 26/27 | \$153,481 |

4. Development of an application to manage existing and new teacher payment systems.

Description: Funding is needed to build and maintain applications that could be used to manage any existing and new teacher payment requirements from the legislature. Current systems that would be incorporated are the "Teach in Nebraska Today Program" and the "Teacher Recruitment and Retention Program." Currently these systems are managed through a mix of Qualtrics surveys, email, and manual work. This system would automate some of the work, allow teachers to apply and to view the status of their application, and NDE to manage all aspects of the program. It would also provide a system where new legislative requirements for similar programs could be implemented quickly.

| | | |
|----------------|----------|-----------|
| Amount: | FY 25/26 | \$298,382 |
| | FY 26/27 | \$301,453 |

5. Priority school support work funding

Description: In the most recent administration of the NAEP assessment, Nebraska is among the top states for literacy and math in 4th and 8th grades. However, when reviewing disaggregated data, there are disparities between students with disabilities and those without, students from low-income backgrounds and those from middle to upper class backgrounds, and students who are learning English for the first time and native English speakers. In 2023, the NDE state accountability system identified 303 excellent schools, 437 great schools, 288 schools, and 76 needs support to improve schools. The NDE federal accountability system originally identified 27 school in 2018 and it has increased to 87 schools in 2023, located across the state. The funding provided to the NDE to support schools in need of improvement has not increased since the inception of the Priority School work in 2015. Despite an increasing number of schools needing support, there has not been an increase to the amount of funds appropriated to this work. An increase of \$150,000 will allow the NDE to build internal and regional

capacity and not rely on external contractors to conduct this work. Increasing the funding for priority school work will allow for more schools to receive the support they need to improve student outcomes. Of the Needs Support for Improve elementary schools, the average status score (percent of ELA and math proficient scores combined) was 24%; the average status score of middle schools was 24%; and for high schools, the average status score was 28%. These are very low averages among our schools with the classification of Needs Support to Improve and should be a call to action. With the increase of state funds to support local schools and districts, it is important to ensure a return on that investment by enabling the NDE to better differentiate supports and reach additional schools in need of assistance.

| | | |
|----------------|----------|-----------|
| Amount: | FY 25/26 | \$150,000 |
| | FY 26/27 | \$150,000 |

6. Statewide assessment system funding request

Description: The NDE has engaged multiple stakeholders in determining needs for a balanced statewide assessment system that is primarily focused on supporting excellent instruction, while also providing essential summative information that fulfills federal requirements. The basic components of the statewide assessment system are a through-year/summative assessment design and an assessment delivery platform. 9942

| | | |
|----------------|----------|-------------|
| Amount: | FY 25/26 | \$898,339 |
| | FY26/27 | \$3,296,128 |

7. Nebraska Statewide Workforce and Educational Reporting System (NSWERS) Funding request

Description: NDE has been a partner in NSWERS through a Memorandum of Understanding and an interlocal agreement since its inception. NSWERS' focus is on integrating data in the PK-20-Workforce space and supporting evidence-based decision-making and program improvement for partner agencies as well as external users. NSWERS development has been 100% grant funded thus far, but NSWERS is in the process of shifting to a 50% grant/service funded, 50% partner funded financing model in the next biennium. As a partner, we are obligated under the terms of the current interlocal agreement to provide financial support.

| | | |
|----------------|----------|-----------|
| Amount: | FY 25/26 | \$130,893 |
| | FY 26/27 | \$179,795 |

8. Nebraska Center for the Education of Children who are Blind and Visually Impaired (NCECBVI) funding for increased staffing capacity

Description: The NDE contracts with Educational Service Unit (ESU) #4 to operate the center and provide both residential services as well as educational programming. Through this contract, the center serves children from infancy to age 21. NCECBVI's program offers the expertise and specialized skills of the center's staff to blind, visually impaired, and multi-disabled students in residential, day, and outreach settings. Services are provided to local school districts, students, families, teachers, and other support staff upon request. Since 2021, NCECBVI has experienced an increase in requests from local school districts to provide educational programming, support, and technical assistance due to the continued rise in appropriately trained personnel to meet the complex needs of people who are blind, visually impaired, and students who have multiple disabilities. This rise has been attributed to the increase in

significant needs of students and in educator shortages. However, for NCECBVI to meet the increased requests made by districts, additional funding for positions within NCECBVI is required.

| | | |
|----------------|----------|-----------|
| Amount: | FY 25/26 | \$550,000 |
| | FY 26/27 | \$830,000 |

9. Appropriation for basic maintenance and repairs of the facility

Description: To provide for basic maintenance and repairs dedicated to ensuring that the existing infrastructure receive the investment necessary to begin addressing backlogged repairs and deferred maintenance liabilities to maintain the facility’s suitability to its original intended function. These are repairs to prevent deterioration, damage to the building, maintain support systems, and operating equipment. Postponing repairs and system upgrades lead to higher operating and maintenance costs and subsequently increased repair or replacement costs. Maintenance and repairs include:

- Bathroom (12) Update, \$199,296
- Carpet Replacement, \$49,442
- Second Floor Beak Room Accessibility Update, \$11,100
- Replace/Maintain Exterior Doors, \$18,000
- General Labor, \$16,760

| | | |
|----------------|----------|-----------|
| Amount: | FY 25/26 | \$294,598 |
| | FY 26/27 | \$0 |

NEBRASKA DEPARTMENT OF EDUCATION

Proposed Budget Modifications

FY2025-26 FY2026-27

| | <u>Operations</u> | <u>Aid</u> |
|--|---------------------|----------------------|
| FY 2024-25 Revised Appropriations | \$ 35,070,386 | \$ 1,282,554,475 |
| Required Modification Percent | 5% | 5% |
| Required Modification Amount | \$ 1,753,520 | \$ 64,127,724 |
| Enterprise Issue (3% COLA) | \$ 417,154 | |
| Enterprise Issue (5% Health Insurance) | \$ 107,790 | |
| Total Effective Modifications | <u>\$ 2,278,464</u> | <u>\$ 64,127,724</u> |

Proposed Modifications (Priority Order)

| | | |
|---|-----------------------|------------------------|
| TEEOSA Reduction | | \$ (64,127,724) |
| VR Operations (Note 1) | \$ (466,733) | |
| Eliminate SPED Match (Note 2) | \$ (602,654) | |
| Reduce Deaf & Hard of Hearing (Note 2) | \$ (143,927) | |
| Reduce Blind & Visually Impaired (Note 2) | \$ (141,964) | |
| Reduce Step Up To Quality Activities | \$ (155,591) | |
| Vacant Position Salary & Related Benefits | \$ (174,793) | |
| Reduce Travel Expenditures | \$ (251,331) | |
| Reduce Assessment Activities | \$ (341,471) | |
| Total Modifications Proposed | <u>\$ (2,278,464)</u> | <u>\$ (64,127,724)</u> |
| | \$ - | \$ - |

Note 1: This would result in a reduction of \$1,410,243 in Federal grant funds.

Note 2: This may result in a failure to meet Maintenance of Effort for the Individuals with Disabilities Education Act if aid for Special Education is not increased.



PROPOSED AGENDA ITEM RATIONALE

DATE: August 23, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Zainab Rids, Ph.D., R.D., Administrator, Office of Coordinated Student Support Services
Kayte Partch, M.S., R.D., Assistant Administrator, Office of Coordinated Student Support Services

PROPOSED AGENDA ITEM: Authorize the Commissioner to contract for the system used to administer the USDA Child Nutrition Programs.

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

RATIONALE/BACKGROUND INFORMATION:

Authorize the Commissioner to contract with LINQ to manage the online application and claim reimbursement system required for the USDA Child Nutrition Programs. This contract will include the necessary maintenance that includes regular common code updates for the systems used to manage and monitor the National School Lunch and Breakfast Programs, Fresh Fruit Vegetable Program, Child and Adult Care Food Program, and the Summer Food Service Program.

The CNP system and origination of this agreement began in 1998. The annual investment into this system over many years, and that this contractor is responsive and responsible, have not warranted entering into an agreement with a different contractor. The required investment of staff time and money into in a new system, along with needing to re-build a system for direct certification of meal benefits with Nebraska Department of Health and Human Services and to train external users on how to use a new system would be significant and an unnecessary burden to replace a system that works well.

The contract duration request is for four years beginning on October 1, 2024 and ending on September 30, 2028.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2024

ESTIMATED COST: \$157,765.00

FOR CONTRACTS AND GRANTS:

- Funding Source: USDA State Administrative Expense Funds. This contract is part of the USDA Child Nutrition Programs annual State Administration Expense budget. The funds for this contract are budgeted in the Office of Coordinated Student Support Services Nutrition Services allocation of federal funds.
- New or Renewal: Renewal
- If renewal, date of first approval: 1998

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Method of procurement: RFP for original vendor selection
- Rationale for method of procurement: Value of contract required formal procurement
- Rationale for contractor selection: Cost effective and responsive to State agency needs

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: September 3, 2024

TO: Brian L. Maher
Commissioner of Education

FROM: Allyson DenBeste
Academic Officer

Lane Carr
Administrator, Office of Policy and Strategic Initiatives

PROPOSED AGENDA ITEM: Accept the US Department of Education Comprehensive Literacy State Development (CLSD) Grant funds and authorize the Commissioner to enter into contracts and subawards to carry out grant activities.

AGENDA ITEM TYPE: Action

RATIONALE/BACKGROUND INFORMATION:

Context:

CLSD is a discretionary grant program of the US Department of Education designed to create a comprehensive literacy program to advance literacy skills for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities. The program provides five-year grants to states to identify and address literacy gaps.

Nebraska is one of the few states that has not accessed a CLSD grant. As such, the NDE applied for the CLSD grant for \$11 million per year, for the next five years. As part of the application process, the NDE was able to secure gubernatorial consultation and a signature from Governor Pillen.

Approach and Focus:

As NDE was considering statewide activities, reviewing data, consulting with stakeholders, and aligning to current work, a focus on NeMTSS framework emerged, allowing NDE to differentiate ourselves in what is likely to be a competitive funding cycle. Utilizing the NeMTSS regions for professional learning opportunities, literacy coaching, and feedback necessary for continuous improvement and literacy planning updates, NDE proposes to align the literacy ecosystem by establishing an Office of Literacy and set a long-term goal of a 50% increase in grade-level proficiency, based on Nebraska's ELA assessments.

The US Department of Education set funding allocation restrictions noted in the table below. The final column indicates NDE’s proposed focus areas within those restrictions.

| % Allocated | Total \$ Allocated | Restrictions | Competitive Sub-award Focus Areas |
|--------------------|---------------------------|--------------------------|---|
| 15% + | \$ 8,250,000.00 | Birth-Kindergarten Entry | Professional Development, Family Literacy |
| 40% + | \$ 22,000,000.00 | Equitably among K-5 | HQIM, Professional Development, Extended Learning Opportunities, Tutoring, Reducing Chronic Absenteeism |
| 40% + | \$ 22,000,000.00 | Equitably among 6-12 | |

The remaining five percent is reserved for statewide administrative costs.

Timeline:

- August – Information Item with Budget and Finance Committee
- September – State Board acceptance of funds, contracting, and granting pending notification from the USDOE, anticipated by September 27, 2024.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2024

ESTIMATED COST: \$55 million in Federal funding

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: Competitive granting process
- New or Renewal: New
- If renewal, date of first approval: N/A



PROPOSED AGENDA ITEM RATIONALE

DATE: August 14, 2024

TO: Brian L. Maher.
Commissioner of Education

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

PROPOSED AGENDA ITEM: Review potential deficit budget items with the State Board in preparation for an October Board agenda item to authorize the Commissioner to submit the Department's deficit budget request for fiscal year 2024-25.

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

RATIONALE/BACKGROUND INFORMATION: Section 81-126 R.R. of Nebraska provides for the Governor to make recommendations to the Legislature as to the deficiency funding requirements of the various agencies, boards, and commissions of State government.

Section 81-126 further defines deficiency as “any increase or decrease in any fund source for any budget program for the biennium in progress.”

The Department's deficit budget request must be submitted to State Budget Division for consideration by October 15th, 2024.

PROPOSED BOARD MEETING (MONTH/YEAR): NDE will review potential biennial requests during the September 2024 board meeting and request the State Board's approval during the October 2024 meeting.

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 Legislative Session – Proposed Deficit Requests

Pass-Through Aid Funding Requests

1. TEEOSA Aid Adjustment

Description: The Department requests an adjustment in TEEOSA aid State General Fund appropriation for fiscal year 2024-25 to match the State's funding formula distribution based on certified valuations/annexations for Nebraska public school districts under Neb. Rev. Stat. 79-1001 to §79-1033.

Amount: FY 24/25 Placeholder

Operational Funding Requests

1. Appropriation for Vacation and Sick Leave Payouts

Description: Request provides for the payout of vacation leave balances, one-fourth of sick leave balances, and associated benefits for the Department employees. The increased appropriation and salary authority requested is based on unused accumulated vacation leave balances and accumulated sick leave balances paid to employees as of their retirement or resignation date for fiscal year 2024-25 between the dates of July 1, 2024, through August 30, 2024.

Amount: FY 24/25 \$282,270

2. Spending Authority to Utilize Funds Transferred from the Professional Practices Commission to the Teacher Certification Program

Description: LB 1306 of the 2024 Legislative session provided for the transfer of the Profession Practices Commission's remaining balance to be transferred to the Teacher Certification Program in August of 2024. This request provides for the ability to spend the transfer of funds provided.

Amount: FY 24/25 \$393,714



STATE BOARD OF EDUCATION PLANNING AND EVALUATION COMMITTEE REPORT

Date: September 5, 2024

The Planning and Evaluation Committee reports on their committee meeting on September 5, 2024. The members present were Sherry Jones, Deborah Neary, and Patsy Koch Johns.

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

The committee reviewed informational items related to the assessment and reporting plan and assessment technical report, model policies for schools, and the Nebraska Council on Teacher Education organizational policies.

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: August 15, 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 2024

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):

October 2023, January 2024, February 2024, April 2024, May 2024, 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

Table of Contents

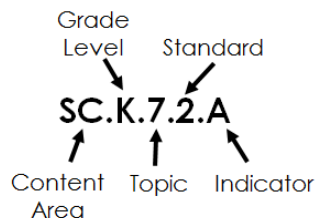
| | |
|---------------------------------------|----|
| Content Area Standards Structure..... | 2 |
| KINDERGARTEN | 7 |
| GRADE 1 | 9 |
| GRADE 2..... | 12 |
| GRADE 3..... | 15 |
| GRADE 4..... | 19 |
| GRADE 5..... | 23 |
| GRADE 6..... | 27 |
| GRADE 7..... | 31 |
| GRADE 8..... | 36 |
| HS Physical Sciences..... | 40 |
| HS Life Sciences..... | 46 |
| HS Earth and Space Sciences | 52 |
| Plus Standards (Optional)..... | 56 |
| Physics | 56 |
| Chemistry..... | 60 |
| Biology..... | 63 |
| Anatomy and Physiology..... | 68 |

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> |  Patterns  Cause and Effect  Scale, Proportion, and Quantity  Systems and System Models  Energy and Matter  Structure and Function  Stability and Change |



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.

DRAFT

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.

DRAFT

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.

DRAFT

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.

DRAFT

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.



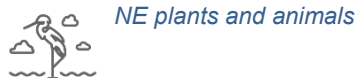
NE food webs



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

DRAFT

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.

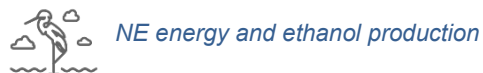
SC.HS.5 Chemical Reactions

SC.HS.5.5 Gather, analyze, and communicate evidence of chemical reactions.

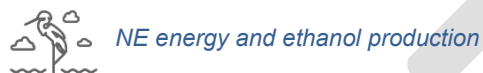


SC.HS.5.5.a **Construct and revise an explanation** for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical

properties. Assessment is limited to chemical reactions involving main group elements and combustion reactions.



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.



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.



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.



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.



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

.....

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 |



PROPOSED AGENDA ITEM RATIONALE

DATE: August 21, 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: 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 have submitted additional information in their request for 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 our students' placements, often spanning across state boundaries, making in-person visits logistically challenging and faculty availability sparse.

The State Colleges are committed to upholding the high standards set by the NDE, in addition to the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for their School Counseling programs. They intend to use HIPAA-compliant video observation software as already

implemented in their field experience expectations, ensuring encrypted visual and audio 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 CACREP. National CACREP accreditation does not require in-person site visits for field experience students.

Current 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 request from the Nebraska State Colleges is attached.

PROPOSED BOARD MEETING (MONTH/YEAR): September 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

August 16, 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 faculty availability sparse.

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:

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, 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 Accessibility

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.

Reduced Travel Time and Costs

1. Elimination of Travel-Related Barriers:

- 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 barrier on faculty members which limits their student availability. Virtual visits ensure that faculty can maximize their available time according to student and site needs.

2. Protective Cost Savings for the Student:

- WSC strives to offer excellent, but affordable education to students. 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. This in turn prevents potential increases in tuition costs and/or fees for student should the institution no longer be able to support the financial expense of extensive travel for faculty site visits.

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 the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for our School Counseling programs. We intend to use HIPAA-compliant video observation software as already implemented in our field experience expectations, ensuring encrypted visual and audio 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 CACREP. It is also crucial to note that national CACREP accreditation does not require in-person site visits for field experience students.

Timeline: The State Colleges are asking for three years, August 2024-July 2027, to pilot this process.

Reporting: The Counseling Programs in the Nebraska State College System collect a plethora of data throughout the year. Rather than add an additional survey that site supervisors and students would need to complete for each field experience placement (practicum and internships), we will add one open-ended question onto the current Level 3 site supervisor and site supervisee evaluation forms (see attached documents). These forms are disseminated to all site supervisors and site supervisees (graduate students) at the end of each field experience placement. These surveys already gather data about site, supervisor/supervisee, institutional, and WSC faculty effectiveness. Data received on these forms are reviewed by faculty and staff at the end of each semester.

We have added the following item to the site supervisor and supervisee (student) evaluation forms to satisfy the evaluation of site visits in context to the effectiveness data already collected by the program:

Please share any feedback you have regarding the site visit(s) conducted during this placement. Please specify whether in-person or virtual and identify your impressions of the format used.

With the addition of the item above, we will be able to identify and evaluate effectiveness data based on the item data provided to differentiate our data according to virtual visits in school counseling. The full evaluation surveys are attached for reference.

Each program has developed a Comprehensive Evaluation Plan to systematically assess its objectives, as well as student learning, with the overarching goal of curriculum and program improvement. Page 2 of the attached **Wayne State College Counseling Program 2023 Comprehensive Evaluation Plan** provides an example of how NSCS institutions describe systematic data collection. Similar comprehensive evaluation plans are or will be used in the other NSCS Counseling Programs.

Data from multiple sources are collected and analyzed throughout the academic year. Thus, program modifications are data-driven and empirically-based through the use of objective information systematically collected from faculty, current and former students, and personnel in cooperating agencies (e.g. site supervisors, employers, advisory boards, etc.) at predetermined timepoints throughout the academic year. The culmination of the evaluation process is typically an annual report usually written at the end of the academic year in May, to reflect the prior calendar year (2023).

Allowing virtual visits for school counseling supervision presents a strategic opportunity for State College faculty to overcome the student barriers associated with in-person visits. This shift not only enhances the efficiency and effectiveness of the supervision process but also creates 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 graduate 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: August 21, 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: Rule 11 teacher waiver - 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 programs (Early childhood education and care programs for children birth to compulsory entrance 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 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 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 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.
- The two teachers who do not have teaching certificates are both attending the University of Nebraska at Kearney. One teacher is starting the semester with 113 credit hours and the other currently has 71 credit hours.

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: August 23, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Dr. Trudy K Clark, Director of Statewide Assessment

PROPOSED AGENDA ITEM: Action Item: Approve the Intent to Award to NWEA, a division of Houghton Mifflin Harcourt, as the contractor for the 2025-2026 Statewide Assessment.

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

RATIONALE/BACKGROUND INFORMATION:

In 2007, the Nebraska Legislature passed 79-760.03 establishing a statewide system for the assessment of student learning and for reporting the performance of school districts. Specifically, this law required the state board to a) prescribe a statewide assessment of reading, mathematics, and science; and b) recommend national assessment instruments for the purpose of national comparison.

The Department may determine appropriate accommodations for the assessment of students with disabilities. Among these accommodations may be an assessment instrument aligned to alternate achievement standards for students with severe cognitive disabilities.

In response to 79-760.03, the Department of Education released its first Request for Proposal to identify a contractor to provide a statewide assessment system and reporting of student performance in 2008. The Department released additional Request for Proposals in 2012 and 2016.

- In 2016 the Nebraska Department of Education released a Request for Proposal for a contractor to provide the statewide assessment. Following the Request for Proposal process, the State Board awarded the contract to Northwest Education Association (NWEA) for the general assessment and to Data Recognition Corporation (DRC) for the alternate assessment.
- Procurement guidelines indicated a new Request for Proposal was generally released every five (5) years. Due to several factors, including the impact of COVID-19 and the hiring of a new Commissioner, this cycle was adjusted. The Nebraska Department of Education released a new Request for Proposal seeking an innovative, balanced assessment system in June 2024.

- The Request for Proposal process included an evaluation of the written proposals and demonstrations. Based on these evaluations, the evaluation committee selected a contractor for the 2025-2026 statewide assessment.
- The Request for Proposal process included the following:
 - A Request for Information released on February 7, 2024 and concluded on March 21, 2024
 - The information collected from surveys and responses to the Request for Information were used to write the Request for Proposal
 - A Request for Proposal released on June 5, 2024 by the Department of Administrative Services
 - State responded to vendor questions by June 20, 2024
 - Proposal opening occurred on July 3, 2024
 - The evaluation committee members included:
 - Director of Statewide Assessment
 - Assistant Director of Statewide Assessment
 - Chief Academic Officer
 - Assistant State Director in the Office of Special Education
 - Director of Accountability
 - Three representatives from Nebraska public school districts
 - Two (2) research/assessment/evaluation directors
 - Superintendent
 - Educational Service Unit Administrator
 - The evaluation committee reviewed and evaluated the proposals submitted by four (4) vendors: Cambium Assessment, Inc., Data Recognition Corporation, NWEA, and Pearson.
 - Oral Demonstrations conducted from July 22 to July 31
 - The Department of Administrative Services plans to announce a Notification of Intent to Award on September 6, 2024
 - The statewide assessment contract would cover July 1, 2025 to June 30, 2026, with the option to renew for four (4) additional years.
- NWEA, a division of Houghton Mifflin Harcourt, will provide and operate an innovative, balanced assessment system whose primary objective is to benefit the students of Nebraska. A secondary, but very important, objective is to pass peer review requirements established by the federal government to ensure we have a valid instrument to measure student proficiency. The proposed cost for the balanced assessment system is \$6,940,947.
- Specifically, the contractor will provide a statewide assessment to meet the requirements of the state (e.g., Nebraska statute 79-760.03) and the federal government (e.g., Every Student Succeeds Act). The contractor will provide:
 - the assessment of learning for students in grades 3-8 in English Language Arts and Mathematics and grades 5 and 8 in Science through the general assessment

- the assessment of learning for students with the most significant cognitive disabilities in grades 3-8 and 11 in English Language Arts and Mathematics and grades 5, 8, and 11 in Science through the alternate assessment
 - the reporting of the performance of school districts
- NWEA is offering an optional service of hand scoring student constructed responses that more authentically measure student’s writing skills.
 - The addition of handscoring student constructed responses will address the lack of alignment the present assessment has to the writing standards. This was noted in the Alignment Study conducted by HumRRO, Inc in 2023.
 - This service costs \$2,518,671.
- The contractor will also serve Nebraska public school educators who make educational decisions based on statewide assessment results. The contractor will continue the Certified Facilitator program that delivers professional learning to Nebraska educators through a train-the-trainer design.
- The Request for Proposal process and notice of the “Intent to Award” were discussed during the June and July state board meetings.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2024

ESTIMATED COST: \$9,459,618

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal and State
 - The funds for this contract are budgeted in the Office of Teaching, Learning, and Assessment’s annual allocation of state funds
- New or Renewal: New
- If renewal, date of first approval: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Request for Proposal
- Rationale for method of procurement: The necessity for a statewide assessment system to meet state and federal statutes required a process to seek bids from assessment vendors conducted by the Department of Administrative Services.
- Rationale for contractor selection: The evaluation team selected this contractor based on the written proposal and demonstration.



STATE BOARD OF EDUCATION RULES AND REGULATIONS COMMITTEE REPORT

Date: September 5, 2024

The Rules and Regulations Committee reports on the September 5, 2024, meeting of the committee. Members present were chair Lisa Fricke, Jacquelyn Morrison, Kirk Penner, and Elizabeth Tegtmeier. Committee members reviewed the rules report.

NDE staff discussed the repeal of Rule 25 – Excellence in Teaching Act, in response to legislation transferring the program to the Coordination Commission for Postsecondary Education (CCPE). The committee reviewed the repeal draft. NDE staff will proceed with the process to repeal the rule.

NDE staff provided information on suggested revisions to Rule 3 – Identification of High Ability Learners. NDE staff will continue to develop a public input draft for the committee to review.

NDE staff provided information on potential revisions to Rule 47 – Career Academies. NDE staff will develop a public input draft for the committee to review.

NDE staff provided information on potential revisions to Rule 86 – Public School Breakfast Program Reimbursement. NDE staff will develop a public input draft for the committee to review.

NDE staff provided information on potential revisions to Rule 11 – Early Childhood Education Programs. NDE staff will develop a public input draft for the committee to review.

NDE staff provided an update that public input drafts for Rule 21 – Teacher Certification and Rule 24 – Endorsements, were made available to the public August 16, 2024, through September 13, 2024. Input will be collected and discussed at the October 2024 committee meeting, leading to development of a hearing draft.

NDE staff provided information on potential revisions to Rule 10 – Accreditation of Schools, Rule 14 – Approval of Nonpublic Schools, and Rule 17 – Alternative Schools for Expelled Students. NDE staff will continue gathering stakeholder input and develop public input drafts for the committee to review.

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: August 21, 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 - September Meeting

Title 92, Nebraska Administrative Code, Chapter 3, *Regulations Governing High Ability Learners*

- 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)
- Review requested by Rules and Regulations Committee

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 14, *Legal Operation of Approved Nonpublic Schools*

- Review requested by Rules and Regulations Committee

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 25, *Regulations Governing the Excellence in Teaching Act*

- Repeal
- Program was transferred to CCPE as of 7-1-2024

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

Rules and Regulations Committee - October 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)

Other Review, Adoption, Revision, or Repeal Process Has Been Initiated

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 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 19, *Regulations Regarding School Enrollment*

- Response to legislation (LB 1029 Compulsory Attendance & LB 1329 Attendance Policies)
- May add attendance measures from Rule 2 (Accounting)



PROPOSED AGENDA ITEM RATIONALE

DATE: August 21, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

Tammy Barry
Legal Counsel

PROPOSED AGENDA ITEM: Repeal of Rule 25, *Regulations Governing the Excellence in Teaching Act*.

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

RATIONALE/BACKGROUND INFORMATION:

In 2009, Neb. Rev. Stat. §79-8,132 established the Excellence in Teaching Act (ETA) which includes the Attracting Excellence to Teaching Program (AETP) and the Enhancing Excellence in Teaching Program (EETP) under the authority of the Nebraska Department of Education (NDE). These programs provide aspiring teachers or teachers seeking additional endorsements in shortage areas, forgivable loans to cover their educational expenses. Recipients must work in a Nebraska school upon completion of their studies for a requisite number of years for their loans to be forgiven.

As of July 1, 2024, Neb. Rev. Stat. §85-3101, as amended by LB705 in 2023, transfers all powers, duties, and functions of the ETA program to the Coordinating Commission on Postsecondary Education (CCPE). The CCPE administers other financial aid and grant programs for students seeking postsecondary opportunities. The NDE has worked closely with CCPE throughout the year to facilitate the transfer for this program. As a result, it eliminates the need for Rule 25.

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 08.15.2023*

~~TITLE 92 NEBRASKA DEPARTMENT OF EDUCATION~~

~~CHAPTER 25 REGULATIONS GOVERNING THE EXCELLENCE IN TEACHING ACT~~

~~001 General Provision.~~

~~001.01 Statutory Authority.~~ Section 79-8,140 of the Revised Statutes of Nebraska (R.R.S.) provides that the State Board of Education may adopt and promulgate rules and regulations to determine teacher shortage areas and to carry out the Excellence in Teaching Act, which includes the Attracting Excellence to Teaching Program and the Enhancing Excellence in Teaching Program.

~~001.02 Related Chapters.~~ Title 92, Nebraska Administrative Code, Chapter 24 (92 NAC 24), contains regulations relating to endorsements.

~~002 Attracting Excellence to Teaching Program.~~

~~002.01 Purposes.~~ The purposes of the Attracting Excellence to Teaching Program are to:

~~002.01A~~ Attract outstanding students to major in shortage areas at the teacher education programs of Nebraska's postsecondary educational institutions;

~~002.01B~~ Retain resident students and graduates as teachers in the accredited school districts, educational service units, and private schools or approved private schools of Nebraska; and

~~002.01C~~ Establish a loan contract that requires a borrower to obtain employment as a teacher in this state after graduation.

~~002.02 Definitions.~~ For purposes of the Attracting Excellence to Teaching Program:

~~002.02A AETP~~ shall mean the Attracting Excellence to Teaching Program.

~~002.02B Board~~ shall mean the State Board of Education.

~~002.02C Borrower~~ shall mean an eligible student who receives a loan pursuant to the AETP.

~~002.02D Department~~ shall mean the State Department of Education, which is comprised of the Board and the Commissioner of Education.

~~002.02E Eligible for the AETP~~ shall mean an eligible student who:

~~002.02E1~~ graduated in the top quarter of his or her high school class or has a minimum cumulative grade point average of 3.0 on a four-point scale in an eligible institution;

~~002.02E2~~ agrees to complete a teacher education program at an eligible institution and, for applicants applying for the first time on or after April 23, 2009, to complete the major on which the applicant's eligibility is based; and

~~002.02E3~~ commits to teach in an accredited or approved public or private school in Nebraska upon successful completion of the teacher education program for which the applicant is applying to the AETP and to becoming certified pursuant to Sections 79-806 to 79-815 R.R.S.;

~~002.02F Eligible institution~~ shall mean a not-for-profit college or university which:

~~002.02F1~~ is located in Nebraska;

~~002.02F2~~ is accredited by a regional accrediting agency recognized by the United States Department of Education as determined to be acceptable by the Board;

~~002.02F3 has a teacher education program; and~~

~~002.02F4 if a privately funded college or university has not opted out of the program pursuant to Section 002.04C of this Chapter.~~

~~002.02G Eligible student shall mean an individual who:~~

~~002.02G1 is a full-time student;~~

~~002.02G2 is enrolled in an eligible institution in an undergraduate or a graduate teacher education program working toward his or her initial certificate to teach in Nebraska;~~

~~002.02G3 if enrolled at a state-funded eligible institution, is a resident student as described in Section 85-502 R.R.S. or, if enrolled in a privately funded eligible institution, would be deemed a resident student if enrolled in a state-funded eligible institution;~~

~~002.02G4 for applicants applying for the first time on or after April 23, 2009, is a student majoring in a shortage area; and~~

~~002.02G5 for applicants applying to receive a loan during fiscal year 2011-2012 or 2012-2013, is a student who previously received a loan pursuant to the AETP in the fiscal year immediately preceding the fiscal year in which the new loan would be received.~~

~~002.02H Employed as a teacher shall mean employment equivalent to 0.5 full-time employment (FTE) or greater under one (1) or more teaching contracts with an approved or accredited Nebraska school throughout the course of one (1) school year or a period of two (2) consecutive school terms that are the equivalent of one (1) school year (e.g., one (1) spring semester and the following fall semester). Substitute teachers who meet this requirement shall be considered employed as a teacher. This term also means employment by an Educational Service Unit (ESU) as a certificated employee as defined in Section 79-1234(2) R.R.S. when the certificated employee will be functioning as a teacher throughout the course of one (1) school year or a period of two (2) consecutive school terms that are the equivalent of one (1) school year (e.g., one (1) spring semester and the following fall semester) in an approved or accredited Nebraska school pursuant to authority provided in the Educational Service Unit Act (Section 79-1201 R.R.S., et seq.).~~

~~002.02I Employed as a full-time teacher shall mean full-time employment (FTE) equivalent to 1.0 FTE under one (1) or more teaching contracts with an approved or accredited Nebraska school throughout the course of one (1) school year or a period of two (2) consecutive school terms that are the equivalent of one (1) school year (e.g., one (1) spring semester and the following fall semester). Substitute teachers who meet this requirement shall be considered employed as a full-time teacher. This term also means employment by an Educational Service Unit (ESU) as a certificated employee as defined in Section 79-1234(2) R.R.S. when the certificated employee will be functioning as a teacher equivalent to 1.0 FTE throughout the course of one (1) school year or a period of two (2) consecutive school terms that are the equivalent of one (1) school year (e.g., one (1) spring semester and the following fall semester) in an approved or accredited Nebraska school pursuant to authority provided in the Educational Service Unit Act (Section 79-1201 R.R.S. et seq.).~~

~~002.02J Full-time student shall mean, in the aggregate, the equivalent of a student who in a twelve-month (12) period has completed or is enrolled in twenty-four (24) semester credit hours for undergraduate students or eighteen (18) semester credit hours for graduate students of classroom, laboratory, clinical, practicum, or independent study course work.~~

~~002.02K Loan shall mean an amount of money advanced under a contract to a borrower pursuant to the AETP.~~

~~-~~

~~002.02L Majoring in a shortage area shall mean pursuing a degree which will allow an individual to be properly endorsed to teach in a shortage area.~~

~~002.02M Repayment period shall mean the time during which the borrower is required to make payments on the loan or loans.~~

~~002.02N Repayment status shall mean when a borrower meets any of the conditions triggering repayment commencement described in Section 002.05A of this Chapter.~~

~~002.02O Secular field of teaching shall mean teaching areas covered by teaching endorsements identified in 92 NAC 24 excluding Religious Education.~~

~~002.02P Shortage area shall mean a secular field of teaching for which there is a shortage, as determined by the Department, of properly endorsed teachers pursuant to Section 004 of this Chapter, at the time the borrower first receives funds pursuant to the program.~~

~~002.02Q Teacher shall mean an individual who holds a valid teaching certificate and who is regularly employed for the instruction of pupils pursuant to Section 79-101 R.R.S. For purposes of this Chapter, this definition does not include administrative or special services certificate holders who are employed in positions requiring these endorsements.~~

~~002.02R Teacher education program shall mean a program of study approved by the State Board of Education pursuant to subdivision (5) (g) of Section 79-318 R.R.S.~~

~~002.03 Application Process.~~

~~002.03A Application. In order to be considered for a loan, an eligible student must complete the appropriate application forms prescribed by the Department.~~

~~002.03A1 Incomplete applications will not be considered for a loan.~~

~~002.03B Deadlines.~~

~~002.03B1 Applications must be submitted to the administrator responsible for the teacher education program in which the applicant is enrolled by a date determined by the administrator. Applications recommended by the institution must be received by the Department on or before December 1 of each year in which funds are available.~~

~~002.03B2 Applications recommended by the institution for reallocated funds as described in Section 002.04B of this Chapter must be received by the Department on or before February 1 of each year in which reallocated funds are available.~~

~~002.03C Maximum amounts. Eligible students may apply, on an annual basis, for loans in an amount of not more than three thousand dollars (\$3,000) per year. Loans awarded to an eligible student shall not exceed a cumulative period exceeding five (5) consecutive years.~~

~~002.03D Awards. Loans shall only be awarded through an eligible institution and funded pursuant to Section 79-8,137.05 R.R.S. Prior to receiving any money from a loan pursuant to the AETP, an eligible student shall enter into a contract with the Department.~~

~~002.03E Distribution. The Department shall allocate the funds to be distributed for the AETP to all eligible institutions according to the formula set forth in Section 002.04 of this Chapter, except that the distribution of funds for each of fiscal years 2011-2012 and 2012-2013 shall be proportional based on the amounts applied for by eligible students at each eligible institution, and that no more than one hundred percent (100%) of such amounts shall be distributed.~~

~~002.03E1 Eligible institutions shall act as agents of the Department in the distribution of funds to borrowers.~~

~~002.03E2~~ Eligible institutions shall disburse funds directly to the borrower in a lump sum unless another manner or method of disbursement or distribution has been authorized, in writing, by the borrower.

~~002.04 Formula.~~ The formula for the distribution of the appropriated funds to eligible institutions that have not opted out of the AETP according to Section 002.04C of this Chapter, except as provided in Section 002.03E of this Chapter, shall be based on the percentage of the most recent teacher education program completer data generated by each eligible institution. The percentage of funds allocated to each eligible institution will match the institution's percentage of the total teacher education program completers from all eligible institutions.

~~002.04A~~ The allocation of available funds will be reported to each participating eligible institution at the beginning of the school year, or no later than October 15 of each year.

~~002.04B Funds~~ not awarded pursuant to Section 002.03B1 of this Chapter will be reallocated to those institutions that notify the Department on or by December 1 of the institution's desire to be considered for the reallocated funds. The reallocation of available funds will be reported to eligible institutions no later than December 15 of each year that those funds are available.

~~002.04C Opting Out Provisions.~~ An eligible institution may opt out of the AETP by notifying the Commissioner of Education, in writing, postmarked or emailed by May 1 prior to the academic year for which loans are available, of the institution's intent not to participate in the AETP. Such notification will be considered in force until the Commissioner is notified, in writing, of the institution's intent to recommence its participation in the AETP.

~~002.05 Loan Contract Provisions.~~ Prior to receiving any money from a loan pursuant to the AETP, an eligible student shall enter into a contract with the Department.

~~002.05A Repayment Commencement.~~

~~002.05A1~~ For eligible students who applied for the first time prior to April 23, 2009:

~~002.05A1a~~ If the borrower is not employed as a teacher in Nebraska for a time period equal to the number of years required for loan forgiveness and is not enrolled as a full-time student in a graduate program within six (6) months after obtaining an undergraduate degree for which a loan from the AETP was obtained or the borrower does not complete the requirements for graduation within five (5) consecutive years after receiving the initial loan under the AETP, then the loan must be repaid, with interest at the rate fixed pursuant to Section 45-103 R.R.S. accruing as of the date the borrower signed the contract.

~~002.05A2~~ For eligible students who applied for the first time on or after April 23, 2009:

~~002.05A2a~~ If the borrower is not employed as a full-time teacher in an approved or accredited school in Nebraska and teaching at least a portion of the time in the shortage area for which the loan was received for a time period equal to the number of years required for loan forgiveness or is not enrolled as a full-time student in a graduate program within six (6) months after obtaining an undergraduate degree for which a loan from the AETP was obtained or the borrower does not complete the requirements for graduation within five (5) consecutive years after receiving the initial loan under the AETP, then the loan must be repaid, with interest at the rate fixed pursuant to Section 45-103 R.R.S. accruing as of the date the borrower signed the contract and actual collection costs as determined by the Department.

~~002.05A3~~ If the borrower fails to remain enrolled at an eligible institution or otherwise fails to meet the requirements of an eligible student, repayment of the loan shall commence within six (6) months after such change in eligibility.

~~002.05A4~~ The interest rate for the entire repayment period shall be that which is in effect under Section 45-103 R.R.S. on the date that the borrower signed the contract.

~~002.05B Repayment Procedures.~~ Repayment will be made on a monthly basis on a schedule which allows up to two (2) years of payments for all loans received. The borrower, at his/her option, may accelerate payment on all or any part of the loan principal plus accrued interest at any time without penalty. Monthly payments must be received at the Department no later than the 15th of each month.

~~002.05C Penalty.~~ In the event the borrower fails to make a scheduled payment of any installment due, the entire unpaid indebtedness including interest due shall become, at the option of the Commissioner, immediately due and payable.

~~002.05D Repayment Exceptions.~~

~~002.05D1 Cancellation.~~ The repayment obligation shall be cancelled if the Commissioner determines that:

~~002.05D1a~~ The borrower is unable to teach because s/he is permanently totally disabled, on the basis of verification from the Social Security Administration; or

~~002.05D1b~~ The borrower has died, on the basis of a death certificate or other evidence conclusive under State law provided by next of kin or personal administrator of the estate.

~~002.05D2 Deferment.~~ A deferment of the repayment period may be granted by the Commissioner if the borrower is in repayment status and can substantiate that s/he is:

~~002.05D2a~~ engaging in a full-time course of study at an institution of higher education;

~~002.05D2b~~ serving on active duty as a member of the Armed Forces of the United States, for a period not in excess of three (3) years;

~~002.05D2c~~ temporarily totally disabled as established by the sworn affidavit of a qualified physician, for a period not in excess of three (3) years;

~~002.05D2d~~ unable to secure employment by reason of the care required by a disabled child, spouse, or parent for a period not in excess of twelve (12) months; or

~~002.05D2e~~ seeking and unable to find full-time employment for a single period not in excess of twelve (12) months.

~~002.05D3 Qualification for Exceptions.~~ To qualify for a cancellation or deferment, the borrower must notify the Department, in writing, of his or her claim and provide supporting documentation of the claim. If the borrower's claim is accepted, s/he will not be required to make repayments nor will interest accrue on the outstanding balance during the deferment period.

~~002.05E Loan Forgiveness.~~

~~002.05E1~~ For eligible students who applied for the first time prior to April 23, 2009:

~~002.05E1a~~ If the borrower successfully completes the teacher education program and becomes certified pursuant to Sections 79-806 to 79-815 R.R.S., becomes employed as a teacher in this state within six (6) months of becoming certified, and otherwise meets the requirements of the contract, payments shall be suspended for the number of years that the borrower is required to remain employed as a teacher in this state under the contract. For each year that the borrower teaches in Nebraska pursuant to the contract, payments shall be forgiven in an amount equal to the amount borrowed for one (1) year, except that if the borrower teaches in a school district that is in a local system classified in the very sparse cost grouping as defined in Section 79-1003 R.R.S. or teaches in a school district in which at least forty percent (40%) of the students are poverty students as provided in Section 79-1003 R.R.S., payments shall be forgiven each year in an amount equal to the amount borrowed for two (2) years.

~~002.05E2 For eligible students who applied for the first time on or after April 23, 2009.~~

~~002.05E2a If the borrower successfully completes the teacher education program and major for which the borrower is receiving a forgivable loan pursuant to the program and becomes certified pursuant to Sections 79-806 to 79-815 R.R.S. with an endorsement in the shortage area for which the loan was received, becomes employed as a full-time teacher teaching at least a portion of the time in the shortage area for which the loan was received in an approved or accredited school in Nebraska within six (6) months of becoming certified, and otherwise meets the requirements of the contract, payments shall be suspended for the number of years that the borrower is required to remain employed as a teacher in this state under the contract. Beginning after the first two (2) years of teaching full-time in Nebraska following graduation for the degree for which the loan was received, for each year that the borrower teaches full-time in Nebraska pursuant to the contract, the loan shall be forgiven in an amount equal to three thousand dollars (\$3,000), except that if the borrower teaches full-time in a school district that is in a local system classified as very sparse as defined in Section 79-1003 R.R.S., teaches in a school building that provides free meals to all students pursuant to the community eligibility provision, teaches in a school building in which at least forty percent (40%) of the formula students are poverty students as defined in Section 79-1003 R.R.S., or teaches in an accredited or approved private school in Nebraska in which at least forty percent (40%) of the enrolled students qualified for free lunches as determined by the most recent data available from the Department, payments shall be forgiven each year in an amount equal to six thousand dollars (\$6,000).~~

~~002.05E3 When a loan has been forgiven pursuant to Section 002.05E of this Chapter, the amount forgiven may be taxable income to the borrower and the Department shall provide notification of the amount forgiven to the borrower, the Department of Revenue, and the United States Internal Revenue Service if required by the Internal Revenue Code.~~

~~002.05F Default. Failure of a borrower to either fulfill the terms necessary for loan forgiveness according to Section 002.05E of this Chapter or repay the loan according to Section 002.05A of this Chapter shall constitute a default. Borrowers in default may be referred to a collection agency according to Section 45-623 R.R.S.~~

~~003 Enhancing Excellence in Teaching Program.~~

~~003.01 Purposes. The purposes of the Enhancing Excellence in Teaching Program are to:~~

~~003.01A Retain teachers in the accredited school districts, educational service units, and private schools or approved private schools of Nebraska;~~

~~003.01B Improve the skills of existing teachers in Nebraska through the graduate education programs of Nebraska's postsecondary educational institutions; and~~

~~003.01C Establish a loan contract that requires a borrower to continue employment as a teacher in this state after completion of the eligible graduate program.~~

~~003.02 Definitions. For purposes of the Enhancing Excellence in Teaching Program:~~

~~003.02A Board shall mean the State Board of Education.~~

~~003.02B Borrower shall mean an eligible student who receives a loan pursuant to the EETP.~~

~~003.02C Department shall mean the State Department of Education, which is comprised of the Board and the Commissioner of Education.~~

~~003.02D EETP shall mean the Enhancing Excellence in Teaching Program.~~

~~003.02E Eligible coursework shall mean those classes included on the Program of Study that begin during the~~

loan award period.

~~003.02F Eligible graduate program~~ means a program of study offered by an eligible institution which results in obtaining a graduate degree or a graduate course of study leading to an endorsement in a shortage area specified by the State Board of Education.

~~003.02G Eligible for the EETP~~ shall mean an eligible student who:

~~003.02G1~~ agrees to complete an eligible graduate program at an eligible institution and to complete the program on which the applicant's eligibility is based as determined by the Department; and

~~003.02G2~~ commits to teach in an accredited or approved public or private school in Nebraska upon successful completion of the eligible graduate program for which the applicant is applying to the EETP and to maintaining certification pursuant to Sections 79-806 to 79-815 R.R.S.

~~003.02H Eligible institution~~ shall mean a not-for-profit college or university which:

~~003.02H1~~ is located in Nebraska;

~~003.02H2~~ is accredited by a regional accrediting agency recognized by the United States Department of Education as determined to be acceptable by the Board;

~~003.02H3~~ has a teacher education program as defined in Section 002.02Q of this Chapter; and

~~003.02H4~~ if a privately funded college or university has not opted out of the EETP pursuant to Section 003.04B of this Chapter.

~~003.02I Eligible student~~ shall mean an individual who:

~~003.02I1~~ is a certificated teacher employed to teach in an approved or accredited school in Nebraska;

~~003.02I2~~ is enrolled in an eligible graduate program;

~~003.02I3~~ if enrolled at a state-funded eligible institution, is a resident student as described in Section 85-502 R.R.S. or, if enrolled in a privately funded eligible institution, would be deemed a resident student if enrolled in a state-funded eligible institution;

~~003.02I4~~ is majoring in a shortage area, curriculum and instruction, a subject area in which the individual already holds a secular teaching endorsement, or a subject area that will result in an additional secular teaching endorsement which the superintendent of the school district or head administrator of the private, denominational, or parochial school employing the individual believes will be beneficial to the students of such school district or school as evidenced by a statement signed by the superintendent or head administrator; and

~~003.02I5~~ is applying for a loan pursuant to the EETP to be received at a time other than during fiscal year 2011-2012 or 2012-2013.

~~003.02J Employed as a teacher~~ shall mean employment equivalent to 0.5 full-time employment (FTE) or greater under one (1) or more teaching contracts with an approved or accredited Nebraska school throughout the course of one (1) school year or a period of two (2) consecutive school terms that are the equivalent of one (1) school year (e.g., one (1) spring semester and the following fall semester). Substitute teachers who meet this requirement shall be considered employed as a teacher. This term also means employment by an Educational Service Unit (ESU) as a certificated employee as defined in Section 79-1234(2) R.R.S. when the certificated employee will be functioning as a teacher throughout the course of one (1) school year or a period of two (2) consecutive school terms that are the equivalent of one (1) school year (e.g., one (1) spring semester and the following fall semester) in an approved or accredited Nebraska school pursuant to authority provided in

~~the Educational Service Unit Act (Section 79-1201 R.R.S., et seq.).~~

~~003.02K Employed as a full-time teacher shall mean full-time employment (FTE) equivalent to 1.0 FTE under one (1) or more teaching contracts with an approved or accredited Nebraska school throughout the course of one (1) school year or a period of two (2) consecutive school terms that are the equivalent of one (1) school year (e.g., one (1) spring semester and the following fall semester). Substitute teachers who meet this requirement shall be considered employed as a full-time teacher. This term also means employment by an Educational Service Unit (ESU) as a certificated employee as defined in Section 79-1234(2) R.R.S. when the certificated employee will be functioning as a teacher equivalent to 1.0 FTE throughout the course of one (1) school year or a period of two (2) consecutive school terms that are the equivalent of one (1) school year (e.g., one (1) spring semester and the following fall semester) in an approved or accredited Nebraska school pursuant to authority provided in the Educational Service Unit Act (Section 79-1201 R.R.S. et seq.).~~

~~003.02L Enrolled shall mean the eligible student is officially admitted into an eligible graduate program at an eligible institution and s/he meets that institution's requirements for continuing enrollment certification purposes or for maintaining graduate student status.~~

~~003.02M Loan shall mean an amount of money advanced under a contract to a borrower pursuant to the EETP.~~

~~-~~

~~003.02N Loan award period shall mean July 1 – June 30.~~

~~003.02O Majoring in a shortage area or subject area shall mean pursuing a degree or graduate course of study which will allow an individual to be properly endorsed to teach in such shortage area or subject area.~~

~~003.02P Program of Study shall mean official documentation that verifies enrollment and coursework in an eligible graduate program and must include:~~

~~003.02P1 the name of the applicant;~~

~~003.02P2 the name of the eligible graduate program to be completed;~~

~~003.02P3 a listing of the coursework required to complete the eligible graduate program;~~

~~003.02P4 a tentative timeline for completion of the eligible graduate program; and~~

~~003.02P5 the signature of the designated representative of the eligible institution.~~

~~003.02Q Proof of coursework completion shall mean a grade report or transcript from an eligible institution which verifies that the borrower has completed the eligible coursework for which funds were received during the loan award period.~~

~~003.02R Proof of program completion shall mean an official transcript from an eligible institution which verifies that the borrower has completed the eligible graduate program for which the loan was received.~~

~~003.02S Proof of registration shall mean a class schedule or transcript from an eligible institution which verifies registration for eligible coursework.~~

~~003.02T Repayment period shall mean the time during which the borrower is required to make payments on the loan or loans.~~

~~003.02U Repayment status shall mean when a borrower meets any of the conditions triggering repayment commencement described in Section 003.05A of this Chapter.~~

~~003.02V Secular field of teaching shall mean teaching areas covered by teaching endorsements identified in 92 NAC 24 excluding Religious Education.~~

~~003.02W Shortage~~ area shall mean a secular field of teaching or endorsement area for which there is a shortage, as determined by the Department pursuant to Section 004 of this Chapter, of properly endorsed teachers at the time the borrower first receives funds pursuant to the EETP.

~~003.02X Teacher~~ shall mean an individual who holds a valid teaching certificate and who is regularly employed for the instruction of pupils pursuant to Section 79-101 R.R.S. For purposes of this Chapter, this definition does not include administrative or special services certificate holders who are employed in positions requiring these endorsements.

~~003.03 Application Process.~~

~~003.03A Application.~~ In order to be considered for a loan, an eligible student must complete the appropriate application forms prescribed by the Department.

~~003.03A1~~ Applications must include a Program of Study approved by a designated representative of the eligible institution in which the applicant is enrolled.

~~003.02A2~~ Incomplete applications will not be considered for a loan.

~~003.03B Deadlines.~~ Applications must be submitted to the administrator responsible for the teacher education program, or his/her designated representative, of the eligible institution in which the applicant is enrolled by a date determined by the administrator.

~~003.03B1~~ Institutions shall number the applications in the order in which they are received and send all submitted applications to the Department. Applications must be received by the Department on or before June 1 of each year in which funds are available.

~~003.03C Maximum Amounts.~~ Eligible students may apply on an annual basis for loans in an amount of not more than one hundred seventy-five dollars (\$175) per credit hour. Loans awarded to individual students shall not exceed a cumulative period exceeding five (5) consecutive years.

~~003.03C1~~ Loans awarded to individual students shall not exceed an annual amount of three thousand dollars (\$3,000).

~~003.03D Distribution.~~ The Department shall allocate the funds to be distributed for the EETP to all eligible institutions according to the formula set forth in Section 003.04A of this Chapter. The Department shall distribute the funds for the EETP directly to the borrower.

~~003.03E Awards.~~ Loans shall only be awarded through the Department and funded pursuant to Section 79-8,137.05 R.R.S.

~~003.03E1~~ The borrower must submit proof of registration for eligible coursework to the Department pursuant to the contract prior to any funds being distributed.

~~003.03E1a~~ The borrower shall only receive payment one time for each eligible course on his/her Program of Study. Repeated coursework for which a final course grade has been previously assessed is ineligible for payment.

~~003.03E2~~ Funds not claimed pursuant to the contract will revert to the Excellence in Teaching Cash Fund.

~~003.04 Formula.~~

~~003.04A Formula for Distribution.~~ The Department shall distribute one-sixth (1/6) of the total funds available pursuant to Section 79-8,137.05 R.R.S. evenly among all eligible institutions. The remaining funds shall be allocated by formula on the basis of the percentage of the total Master's degrees in education awarded by each eligible institution, excluding those awarded in administrative or special services programs. The percentage of

loan funds available to each eligible institution will match the institution's percentage of the state's total Master's degrees in education awarded by all eligible institutions.

~~003.04A1 The formula will be based on the most current Master's degree in education completion information available from the Nebraska Coordinating Commission for Postsecondary Education.~~

~~003.04A2 The allocation of available funds will be reported to the eligible institutions no later than March 15 of each year.~~

~~003.04A3 In the event that additional funds for the EETP become available during the current loan award period, the Department may establish an interim distribution process based on the percentage of the state's total Master's degrees in education awarded by each eligible institution.~~

~~003.04B Opting Out Provisions. An eligible institution may opt out of the EETP by notifying the Commissioner of Education, in writing, postmarked or emailed by February 1 prior to the academic year for which loans are available, of the institution's intent not to participate in the EETP. Such notification will be considered in force until the Commissioner is notified, in writing, of the institution's intent to recommence its participation in the EETP.~~

~~003.05 Loan Contract Provisions. Prior to receiving any money from a loan pursuant to the EETP, an eligible student shall enter into a contract with the Department.~~

~~003.05A Repayment Commencement. Section 79-8,137.04(1) R.R.S. requires subsections 003.05A1 and 003.05A2 to be part of the contract. Section 79-8,137.04(2) R.R.S. requires that for a borrower to have payments suspended, the borrower must, in addition, otherwise meet the requirements of the contract. Subsections 003.05A3 and 003.05A4 are such additional provisions.~~

~~003.05A1 If the borrower is not employed as a full-time teacher teaching in an approved or accredited school in Nebraska for a time period equal to the number of years required for loan forgiveness pursuant to Section 003.05E of this Chapter or the borrower does not complete the requirements for program completion within five (5) consecutive years after receiving the initial loan under the EETP, then the loan shall be repaid with interest at the rate fixed pursuant to Section 45-103 R.R.S. accruing as of the date the borrower signed the contract and actual collection costs as determined by the Department.~~

~~003.05A2 If the borrower fails to remain enrolled at an eligible institution or otherwise fails to meet the requirements of an eligible student, repayment of the loan shall commence within six (6) months after such change in eligibility.~~

~~003.05A3 If the borrower fails to provide the Department with proof of coursework completion within sixty (60) days of the completion of all eligible coursework for which the loan was received, repayment of the loan shall commence within six (6) months from the end of the loan award period in which the loan was received.~~

~~003.05A4 If the borrower fails to provide the Department with proof of program completion within sixty (60) days of completion of the eligible graduate program, repayment of the loan shall commence within six (6) months of completion of the program.~~

~~003.05A5 The interest rate for the entire repayment period shall be that which is in effect under Section 45-103 R.R.S. on the date that the borrower signed the contract.~~

~~003.05B Repayment Procedures. Repayment will be made on a monthly basis on a schedule which allows up to two (2) years of payments for all loans received. The borrower, at his/her option, may accelerate payment on all or any part of the loan principal plus accrued interest at any time without penalty. Monthly payments must be received at the Department no later than the 15th of each month.~~

~~003.05C Penalty.~~ In the event the borrower fails to make a scheduled payment of any installment due, the entire unpaid indebtedness including interest due shall become, at the option of the Commissioner, immediately due and payable.

~~003.05D Repayment Exceptions.~~

~~003.05D1 Cancellation.~~ The repayment obligation shall be cancelled if the Commissioner determines that:

~~003.05D1a~~ The borrower is unable to teach because s/he is permanently totally disabled, on the basis of verification from the Social Security Administration; or

~~003.05D1b~~ The borrower has died, on the basis of a death certificate or other evidence conclusive under State law provided by next of kin or personal administrator of the estate.

~~003.05D2 Deferment.~~ A deferment of the repayment period may be granted by the Commissioner if the borrower is in repayment status and can substantiate that s/he is:

~~003.05D2a~~ serving on active duty as a member of the Armed Forces of the United States, for a period not in excess of three (3) years;

~~003.05D2b~~ temporarily totally disabled as established by the sworn affidavit of a qualified physician, for a period not in excess of three (3) years;

~~003.05D2c~~ unable to secure employment by reason of the care required by a disabled child, spouse, or parent for a period not in excess of twelve (12) months; or

~~003.05D2d~~ seeking and unable to find full-time employment for a single period not in excess of twelve (12) months.

~~003.05D3 Qualification for Exceptions.~~ To qualify for a cancellation or deferment, the borrower must notify the Department, in writing, of his or her claim and provide supporting documentation of the claim. If the borrower's claim is accepted, s/he will not be required to make repayments nor will interest accrue on the outstanding balance during the deferment period.

~~003.05E Loan Forgiveness.~~ If the borrower successfully completes the eligible graduate program for which the borrower is receiving a forgivable loan pursuant to the EETP, maintains certification pursuant to Sections 79-806 to 79-815 R.R.S., maintains full-time employment as a teacher in an approved or accredited school in this state, and otherwise meets the requirements of the contract, payments shall be suspended for the number of years that the borrower is required to remain employed as a teacher in this state under contract.

~~003.05E1 For recipients who received funds for the first time prior to July 1, 2016:~~

~~003.05E1a~~ Beginning after the first two (2) years of teaching full-time in Nebraska following graduation for the degree for which the loan was received, for each year that the borrower teaches full-time in Nebraska pursuant to the contract, the loan shall be forgiven in an amount equal to three thousand dollars (\$3,000), except that if the borrower teaches full-time in a school district that is in a local system classified as very sparse as defined in Section 79-1003 R.R.S., teaches in a school building that provides free meals to all students pursuant to the community eligibility provision, teaches in a school building in which at least forty percent (40%) of the students are poverty students as defined in Section 79-1003 R.R.S., or teaches in an accredited or approved private school in Nebraska in which at least forty percent (40%) of the enrolled students qualified for free lunches as determined by the most recent data available from the Department, payments shall be forgiven each year in an amount equal to six thousand dollars (\$6,000).

~~003.05E2 For recipients who received funds for the first time on or after July 1, 2016:~~

~~003.05E2a~~ Beginning after the first two (2) years of teaching full-time in Nebraska following completion of the eligible graduate program for which the loan was received, for each year that the borrower teaches full-time in Nebraska pursuant to the contract, the loan shall be forgiven in an amount equal to one thousand five hundred dollars (\$1,500), except that if the borrower teaches full-time in a school district that is in a local system classified as very sparse as defined in Section 79-1003 R.R.S., teaches in a school building in which at least forty percent (40%) of the students are poverty students as defined in Section 79-1003 R.R.S., teaches in a school building that provides free meals to all students pursuant to the community eligibility provision, or teaches in an accredited private school or educational service unit or an approved private school in Nebraska in which at least forty percent (40%) of the enrolled students qualified for free lunches as determined by the most recent data available from the Department, payments shall be forgiven each year in an amount equal to one thousand five hundred dollars (\$1,500) for the first year of loan forgiveness and three thousand dollars (\$3,000) for each year of loan forgiveness thereafter.

~~003.05E3~~ The borrower shall provide the Department with proof of coursework completion within sixty (60) days of the completion of all eligible coursework for which the loan was received.

~~003.05E4~~ The borrower shall provide the Department with proof of program completion within sixty (60) days of completion of the eligible graduate program for which the loan was received.

~~003.05E5~~ When a loan has been forgiven pursuant to Section 79-8,137.04 R.R.S., the amount forgiven may be taxable income to the borrower and the Department shall provide notification of the amount forgiven to the borrower, the Department of Revenue, and the United States Internal Revenue Service if required by the Internal Revenue Code.

~~003.06 Default.~~ Failure of a borrower to either fulfill the terms necessary for loan forgiveness according to Section 003.05E of this Chapter or repay the loan according to Section 003.05A of this Chapter shall constitute a default. Borrowers in default may be referred to a collection agency according to Section 45-623 R.R.S.

004 Shortage Areas. Shortage areas will be determined annually by the Department on the basis of an annual teacher supply survey of accredited and approved Nebraska school systems. Shortage areas as defined by the U.S. Department of Education under the Teacher Education Assistance for College and Higher Education (TEACH) Grant will also be considered as qualifying shortage areas. Shortage areas for the current award period are available on the Department's web site (www.education.ne.gov).

005 Reports. The Department shall provide reports on the AETP and the EETP as required by Section 79-8,139 R.R.S.

~~005.01 Institutional Reports.~~ Each participating institution shall file an annual report with the Department for the Attracting Excellence to Teaching Program and for the Enhancing Excellence in Teaching Program for any fiscal year in which the eligible institution receives funding to distribute to the students pursuant to either or both of such programs. Reports must be received by October 15 containing the following information:

~~005.01A~~ The number of borrowers who are currently enrolled as full-time students; and

~~005.01B~~ The number of borrowers who have completed the program for which the loan was received.

~~005.02 Department of Education Reports.~~ On or before December 31 of each even-numbered year, the Department shall submit an electronic report to the Governor, the Clerk of the Legislature, and the Education Committee of the Legislature. This report shall include information on an institution-by-institution basis and information on:

~~005.02A~~ the status of the AETP and the EETP;

~~005.02B~~ the status of the borrowers;

~~005.02C the impact of the AETP and the EETP on the number of teachers in shortage areas in Nebraska;~~

~~005.02D the number of teachers receiving graduate degrees and added endorsements in teaching areas in Nebraska; and~~

~~005.02E a financial statement with a description of the activity of the Excellence in Teaching Cash Fund.~~

~~005.03 Confidentiality of Information. Any report which includes information about borrowers shall exclude confidential information or any other information which specifically identifies a borrower.~~

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. | Lindy Foley |
| | | | | | | | | Develop Farm to ECE Garden materials & Heartland Farm School and ECE Institute content for Institute retreat and year-long program development program. | |
| 1/8/2024 | 44261 | | Black Chick Farm | \$37,900 | 1/12/2024 | 1/11/2025 | Federal | | 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 | | Vivayic | \$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 Polja | \$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 | | | | | Extend ending date and increase amount. | Shirley Vargas |
| 2/12/2024 | 43359 | AM#1 | OCIO-Tom Kapocius | | | | | Extend ending date and increase amount. | Kristin Yates |
| 2/12/2024 | 43404 | AM#1 | OCIO-Mary Yeruva | | | | | Extend ending date and increase amount. | Kristin Yates |
| 2/12/2024 | 44078 | AM#1 | The Foundry | | | | | 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. | Amy Rhone |
| 2/13/2024 | 44251 | | UNL | \$26,700 | 2/10/2024 | 2/9/2025 | Federal | Assist schools in increasing awareness of MyPlate symbol, resources, school meal nutritional quality and nutrition equity among key audiences. | 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 | AM#1 | Lrene Smith | \$9,000 | 3/1/2024 | 2/28/2025 | Federal/General | Coaching/trng svcs | Melody Hobson |
| 2/20/2024 | 44205 | | Diego Gamero | | | | | 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 | | | | | Increase amount/scope. | Lindy Foley |
| 2/21/2024 | 44288 | | Heuristic Strategies | \$198,756 | 2/5/2024 | 4/29/2024 | Federal | Strategic planning and data governance activities for ECIDS. | Kristin Yates |
| 2/21/2024 | 44293 | | Marzano Research | \$49,500 | 2/19/2024 | 9/30/2024 | Federal | Provide technical support for the development of the Request for Proposal for statewide assessment. | Allyson DenBeste |
| | | | | | | | | Clayton Early Learning Center will send one staff member who has been trained as an FCCERS-3 anchor to "double-code" with the Nebraska FCCERS-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. | |
| 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 |

NDE CONTRACTS

| DATE REC'D | CONTRACT # | AMENDMENT # | CONTRACT NAME | MAXIMUM CONTRACT AMOUNT | START DATE | ENDING DATE | FUNDING SOURCE | SCOPE OF SERVICES | CONTACT PERSON |
|------------|------------|-------------|---|-------------------------|------------|-------------|-----------------|--|------------------------------|
| 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 |
| | | | | | | | | Engage vendor in development, delivery and reporting NSCAS general assessments; provide benchmark assessment for Nebraska districts; support professional learning around assessments. | |
| 2/23/2024 | 45000 | | Data Recognition Corporation | \$1,675,864 | 7/1/2024 | 6/30/2025 | Federal/General | Increase services/decrease expenses. | Allyson DenBeste |
| 2/27/2024 | 43086 | AM#3 | PRISM Investigations | | | | | Assist in developing NDE web portal. | Amy Rhone |
| 2/27/2024 | 44314 | | Edwise | \$583,000 | 2/26/2024 | 9/30/2024 | Federal | Provide training. | Kristin Yates |
| 2/28/2024 | 44294 | | Janice Lee | \$4,500 | 3/1/2024 | 2/28/2025 | General | Provide summer transition program for youth ages 14-21. | 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 Merkwani | | | | | 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 Trails & Treasures | \$44,182.39 | 4/1/2024 | 7/31/2024 | Federal | Provide summer transition program for youth ages 14-21. | Lindy Foley |
| | | | | | | | | Engage vendor in development, delivery and reporting NSCAS general assessments. | |
| 3/5/2024 | 45001 | | NWEA | \$8,962,295 | 7/1/2024 | 6/30/2025 | Federal/General | Mileage reimbursement change. | Allyson DenBeste |
| 3/6/2024 | 44255 | AM#1 | Scott Phillips | | | | | Provide summer transition program for youth ages 14-21. | David Jespersen |
| 3/6/2024 | 44303 | | Beatrice YMCA | \$12,226.85 | 4/1/2024 | 7/31/2024 | Federal | Install furniture. | Lindy Foley |
| 3/6/2024 | 44316 | | Office Innovations | \$20,000 | 3/1/2024 | 2/28/2025 | Federal | Increase amount/scope. | Joel Scherling |
| 3/7/2024 | 44158 | AM#1 | TCB Consulting dba CN Resource | | | | | Provide summer transition program for youth ages 14-21. | Zainab Rida |
| 3/12/2024 | 44311 | | Marcus Lincoln Hotel | \$11,198.78 | 4/1/2024 | 7/31/2024 | Federal | Provide installation of equipment and individualized consumer training. | Lindy Foley |
| 3/12/2024 | 44317 | | NE Commission for the Blind & Visually Impaired | \$24,999.99 | 3/10/2024 | 2/28/2025 | Federal | Provide IT project managers, trainers and business analysts. | Kristin Yates |
| 3/12/2024 | 44319 | | OCIO | \$621,032.28 | 3/14/2024 | 9/27/2024 | Federal | Assist with farm to school strategic planning, project evaluation and development of a statewide farm to school network. | Zainab Rida |
| 3/12/2024 | 44238 | | UNL | \$33,051 | 3/8/2024 | 3/7/2025 | Federal | Spanish translations of trainings and other documents. | Melody Hobson |
| 3/13/2024 | 44320 | | Amara Munoz | \$15,000 | 3/15/2024 | 3/14/2025 | General | Increase amount. | Kristin Yates |
| 3/18/2024 | 44227 | AM#1 | OCIO-Aeshwarya Jain | | | | | Cash | Lane Carr |
| 3/19/2024 | 44287 | | Midland University | \$350,000 | 1/14/2024 | 6/30/2025 | Cash | ETL development and support. | Kristin Yates |
| 3/19/2024 | 44323 | | OCIO-Srekanth Pall | \$87,552 | 3/18/2024 | 9/27/2024 | Federal | Increase amount. | Amy Rhone |
| 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 |
| 3/20/2024 | 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 |
| | | | | | | | | Assist with meeting federal post-school outcome data reporting requirements. | Amy Rhone |
| 3/22/2024 | 44321 | | UNL | \$49,530 | 4/1/2024 | 3/31/2025 | Federal | NDE to access and use the web-based electronic meeting service software. | Elizabeth Tegtmeyer/Ryan For |
| 3/25/2024 | 44318 | | Sparq Data Solutions | \$2,600 | 4/1/2024 | 3/31/2025 | General | Scope/consideration. | Melody Hobson |
| 3/26/2024 | 43399 | AM#2 | Community Language Cooperative | | | | | Provide four webinars to assist and support school mental health professionals and partners across the state. | Zainab Rida |
| 3/28/2024 | 44331 | | Emotionally Naked | \$8,000 | 4/30/2024 | 5/13/2024 | Federal | Coaching/training services/complete program quality assessments in Early Childhood Education and Care programs. | Melody Hobson |
| 4/1/2024 | 44325 | | Meghan Gibbons | \$18,500 | 4/15/2024 | 4/14/2025 | Federal/General | Facilitate NE CTE's jump start summer professional development workshop. | Katie Graham |
| 4/3/2024 | 44329 | | Eric Knoll | \$5,000 | 4/1/2024 | 7/31/2024 | Federal | Provide classrooms. | Melody Hobson |
| 4/4/2024 | 44336 | | Shannon Hampson | \$2,400 | 4/1/2024 | 3/31/2025 | General | | |

NDE CONTRACTS

| DATE REC'D | CONTRACT # | AMENDMENT # | CONTRACT NAME | MAXIMUM CONTRACT AMOUNT | START DATE | ENDING DATE | FUNDING SOURCE | SCOPE OF SERVICES | CONTACT PERSON |
|------------|------------|-------------|--|-------------------------|------------|-------------|-----------------|---|------------------|
| 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 |
| 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 Ruper | \$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 Prokse | \$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 Montova | \$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 |

NDE CONTRACTS

| DATE REC'D | CONTRACT # | AMENDMENT # | CONTRACT NAME | MAXIMUM CONTRACT AMOUNT | START DATE | ENDING DATE | FUNDING SOURCE | SCOPE OF SERVICES | CONTACT PERSON |
|------------|------------|-------------|---|-------------------------|------------|-------------|-----------------|--|------------------|
| 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 |
| 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 Merkwon | | | | | 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 | | AI 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 facilitator 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 Merkwon | \$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 |

NDE CONTRACTS

| DATE REC'D | CONTRACT # | AMENDMENT # | CONTRACT NAME | MAXIMUM CONTRACT AMOUNT | START DATE | ENDING DATE | FUNDING SOURCE | SCOPE OF SERVICES | CONTACT PERSON |
|------------|------------|-------------|---|-------------------------|------------|-------------|-----------------|---|-----------------------|
| 6/17/2024 | 45027 | | Saffron Buettner | \$32,000 | 7/1/2024 | 6/30/2025 | Federal/General | Coaching, 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 |
| 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 |

NDE CONTRACTS

| DATE REC'D | CONTRACT # | AMENDMENT # | CONTRACT NAME | MAXIMUM CONTRACT AMOUNT | START DATE | ENDING DATE | FUNDING SOURCE | SCOPE OF SERVICES | CONTACT PERSON |
|------------|------------|-------------|---|-------------------------|------------|-------------|----------------|--|------------------|
| 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 |
| 7/23/2024 | 45061 | | OCIO-Eric Tomasek | \$208,771.65 | 7/1/2024 | 9/30/2025 | Federal | Develop and implement SPED projects. | Kristin Yates |
| 7/23/2024 | 45060 | | OCIO-Krishnaprasth Ravishandran | \$144,621.20 | 7/1/2024 | 9/30/2025 | Federal | ETL development and support. | Kristin Yates |
| 7/23/2024 | 44056 | AM#1 | OCIO-Guna Vulipala | | | | | Extend date/increase amount. | Kristin Yates |
| 7/23/2024 | 44061 | AM#1 | OCIO-Sivakumar Reddy | | | | | Extend date/increase amount. | Kristin Yates |
| 7/23/2024 | 45062 | | Nicole Long | \$6,105 | 8/1/2024 | 7/31/2025 | General | Provide coaching, training and observation work for Step Up to Quality. | Melody Hobson |
| 7/23/2024 | 44346 | AM#1 | TNTP | | | | | Extend date/increase amount. | Allyson DenBeste |
| 7/23/2024 | 45064 | | Dr.Barbara Minton | \$10,000 | 8/15/2024 | 9/30/2024 | Federal | Provide music program. | Zainab Rida |
| 7/23/2024 | 45054 | | National Center for Grow Your Own | \$900,000 | 7/1/2024 | 6/30/2027 | Federal | Implement and execute registered apprenticeships for Teachers Technical Assistance Center. | Brad Dirksen |
| 7/23/2024 | 45055 | | Resultant LLC | \$171,250 | 7/1/2024 | 12/30/2024 | Federal | Provide diagnostic examination of the NECPRS. | Melody Hobson |
| 7/30/2024 | 44292 | AM#1 | WestEd | | | | | Extend date. | Katie Graham |
| 8/1/2024 | 45067 | | Avenue Scholars | \$228,900 | 7/29/2024 | 9/30/2024 | Federal | Develop and provide access to Statewide workplace experience portal. | Katie Graham |
| 8/1/2024 | 45066 | | Interaction Institute for Social Change | \$11,100 | 8/1/2024 | 7/31/2025 | Federal | Assist planning, design and facilitation of Nebraska Farm to School network strategic meetings. | Zainab Rida |
| 8/1/2024 | 45042 | AM#1 | TNTP | | | | | Increase amount. | Amy Rhone |
| 8/4/2024 | 44362 | AM#1 | Great Plains Top LLC | | | | | Increase amount. | Allyson DenBeste |
| 8/5/2024 | 44166 | AM#1 | The Resoluton Center | | | | | Consideration. | Amy Rhone |
| 8/5/2024 | 44164 | AM#1 | Concord Mediation Center | | | | | Consideration. | Amy Rhone |
| 8/5/2024 | 45071 | | Scottsbluff Public School | \$15,000 | 8/4/2024 | 9/15/2024 | Federal | Provide back to school supplies to homeless. | Beth Wooster |
| 8/5/2024 | 44160 | AM#1 | Nebraska Mediation Center | | | | | Consideration. | Amy Rhone |
| 8/5/2024 | 44072 | AM#1 | UNL | | | | | Extend date. | Lindy Foley |
| 8/6/2024 | 45073 | | UNO | \$1,285,250 | 7/19/2024 | 9/30/2024 | Federal | Develop Nebraska Early Literacy Workshop. | Allyson DenBeste |
| 8/6/2024 | 44159 | AM#1 | Central Mediation Center | | | | | Consideration. | Amy Rhone |
| 8/6/2024 | 44349 | AM#1 | UNL | | | | | Scope. | Melody Hobson |
| 8/7/2024 | 44188 | AM#1 | Jessica Trinidad | | | | | Scope/consideration. | Melody Hobson |
| 8/7/2024 | 45065 | | NE Children & Families Foundation | \$60,000 | 10/1/2024 | 9/30/2025 | Federal | Facilitate workshops. | Zainab Rida |
| 8/12/2024 | 44172 | AM#1 | Michelle Gall | | | | | Extend date/increase amount. | Allyson DenBeste |
| 8/12/2024 | 44162 | AM#1 | Mediation West | | | | | Consideration. | Amy Rhone |
| 8/12/2024 | 45077 | | Crete Public Schools | \$30,000 | 8/12/2024 | 8/30/2024 | Federal | Provide back to school supplies to homeless. | Beth Wooster |
| 8/13/2024 | 45069 | | Children's Nebraska | \$47,500 | 7/31/2024 | 4/15/2025 | Federal | AED/CPR trainings. | Zainab Rida |
| 8/14/2024 | 44279 | AM#2 | Janus Software | | | | | Extend date. | Kristin Yates |
| 8/14/2024 | 44257 | AM#1 | Easter Seals of NE | | | | | Increase amount/scope/consideration. | Lindy Foley |
| 8/15/2024 | 45082 | | Hastings Public Schools | \$30,000 | 8/18/2024 | 8/30/2024 | Federal | Provide back to school supplies to homeless. | Beth Wooster |
| 8/15/2024 | 44113 | AM#1 | Jennifer Burkey | | | | | Increase amount/consideration. | Melody Hobson |
| 8/16/2024 | 45074 | | Partners for Insightful Evaluation | \$28,000 | 9/1/2024 | 8/31/2025 | Federal | Provide program performance evaluation services for Traumatic Brain Injury | Lindy Foley |
| 8/16/2024 | 45075 | | ESUCC | \$1,900,000 | 8/11/2024 | 12/31/2025 | Federal | Demonstration grant program for Nebraska VR. | Zainab Rida |
| 8/20/2024 | 45035 | AM#1 | George Toman | | | | | Annual behavioral training. | Melody Hobson |
| 8/20/2024 | 45081 | | StoryBlocks | \$10,000 | 8/25/2024 | 8/24/2025 | Federal | Consideration. | Amy Rhone |
| 8/20/2024 | 45078 | | June Analco | \$16,000 | 5/1/2024 | 4/30/2025 | Federal | Provide user licenses/logins | Lindy Foley |
| 8/20/2024 | 44126 | AM#1 | ESU 6 | | | | | Interpreting services. | Lindy Foley |
| 8/20/2024 | 44127 | AM#2 | ESU 4 | | | | | Extend date/increase amount. | Zainab Rida |
| 8/20/2024 | 45079 | | Megan Davison | \$20,000 | 8/15/2024 | 8/14/2025 | Federal | Extend date/increase amount. | Zainab Rida |
| 8/20/2024 | 45079 | | Megan Davison | \$20,000 | 8/15/2024 | 8/14/2025 | Federal | Support development of Farm to School recipes, nutrition and crediting processing and support of educational resources for both Farm to School and the Walk to Unlock program. | Zainab Rida |
| 8/21/2024 | 45078 | | NE Children & Families Foundation | \$30,000 | 8/23/2024 | 9/30/2024 | Federal | Provide high-quality learning experience in CTE programs for Nebraska students in youth detention centers. | Katie Graham |
| 8/21/2024 | 45076 | | Emspace | \$200,000 | 9/1/2024 | 8/31/2025 | Federal | Communication/public engagement project. | Melody Hobson |
| 8/21/2024 | 45091 | | Andori Cleaning Solutions | \$3,150 | 9/1/2024 | 8/31/2025 | Federal | Janitorial services. | Lindy Foley |
| 8/21/2024 | 45070 | | District Management Group | \$200,000 | 8/1/2024 | 6/30/2025 | Cash | Implement the Breakthrough Results Program. | Shirley Vargas |