

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, October 4, 2024 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** Raising Nebraska Building
Pivot Room
501 East Fonner Park Road, Suite 100
Grand Island, NE 68801
- 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, October 4, 2024, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

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

3.1. Agenda Overview and Consent Agenda Process
Commissioner Maher

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

3.2. Presentation on the Nebraska Literacy Project
Commissioner Maher

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 Continue to Contract to Support School Mental Health Efforts
Zainab Rida

6.3.B. Authorize the Commissioner to Approve the Renewal of the Contract for ADVISER System Advanced Technical Support
Kristin Yates

6.4. Grant Approvals

6.5. Lease Approvals

6.6. Minutes of the Previous State Board of Education Meeting

6.7. Miscellaneous Approvals

- 6.7.A. Accept the Resignation of Jacquelyn Morrison from the State Board of Education
President Tegtmeier
- 6.7.B. Authorize the Commissioner to Issue Subawards and Contracts to carry out Federal IDEA Part D Activities
Amy Rhone
- 6.7.C. Approve the Renewal of the Grand Island Public Schools Rule 11 Teacher Waiver
Melody Hobson
- 6.7.D. 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.E. Consider the Hearing Officer's Dismissal of Enrollment Option Case No. 24-23, *Cusatis vs. Doniphan-Trumbull Public Schools*
President Tegtmeier
- 6.7.F. Consider the Hearing Officer's Dismissal of Enrollment Option Case No. 24-24, *Lieb vs. Gibbon 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: Approve the Dyslexia Research Grant
- 7.2.C. Action Item: Accept the Improving Adolescent Health and Well-Being Through School-Based Surveillance Grant and Authorize the Commissioner to Enter into Contracts and Subawards to Carry out Grant Activities
- 7.2.D. Action Item: Authorize the Commissioner to Contract with Additional State Complaint Investigators

7.2.E. Action Item: Authorize the Commissioner to Expend Funding Through the Coronavirus State Fiscal Recovery Funds (CSFRF) for Multiple Purchases

7.2.F. Action Item: Authorize the Commissioner to Submit the 2024-2025 Deficit Budget Request Submission

7.3. Planning and Evaluation Committee
Sherry Jones

7.3.A. Action Item: Accept Competitive Grants for State Assessments (CGSA) Award and Authorize the Commissioner to Include the Tasks and Activities in the Scope of Work with NWEA

7.3.B. Discussion Item: Nebraska Literacy Project State Plan

7.3.C. Discussion Item: Approve Rule 11 Teacher Waiver Request for Weeping Water Public Schools

7.3.D. Discussion Item: Approve the Pilot Process for Conducting Clinical Observations Virtually for the University of Nebraska Kearney

7.3.E. Discussion Item: Discussion on Model Policy Development for Authorized Security Personnel Carrying Firearms

7.4. Rules and Regulations Committee
Lisa Fricke

7.4.A. Report On Rules

7.4.B. Action Item: Approve Proposed Revisions to Rule 4

7.4.C. Discussion Item: Approve Revisions to Rule 21 (Certification) and Rule 24 (Endorsements)
Rules and Regulations Committee

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, December 6, 2024, at 9:00 a.m. in Lincoln, Nebraska. As needed, a work session will be held on Thursday, December 5, 2024 in Lincoln, Nebraska.

The agenda contains a list of subjects known at the time of its distribution on September 26, 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.*



Nebraska Literacy Project

October 4, 2024



Vision

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



Simply put...

We want to make sure kids in Nebraska are reading a little bit better tomorrow than they are today.



Goals

Increase third grade proficiency on NSCAS ELA to 75% by 2030.

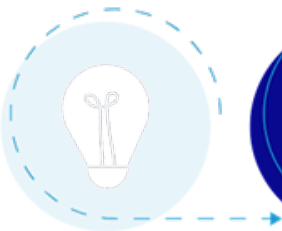
Sub Goals

- Increase the % of Nebraska K-3 students who meet the Nebraska Reading Improvement Act approved assessment thresholds
- Ensure 100% of Nebraska educator preparation programs are implementing evidence-based instruction for teachers grounded in the science of reading.



Tenets

- Tenet 1: Professional Learning System – *Grounded in the science of reading*
- Tenet 2: Curriculum and Teacher Preparation Aligned to Evidence-Based Reading Instruction
- Tenet 3: Regional Literacy Coaches – *In collaboration with the ESUs*
- Tenet 4: Data Collections to Evaluate Effectiveness
- Tenet 5: Family Literacy and Pre-K Programs – *Leveraging statewide investments and networks*



Requirements and Opportunities



State Board

Legislation

Funding

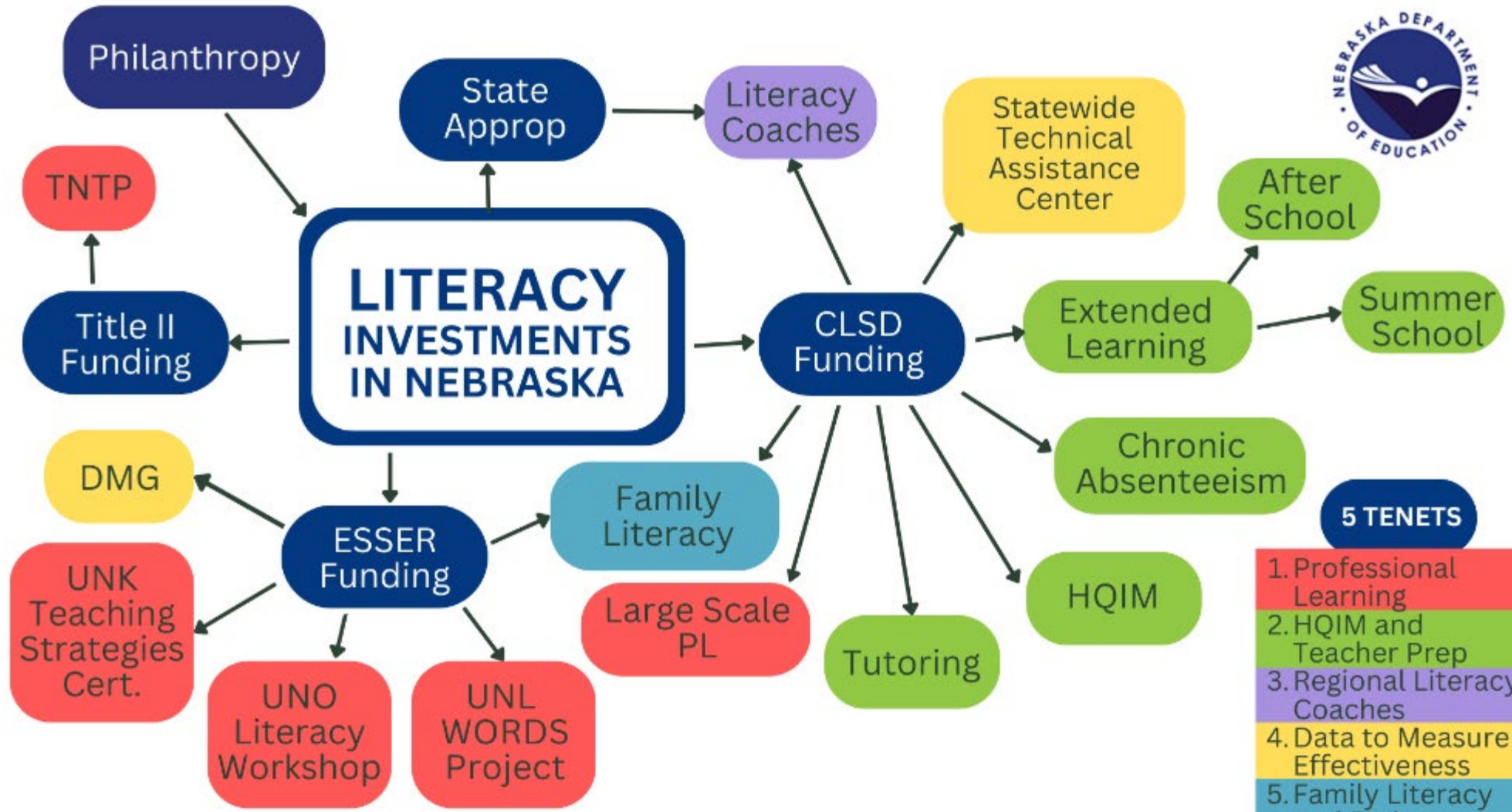
- Position Statement on *Foundational Literacy*
- Legislative Priority #1

- Nebraska Reading Improvement Act (2018)
- Reporting on Struggling Readers (2023)
- Literacy Professional Learning System (2024)

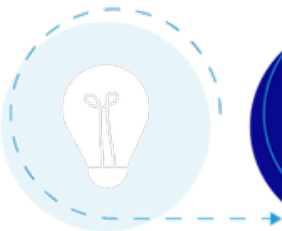
- Pandemic Relief Funding
- State Appropriation
- Philanthropy
- Comprehensive Literacy State Development Grant



Strategy Mapping



- 5 TENETS**
1. Professional Learning
 2. HQIM and Teacher Prep
 3. Regional Literacy Coaches
 4. Data to Measure Effectiveness
 5. Family Literacy and Early Childhood



Nebraska Literacy Plan

Attachment on Page 8: Inventory, Action Plan, and Sustainability

<p>Phase 1 Review of Existing Landscape (Current Practice)</p> <p>2024</p>	<p>Phase 2 Initial Professional Learning and Infrastructure Development</p> <p>2024 - 2030</p>	<p>Phase 3 Sustainability Phase</p> <p>2030 ...</p>
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- Aligned to the five tenets
- Tenet leads identified
- Weekly check ins and accountability



Thank you!

Questions?

Dr. Brian Maher

brian.maher@nebraska.gov

Out-State Travel Authorization Reports - October

<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 <i>(Edited from September)</i>	October 22 - 26, 2024	Louisville, KY	1st
Jacquelyn Morrison	(NONE)			
Deborah Neary	(NONE)			
Kirk Penner	(NONE)			

Out-State Travel Authorization Reports - October (Updated)

<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 <i>(Edited from September)</i>	October 22 - 26, 2024	Louisville, KY	1st
Elizabeth Tegtmeier	EXCELinED	November 13-15, 2024	Oklahoma City, OK	3rd
	NASBE Special Training <i>(Edited from September)</i>	September 11-14 , 2024	Alexandria, VA	2nd
	NASBE Annual Conference	October 23 - 26, 2024	Louisville, KY	4th
Sherry Jones	(NONE)			



PROPOSED AGENDA ITEM RATIONALE

DATE: September 23, 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. Our current member representative from the State child welfare agency responsible for foster care has announced their retirement from the DHHS and as such will create 1 SEAC vacancy. To meet the requirements of the federal special education law, the Individuals with Disabilities Education Act (IDEA), it is necessary to fill the vacancy. 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.

Below is listed the recommended new member which will fill the 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>
Angela Miles <i>*State Board District 1</i>	State child welfare agency responsible for foster care

Angela is a supervisor for the Nebraska Department of Health and Human Services – Children and Family Services (DHHS-CFS). She will be filling this SEAC position in the wake of Allison’s retirement until a replacement is found and hired for her at DHHS-CFS.

PROPOSED BOARD MEETING (MONTH/YEAR): October 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: September 24, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Authorize the Commissioner to continue contracting with Children's Nebraska to support School Mental Health efforts.

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

RATIONALE/BACKGROUND INFORMATION:

The Nebraska Department of Education is the recipient of two (2) Project AWARE (Advancing Wellness and Resilience in Education) – State Education Agency (SEA) grants from the Substance Abuse and Mental Health Services Administration (SAMHSA)*. The first grant was awarded in 2018, followed by a second grant in 2021, with each grant totaling \$9 million.

Nebraska's AWARE-SEA Project is undertaken by the Nebraska Department of Education (NDE) and Nebraska Department of Health and Human Services – Division of Behavioral Health (DHHS-DBH) to build and enhance partnerships and collaboration between state and local systems that promote the healthy development of students and prevent youth violence. The project focuses on the high level of mental and behavioral health needs of school-age children in rural schools, including depression, anxiety, suicide ideation, trauma, and substance use.

The State Board approved the contract with Children's Nebraska in January 2023 to provide technical assistance in conjunction with the School Mental Health Team, Nebraska Educational Service Units, Local Public Health Departments, and Behavioral Health Regions. Children's Nebraska also assists schools with providing professional development to staff to help equip schools with the ability to immediately respond to the needs of youth who may be exhibiting behavioral/psychological signs indicating the need for clinical intervention and connecting students and families with needed services.

This request will continue contracting with Children's Nebraska to provide these same services through September 2026.

* SAMHSA, a federal agency under the Department of Health and Human Services, focuses on reducing the impact of mental illness and substance abuse on individuals and communities.

PROPOSED BOARD MEETING (MONTH/YEAR): October 2024

ESTIMATED COST: \$83,500

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal SAMHSA AWARE-SEA Grant
- New or Renewal: Renewal
- If renewal, date of first approval: January 2023

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: September 26, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Kristin Yates, Information Systems Officer

PROPOSED AGENDA ITEM: Approve renewal of EdWise contract for ADVISER system advanced technical support

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

RATIONALE/BACKGROUND INFORMATION:

ADVISER is the data system utilized by NDE for the collection of student-level information from all public and state-operated districts in the state. The backbone of the system is based on the Ed-Fi Technologies, including the Operational Data Store (ODS) and Application Programming Interface (API). The Ed-Fi Alliance licenses these technologies to education entities nationwide at no cost and provides limited technical support for their implementation. At times, this support is either not as detailed or timely as needed to ensure that Nebraska districts can continue to provide the NDE with the data required for both state and federal reporting, as well as accountability and program evaluations.

The purpose of the contract is to provide high-level technical support, if necessary, from a qualified vendor to ensure the seamless operation of the ADVISER data system for Nebraska schools. The contract will provide for technical support to NDE staff for the annual Ed-Fi implementation and upgrade, as well as troubleshooting and issue resolution for all aspects of the ADVISER system, including performance tuning and right-sizing the ADVISER Azure environment. An additional aspect of this contract is the ability to contract with the vendor for a small deliverable-based project, if deemed necessary. This allows for the implementation or improvement of an aspect of the ADVISER system that may be identified during the contract year. The amount allocated in the contract for a deliverable-based project is less than \$50,000.

PROPOSED BOARD MEETING (MONTH/YEAR): October, 2024

ESTIMATED COST: Not to exceed \$170,000

FOR CONTRACTS AND GRANTS:

Indicate the Funding Source: General Funds and SLDS 2023 Grant Funds. The funds for the majority of this allocation are included in the Office's annual allocation of state funds. A deliverable-based project may use SLDS funds if appropriate.

- New or Renewal: Renewal
- If renewal, date of first approval: December 2023

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA

**Updated 08.15.2023*

State Board of Education Business Meeting.

Friday, September 6, 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, September 6, 2024, 9:00 a.m.

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

1.1 Roll Call

Roll Call showed the following attendance:

Lisa Fricke
Kirk Penner
Sherry Jones

Patsy Koch Johns
Deborah Neary

Elizabeth Tegtmeier
Jacquelyn Morrison (arrived 9:01 a.m.)

Commissioner Maher was also in attendance.

Absent: Patti Gubbels

1.2. President Tegtmeier led the Pledge of Allegiance.

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

2. SPECIAL PRESENTATIONS

2.1. Adopt the Resolution to Recognize September Attendance Awareness Month and Commence the “Nebraska Every Day Counts” Campaign

Motion by Deborah Neary, second by Kirk Penner to adopt the resolution to recognize September as attendance awareness month and commence the “Nebraska Every Day Counts!” Campaign.

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

The motion passed.

NDE Staff, Shirley Vargas, and Zainab Rida, introduced Executive Director for Metropolitan Omaha Educational Consortium (MOEC), Dr. Terry Haack, who provided information on the MOEC Attendance Improvement Cohorts and the Office of Health Disparities Administrator in the Division of Public Health for Nebraska Department of Health and Human Services, Echohawk Lefthand, who discussed the partnership with the NDE and the different agencies at the state level working collaboratively to address attendance concerns.

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

Sara Skretta, President of NCTE and Tim Frey, Chair of Committee B for NCTE delivered the NCTE Annual Report.

3. COMMISSIONER'S REPORT

3.1. Agenda Overview and Consent Agenda Process

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

No consent agenda items were requested for removal.

Commissioner Maher delivered the Commissioner's report.

3.2. Nebraska Teacher of the Year Quarterly Report

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

4. PRESIDENT'S REPORT

President Tegtmeier did not have a report.

5. PUBLIC COMMENT PERIOD

5.1. Public Comment

No Public Comment.

5.2. Written Public Comment

No Written Public Comment was submitted.

President Tegtmeier called for a break at 10:38 a.m. The meeting resumed at 10:50 a.m.

6. CONSENT AGENDA

Motion by Patsy Koch Johns, second by Deborah Neary to approve the Consent Agenda.

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

The motion passed.

7. STANDING COMMITTEE REPORTS

7.1. **Executive Committee** – Elizabeth Tegtmeier, Chair, reported that there was no meeting of the Committee.

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 approve the 2025-27 Biennial Budget Request Submission

Motion by Lisa Fricke, second by Kirk Penner to approve the 2025-27 Biennial budget Request Submission.

NDE Representative, Bryce Wilson, provided that budget issues can still be adjusted if changes need to be made.

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

The motion passed.

7.2.C. Action Item: Authorize the Commissioner to contract for the system used to administer the USDA Child Nutrition Programs

Motion by Patsy Koch Johns, second by Sherry Jones to contract for the system used to administer the USDA Child Nutrition Programs.

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

The motion passed.

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

Motion by Patsy Koch Johns, second by Lisa Fricke to accept the Comprehensive Literacy State Development (CLSD) Grant Funds and authorize the Commissioner to enter into contracts and subawards to carry out grant activities.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Sherry Jones:	Yes

Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Absent
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

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

There was no further discussion on this item.

7.3. **Planning and Evaluation Committee Report** – Sherry Jones, Chair, reported on the meeting of the Committee.

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

Motion by Deborah Neary, second by Patsy Koch Johns to approve the Nebraska College and Career Ready Standards for Science 2024.

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

The motion passed.

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

Motion by Patsy Koch Johns, second by Lisa Fricke to approve the Pilot Process for Conducting Clinical Observations Virtually for Nebraska State Colleges.

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

The motion passed.

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

Motion by Lisa Fricke, second by Kirk Penner to approve the Rule 11 Teacher Waiver request for Dundy County Stratton Schools.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes

Deborah Neary:	Yes
Sherry Jones:	Yes
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Absent
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

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

Motion by Jacqueline Morrison, second by Kirk Penner to contract for the 2025-2026 Statewide Assessment.

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

The motion passed.

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

7.4.A. Report on Rules

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

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

There was no further discussion.

8. ADDITIONAL BUSINESS

(NONE)

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 Jones shared that the October Board Meeting is in Grand Island and encouraged the public to attend and invited fellow Board Members and NDE Representatives to join in school visits.

11. ADJOURNMENT

President Tegtmeier adjourned the meeting at 11:37 a.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, October 4, 2024, at 9:00 a.m. in Grand Island, NE.

Dear State Board of Education Members,

Pursuant to Nebraska Revised Chapter 32-562, I am officially submitting, in writing, my resignation. This letter is specifically addressed to the full board, and not an officer of the board.

It is my understanding that this resignation will not take effect until it is accepted by the board. Please let me know when the board has officially acted to accept this resignation.

Thank you,

A handwritten signature in blue ink, appearing to read "Jacquelyn Morrison", with a long, sweeping flourish extending to the right.

Jacquelyn Morrison



TEL 402.471.2295
FAX 402.471.0117



P.O. Box 94987
Lincoln, NE 68509-4987



education.ne.gov



PROPOSED AGENDA ITEM RATIONALE

DATE: September 18, 2024

TO: Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Issue subawards and contracts to carry out the Federal IDEA Part D; Personnel Development to Improve Services and Results for Children with Disabilities – Improving Retention of Special Education Teachers and Early Intervention Personnel Grant continuation activities.

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

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

On August 1, 2021, the Office of Special Education was awarded a US Department of Education Grant for the Nebraska Personnel Development of Improving Services and Results for Children with Disabilities – Improving Retention of Special Education Teachers and Early Intervention Personnel. This is a 5-year grant. The first- two years of the grant award was for \$241,838 each year. These funds will not be used to hire people at NDE rather, a portion of the assistant director's salary was allocated for grant project oversight at the department, and instead the funds were used to subgrant to the Board of Regents of the University of Nebraska and Educational Services Unit #13 to hire and carry out the grant activities. All funding activities were developed as part of a grant award and are approved through the Office of Special Education Programs (OSEP) as part of the US Department of Education Grant for the Nebraska Personnel Development of Improving Services and Results for Children with Disabilities.

The ability of States to deliver high quality special education instruction to students with special needs is contingent upon the availability of specially trained teachers with appropriate backgrounds, credentials, and certifications. Unfortunately, special education staff shortages are a growing problem nationally (Billingsley, 2002) and in Nebraska (Nebraska Special Education Teacher and Provider Shortage Task Force, 2019), leaving many students with special needs at further risk for compromised educational outcomes. Prior to the start of the 2019-2020 school year, nearly one third of Nebraska schools responding to a survey reported



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unfilled special education positions (Nebraska Special Education Teacher and Provider Shortage Task Force, 2019). The impact of these shortages is felt in schools and by students across the state. Therefore, a systematic state-wide program is needed to address special education teacher retention and ultimately teacher shortages.

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

Educational Service Unit #13 – Project Manager: Education Service Unit #13 hired a Project Manager during the 2021-2022 grant year. The Project Manager has begun addressing day-to-day management details such as working with budget and office staff; addressing challenges and barriers to overall project execution; and providing regular progress updates to the project directors. She will help develop retention plan materials and procedures, will lead the academy and mentorship programs, and will collect fidelity measures. She will serve as a bridge between the implementation, operations, and evaluation arms of the project.

Project Amount: \$115,496

If renewal, date of first approval: October 2022

The University of Nebraska - Lincoln: The University of Nebraska-Lincoln developed a system for collecting and reporting statewide special education teacher retention data. A comprehensive, web-based data system that will allow the collecting and monitoring of special education teacher retention data in Nebraska. Staff at UNL will also identify and describe the key components of the comprehensive retention plan. Further, in 2022-2023, the University of Nebraska-Lincoln deployed the data collection needed for the 2023-2024 plan implementation to begin. This plan consists of The University of Nebraska – Lincoln, they creating professional development materials, both for the administrator leadership training academy and for an induction and mentorship program, implementation procedures and fidelity measures.

The Principal Investigator, Dr. Amanda Witte, will be responsible for the overall contract project management. Dr. Witte will work closely with Amy Rhone and the OSE Assistant Director and will be responsible for conducting organizational meetings, providing expertise, and serving as the primary liaison with the evaluation and communications teams. She will serve on the project management team and will help guide all project efforts.

Map Academy Faculty, Dr. HyeonJin Yoon will lead the evaluation team and all evaluation efforts. Dr. Yoon will serve on the project management team and will provide ongoing consultation. The MAP Academy is a service center housed within CYFS that provides statistical and methodological assistance in research design, analysis, and dissemination.

Nebraska Center for Research on Children, Youth, Families, and Schools (CYFS) Communications & Media is a service center housed within CYFS that provides Computer, technology and web support, database development, website design and interactive learning modules, articles, press releases and social media promotion, videos, photography, animation, graphics and other materials for print and web designs. The Communications and Media team will be responsible for the development and maintenance of the project website and the creation of the project brand, digital multi-media modules, video training materials, interactive web platforms, and social media messages (blogs, Facebook pages, Twitter feeds). They will support overall dissemination of project findings via the web, social media, and other means.



TEL 402.471.2295
FAX 402.471.0117



P.O. Box 94987
Lincoln, NE 68509-4987



education.ne.gov



Project Amount: \$97,906

If renewal, date of first approval: October 2022

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

ESTIMATED COST: see project breakdowns above.

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: As the Office of Special Education was awarded the federal grant award for the Nebraska Personnel Development to Improve Services and Results for Children with Disabilities – Improving Retention of Special Education Teachers and Early Intervention Personnel Project, the subawards selected for funding were part of the federal application submission. Thus, for continued funding each year, The NDE, OSE must complete an Annual Performance Report on the progress of the activities approved within the grant. This requires annual alignment in priorities established by the federal Office of Special Education Programs (OSEP), as well as a alignment of priorities within our NDE, Office of Special Education, which allows for the selection of different projects 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.

Through each of these sub-awards, NDE ensures appropriate and quality learning opportunities should exist for all children. The UNL – Teacher Retention project and Educational Service Unit #13 – Teacher Retention project as part of the OSE subaward process, have undergone an evaluation of sub-award/grant obligations, annually to ensure that the grantee selected is carrying out the responsibilities set forth within the state plan and sub-award/grant. Both projects have successfully carried out similar duties on previous sub-awards/grants.



PROPOSED AGENDA ITEM RATIONALE

DATE: September 16, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve the renewal of the Grand Island Public Schools Rule 11 teacher waiver.

AGENDA ITEM TYPE: Consent - teacher waiver renewal

RATIONALE/BACKGROUND INFORMATION:

- Operation of school district and educational service unit (ESU) early childhood programs are governed by the Nebraska Department of Education Rule 11: Regulations for the Approval of Prekindergarten Programs Established by School Boards and Educational Service Units and for the Issuance of Early Childhood Education Grants (Title 92, Nebraska Administrative Code, Chapter 11).
- The Nebraska State Board of Education is charged with approving prekindergarten (Early childhood education and care programs for children birth to compulsory attendance age) programs operated by school districts and educational service units annually.
- Teachers in school district and ESU prekindergarten classrooms are required to hold a valid Nebraska Teaching Certificate with an early childhood endorsement.
- School districts that hire individuals with a valid teaching certificate, but no early childhood endorsement must ensure that the teacher must work toward earning an early childhood endorsement.
- School districts that 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.
- Grand Island public school staff have submitted the appropriate materials supporting their request.

PROPOSED BOARD MEETING: October 2024

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS: 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: September 17, 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. Interfund Loans

Proposed Board Action: Approve the Interfund Loan 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 Interfund Loans as a special grant fund for budget limitation purposes. The Interfund Loans 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. Native American Impact Aid

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

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

5. Reimbursement for Wards of the Court

Proposed Board Action: Approve the Reimbursement for Wards of the Court 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 Reimbursement for Wards of the Court as a special grant fund for budget limitation purposes. The Reimbursement for Wards of the Court listed on the attachments has been reviewed by Department Staff and appears to qualify as a special grant fund 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.

6. 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.

7. 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.

8. 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): October 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*

**2024/25 Approved
Requests Relative to the Budgeting Provisions
of the Tax Equity & Educational Opportunities Support Act
at the October 4, 2024 State Board Meeting**

Recommendation 1

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

County-District Number	School District Name	Amount to be Approved
85-2001	Bruning-Davenport Unified Sys	\$13,300

Recommendation 2

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

County-District Number	School District Name	Amount to be Approved
13-0001	Plattsmouth Comm Schools	\$133,250
56-0565	Wallace Public Schools	\$88,925

Recommendation 3

Interfund Loan [Section 79-1003(38)]

County-District Number	School District Name	Amount to be Approved
10-0002	Gibbon Public Schools	\$300,000

Recommendation 4

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

County-District Number	School District Name	Amount to be Approved	School Year
54-0505	Isanti Community Schools	\$5,950,000	2024/25
87-0017	Winnebago Public Schools	\$1,600,000	2024/25

Recommendation 5

Reimbursement for Wards of the Court [Section 79-1003(38)]

County-District Number	School District Name	Amount to be Approved
30-0025	Fillmore Central Public Schools	\$900,000

Recommendation 6

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

County-District Number	School District Name	Amount to be Approved
13-0001	Plattsmouth Community Schools	\$354,200
13-0022	Weeping Water Public Schools	\$91,864
14-0054	Laurel-Concord-Coleridge Schools	\$124,584
17-0003	Leyton Public Schools	\$50,367
32-0046	Maywood Public Schools	\$55,444
32-0095	Eustis-Farnam Public Schools	\$43,010
33-0018	Arapahoe Public Schools	\$69,153
42-0002	Alma Public Schools	\$97,576
47-0100	Centura Public Schools	\$109,499
54-0583	Verdigre Public Schools	\$46,771

Recommendation 6 (Continued)**Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]**

County-District Number	School District Name	Amount to be Approved
55-0148	Malcom Public Schools	\$135,995
56-0007	Maxwell Public Schools	\$61,536
77-0027	Papillion LaVista Comm Schools	\$2,308,819
78-0009	Yutan Public Schools	\$101,222
82-0001	Loup City Public Schools	\$84,988

Recommendation 7**Special Supplementary Grant [Section 79-1003(38)]**

County-District Number	School District Name	Amount to be Approved	Source
77-0027	Papillion LaVista Comm Schls	\$1,102,588	PLCS Foundation
		\$389,412	Learning Community Grant
82-0001	Loup City Public Schools	\$96,096	Safety and Security Grant

Recommendation 8**Voluntary Termination Agreements [Section 79-1028.01(1)(g), (i), (j), (k)]**

County-District Number	School District Name	Amount to be Approved
55-0148	Malcom Public Schools	\$43,279
77-0027	Papillion LaVista Comm Schls	\$315,000
85-2001	Bruning-Davenport Unified Sys	\$38,425



STATE BOARD OF EDUCATION EXECUTIVE COMMITTEE REPORT

Date: October 3, 2024

The Executive Committee reports on the October 3, 2024, meeting of the committee.

Members present were chair Elizabeth Tegtmeier and vice chair Deb Neary.

There were no action or discussion items on the agenda.

As an information item, the committee reviewed the policy and procedure for the collective bargaining process and received an update on the current collective bargaining process.

This concludes the Executive Committee report.

Elizabeth Tegtmeier, Chair

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



STATE BOARD OF EDUCATION
Budget and Finance COMMITTEE REPORT

Date: October 4, 2024

“The Budget and Finance Committee reports that at its Thursday, October 3rd meeting, members present were Patsy Koch Johns, Lisa Fricke, Sherry Jones and Patti Guebbels. The Committee reviewed five action items including grants for dyslexia research and improving adolescent health and well-being through school based surveillance. The Committee reviewed a proposed contract for additional State complaint investigators and the request to authorize the commissioner to expend Coronavirus State Fiscal Recovery Funds for equipment to be purchased by assistive technology partnership to assist Nebraska students who are deaf or hard of hearing. Additionally, the Committee reviewed NDE’s deficit budget request. NDE staff noted no large issues were included in the proposed request with all items being routine requests. The Committee is supporting all five items for full board consideration.

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

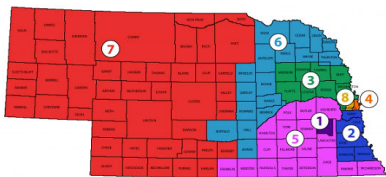
\$2,084
Average

Annual Spending

\$25,000
Projected

Expenditures

Lodging
Meals
Mileage



Board Member Activity

District	Board Member
1	Patsy Koch Johns
2	Lisa Fricke
3	Patti Gubbels
4	Jacquelyn Morrison
5	Kirk Penner
6	Sherry Jones
7	Elizabeth Tegtmeier - President
8	Deborah Neary - vice President

Current Year July 2024-June 2025	
September	Year-To-Date
\$12	\$39
\$502	\$870
\$491	\$946
\$12	\$560
\$12	\$39
\$682	\$1,624
\$908	\$1,682
\$12	\$39
\$2,633	\$5,800

Prior Year July 2023-June 2024	
September	Year-To-Date
\$52	\$145
\$187	\$1,301
\$52	\$1,346
\$52	\$475
\$52	\$145
\$52	\$382
\$84	\$1,415
\$52	\$145
\$583	\$5,351

Variance	
September	Year-To-Date
-\$40	-\$105
\$315	-\$431
\$439	-\$399
-\$40	\$85
-\$40	-\$105
\$631	\$1,242
\$824	\$267
-\$40	-\$105
\$2,050	\$449

Annual Budget

\$19,754

Over/(Under) Budget

(\$13,954)

29%

71%

\$583

\$5,351

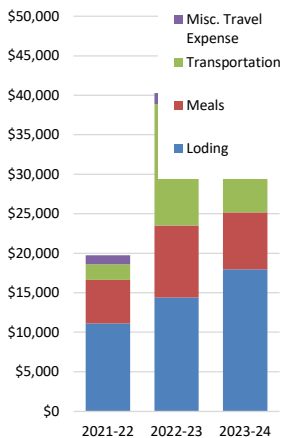
\$19,754

(\$14,403)

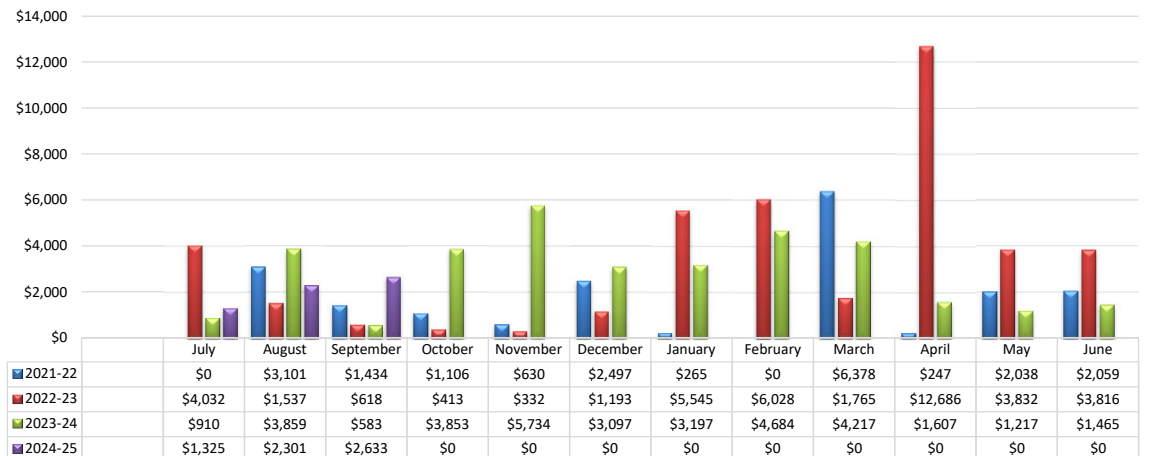
27%

73%

Annual Expenditures by Fiscal Year



Annual Expenditures by Month



In-State Travel Authorization Reports - October (Updated)

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Lisa Fricke	(NONE)			
Jacquelyn Morrison	(NONE)			
Deborah Neary	NASB State Education Conference	November 21-22, 2024	Omaha, NE	E
Kirk Penner	(NONE)			

In-State Travel Authorization Reports - October

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Patsy Koch Johns	NASB State Education Conference	November 21-22, 2024	Omaha, NE	E
Patti Gubbels	Teacher of the Year Announcement	September 19, 2024	Bennington, NE	E
	NASB Area Membership Meeting	September 25, 2024	Fremont, NE	E
	NASB State Education Conference	November 21-22, 2024	Omaha, NE	E
Elizabeth Tegtmeier	NASB State Education Conference	November 21-22, 2024	Omaha, NE	E
Sherry Jones	(NONE)			



PROPOSED AGENDA ITEM RATIONALE

DATE: September 19, 2024

TO: Brian L. Maher,
Commissioner of Education

FROM: Allyson DenBeste, Academic Officer

PROPOSED AGENDA ITEM: Approve the Dyslexia Research Grant

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

RATIONALE/BACKGROUND INFORMATION:

Background: Legislation from LB1284 requires the Nebraska Department of Education to create and administer the Dyslexia Research Grant Program for eligible applicants to apply to the department for a grant under the Dyslexia Research Grant Program. The department shall prescribe the application form that is to be completed when applying for a grant under the Dyslexia Research Grant Program. Eligible applicant means a privately owned business based in Nebraska that is in the process of researching artificial-intelligence-based writing assistance that can be used to assist individuals with dyslexia. The department may award a grant to any eligible applicant.

Funding: The total amount of all grants awarded under the Dyslexia Research Grant Program shall not be more than five hundred thousand dollars. Grants awarded shall be funded from the Education Future Fund. All grant money received under the Dyslexia Research Grant Program shall be used only for the purpose of researching the use of artificial-intelligence-based writing assistance by individuals with dyslexia.

Grant Administration/Selection Process: The Dyslexia Research Grant Program application is administered through the Office of Teaching, Learning, and Assessment. The application was opened on August 9, 2024 and shared through the main NDE website as well as via direct outreach to a Nebraska based company which had inquired about the timeline and availability of the application. Applications were due September 6, 2024. Applicants were required to provide their name, email address, organization name and mailing address, description of the organization's research into artificial intelligence-based writing assistance that can be used to assist individuals with dyslexia, an evaluation plan for the research, and a budget. In addition, applicants had the option to upload any supporting documents as well as provide any relevant additional information.

Applications were scored by a review committee of NDE staff from the Offices of Teaching, Learning, and Assessment and Special Education, who scored according to a rubric which is aligned to the requirements

specified in the legislation. One application was received, from Dyslexico located at 12922 Jones St. Omaha NE with a requested amount of \$499,985.12.

Based on the application meeting all requirements of the legislation and the evaluation rubric, approval to award the following proposed recipient grant funds is sought:

Recipient	Award
Dyslexico	\$499,985.12

PROPOSED BOARD MEETING (MONTH/YEAR):

June 2024, October 2024

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Education Future Fund
- 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:
Applications were scored by a review committee of NDE staff from the Offices of Teaching, Learning, and Assessment and Special Education, who scored according to a rubric which is aligned to the requirements specified in the legislation.

**Updated 07.06.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: September 23, 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: Accept Improving Adolescent Health and Well-Being Through School-Based Surveillance Grant and Authorize the Commissioner to Enter into Contracts and Subawards to Carry out Grant Activities.

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

RATIONALE/BACKGROUND INFORMATION:

The Office of Coordinated Student Support Services has been awarded a five-year grant to implement the Improving Adolescent Health and Well-Being Through School-Based Surveillance program. This funding will be instrumental in assessing the well-being needs of Nebraska's youth through the Youth Risk Behavior Surveillance System (YRBS) and School Health Profiles (SHP). The goal is to identify and enhance programs and resources that schools can utilize to mitigate common risk factors.

The initiative will focus on monitoring and addressing health-related behaviors that contribute to the leading risk behaviors, creating higher death and disability among youth and adults. Key areas of focus include behaviors that contribute to unintentional injuries and violence, alcohol and drug use, tobacco use, unhealthy dietary behaviors, and inadequate physical activity, and mental health status. Additionally, the survey will measure the prevalence of obesity and asthma among Nebraska's youth. Nebraska has addressed concerns from schools by removing specific questions that previously caused unease. The data collected will guide the prioritization of programming and secure fundings to aid in the identification of new or existing resources that can directly address the needs identified through this survey.

The Office of Coordinated Student Support Services will lead this initiative, working closely with schools across Nebraska. The program will involve collaboration with the Department of Health and Human Services (DHHS) and other public health entities to ensure that the data collected is utilized effectively to benefit Nebraska's youth.

The survey implementation will begin during the 2025-2026 school year, with YRBS data collection occurring during the odd falls (2025 and 2027) and SHP survey collected in the even springs (2026 and 2028). The results will be analyzed and shared with relevant stakeholders to inform ongoing and future efforts targeted at improving attendance, academic success, and adolescent health and well-being across the state.

PROPOSED BOARD MEETING (MONTH/YEAR): October 2024

ESTIMATED FUNDING: \$562,375.00 over a five-year period (\$112,475/year).

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: CDC- Federal Grant
- New or Renewal: New
- 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: Single Source with unique knowledge of the data collection system

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: September 23, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Amy Rhone and Amy Bunnell, Office of Special Education

PROPOSED AGENDA ITEM: Authorize the Commissioner to contract with additional state complaint investigators.

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

RATIONALE/BACKGROUND INFORMATION:

As provided for under the Individuals with Disabilities Education Act (IDEA) Part B, 34 C.F.R. §§ 300.151 – 300.153 and the Nebraska Department of Education Regulations and Standards for Special Education Programs, Title 92, Nebraska Administrative Code, Chapter 51 (Rule 51); and Part C, C.F.R. 34 §303.434 and the Nebraska Department of Education Regulations and Standards for the Provision of Early Intervention Services, Chapter 52 (Rule 52) a State Complaint is one of the options parents or others have to resolve issues related to special education.

In compliance with NDE, and state and federal laws and policies, the contractors will conduct complaint investigations and assist NDE with complaint appeals. Each contractor will review all records, documents, and data relevant to the assigned complaints, including applicable law and legal analysis, and develop a plan of action to complete the investigation within the designated timeline.

The contractors will seek any needed clarification relating to the assigned complaints by gathering additional information, documentation, and legal analysis, as well as interview parties relevant to assigned complaints. They will also draft and disseminate NDE-approved reports, letters, and notifications related to assigned complaints.

Further, the contractors will be available to participate in NDE-approved continuing education opportunities related to special education law.

Each contractor was subject to the procurement process and was selected due to being the best option available.

Project amount:

Ashley Niedzwiecki,	not to exceed \$50,000.00
Claudette Rushing,	not to exceed \$50,000.00
Heidi Kleinman,	not to exceed \$50,000.00

ESTIMATED COST: \$150,000 a year for 3 years = \$450,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: IDEA Part B and Part C Funding
- New or Renewal: New
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: **Competitive Negotiation**
- Rationale for method of procurement: NDE reviewed proposals from multiple potential vendors via a publicly posted RFP. Vendor responses were evaluated by the evaluation committee members. A Request for Proposals was publicly posted on the websites of the Nebraska Department of Administrative Services, Nebraska Department of Education, and The Office of Special Education. The RFP was also shared on The Office of Special Education's Social Media Platforms. The proposals were reviewed and scored by a team of 4. These contracts do not create an employee/employer relationship.
- Rationale for contractor selection: The three individual proposals were the only proposals received and earned high overall scores from the evaluation committee members. The three proposals demonstrated experience in performing various activities outlined within the RFP that would lead to the that individuals that can provide supports surrounding the State Educational Agency performing all regulatory requirements pursuant to federal (34 C.F.R. §§ 300.151 – 300.153) and state special education regulations (92 Neb. Admin. Code § 51 and 52). The contractors are familiar with The Office of Special Education Programs (OSEP) requirements around General Supervision for State Educational Agencies and conduct complaint investigations and assist NDE with complaint appeals. Each individual has provided this support successfully in other capacities in previous years. Given each proposal received high scores and has demonstrated previous quality performance with other states, they were selected for this contract.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:



PROPOSED AGENDA ITEM RATIONALE

DATE: September 24, 2024

TO: Brian L. Maher.
Commissioner of Education

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

PROPOSED AGENDA ITEM: Authorize the Commissioner to expend funding through the Coronavirus State Fiscal Recovery Funds (CSFRF) for multiple purchases

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

RATIONALE/BACKGROUND INFORMATION: Pursuant to LB 1044, Section 13, signed into law on April 2021, The Office of Special Education received funds through the Coronavirus State Fiscal Recovery Funds (CSFRF). There is included in the appropriation to this program of \$1,000,000 Federal Funds for state aid. The State Department of Education shall spend the funds appropriated in this section exclusively for programs and interpreters that provide services to students who are deaf or hard of hearing in the following manner: (1) \$300,000 for equipment; (2) \$300,000 for service; and (3) \$400,000 for an enhanced educational interpreter training and mentoring program.

The NDE Office of Special Education conducted a needs assessment in collaboration with the NDE Assistive Technology Partnership (ATP) to capture a statewide picture of what needs for equipment are currently present in the state. Currently equipment for deaf and hard of hearing students is handled by the Deaf or Hard of Hearing Regional programs, allowing for regional equipment needs to be met. The NDE Office of Special Education will work with NDE ATP to build out a statewide repository of all equipment specific to supports for students who are Deaf or Hard Hearing, starting in December 2024, with NDE ATP to make the statewide purchases of equipment that is needed to complete the Deaf or Hard of Hearing loan pool.

It is the intent of the Office of Special Education to utilize the \$300,000 of Coronavirus State Fiscal Recovery Funds (CSFRF) earmarked for purchases of equipment, to make specific purchases of assistive technology devices that will support programs and interpreters that provide services to students who are deaf or hard of hearing to be housed within the repository of all equipment loaned out through the Assistive Technology Partnership loan pool. Examples of devices include, but are not limited to; audiometers, sound field amplification equipment, CART services for trial, sport equipment for Deaf or Hard of Hearing students, UbioDuo, portable captioning systems, and independent living aids.

PROPOSED BOARD MEETING (MONTH/YEAR): October 2024

ESTIMATED COST: multiple purchases, not to exceed \$300,000 in total purchases

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal Funds allocated to the NDE through The Federal Coronavirus State Fiscal Recovery Fund.
- New or Renewal:
- If renewal, date of first approval:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:



PROPOSED AGENDA ITEM RATIONALE

DATE: September 13, 2024

TO: Brian L. Maher.
Commissioner of Education

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

PROPOSED AGENDA ITEM: 2024-25 Deficit Budget Request Submission Approval

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 reviewed potential biennial requests during the September 2024 board meeting and is requesting 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 (\$73,006)

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: October 3, 2024

The Planning and Evaluation Committee reports on their committee meeting on October 3, 2024. The members present were Sherry Jones, Patti Gubbels, Deborah Neary, and Patsy Koch Johns.

The committee reviewed one action item with NDE staff providing summaries and answering questions related to the award and acceptance of the Competitive Grants for State Assessment. The committee supports the item for full board consideration.

The committee reviewed four discussion items related to the Nebraska Literacy Project State Plan, which Commissioner Maher shared during his report, Rule 11 teacher waiver request, pilot process for virtual clinical observations, and a model policy for schools related to authorized security personnel carrying firearms.

The committee also reviewed informational items related to the Nebraska Council on Teacher Education organizational policies and cellphone use in schools. The committee directed the Commissioner to research best practices related to cellphone use in schools and report back to the committee.

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: September 25, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Dr. Trudy K Clark, Director of Statewide Assessment and Cassie Seiboldt, Assistant Director of Statewide Assessment

PROPOSED AGENDA ITEM: Action Item: Accept Competitive Grants for State Assessments Program (CGSA) Award and Authorize the Commissioner to Include the Tasks and Activities in the Scope of Work with NWEA.

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

RATIONALE/BACKGROUND INFORMATION:

Award number S368A240010 October 1, 2024 to September 30, 2026

The purpose of the Competitive Grants for State Assessments (CGSA) program is to enhance the quality of assessment instruments and assessment systems used by States for measuring the academic achievement of elementary and secondary school students. This program is authorized by the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). The grants are expected to propose activities in these categories:

- a) Developing or improving assessments for English learners
- b) Developing or improving models to measure and assess student progress or student growth on State assessments
- c) Developing or improving assessments for children with disabilities
- d) Allowing for collaboration with institutions of higher education
- e) Measuring student academic achievement using multiple measures
- f) Evaluating student academic achievement through the development of comprehensive academic assessment instruments

This grant meets the conditions in letter “F”.

The Assessment team submitted the grant application on May 23, 2024. On September 4, 2024, the U.S. Department of Education publicly announced that the NDE would be awarded the Enhancing the Instructional Value of Statewide Assessments: Coherence and Alignment for Educators and Families (CAEF) Grant.

- Enhancing the Instructional Value of Statewide Assessments: Coherence and Alignment for Educators and Families (CAEF), supported by the Competitive Grants for State Assessments (CGSA), aims to improve the usability of Nebraska's through-year statewide assessment reporting system. The project is designed to improve the instructional utility of Nebraska's statewide assessment system by enhancing the accessibility and usability of assessment data for educators and families. It includes developing user-friendly score reporting templates, refining assessment items, and building capacity through professional learning opportunities. The project will involve key stakeholders—such as educators, families, and students—in co-designing score reports and communication tools that facilitate actionable insights from assessment data. The project will also engage districts statewide in pilot activities, providing resources and training to ensure the assessment system supports improved teaching and learning.
- Feedback from educators and families, collected during the Request for Information process, indicated that the current assessment reports do not provide actionable insights for improving instruction. The project seeks to improve score reporting, refine assessment items, and provide professional learning to help educators and families use assessment data to better support student learning. This initiative aligns with Nebraska's ongoing commitment to improve statewide assessments and is supported by the Competitive Grants for State Assessments (CGSA). It also complements the state's broader educational priorities, including closing achievement gaps and ensuring high-quality, standards-aligned instruction. The grant ensures that Nebraska's assessment system better serves educators and families, allowing for data-driven instructional decisions that positively impact student outcomes.
- The CAEF project primarily serves educators, families, and students in Nebraska's K-12 public school system, particularly those in grades 3-8. It aims to provide teachers with enhanced tools to use assessment data effectively to inform instruction, while also empowering families to better understand their children's assessment results and support learning at home. Additionally, the project supports school districts involved in the pilot phases, as well as the broader statewide education community, by improving the overall usability of the through-year assessment system.
- The CAEF project is administered by the Nebraska Department of Education (NDE) and involves extensive stakeholder engagement, including educators, families, and district leaders. Key stakeholders serve on design teams that provide input into the development of score reports and assessment tools, ensuring that the project addresses real needs. The project includes collaboration with external vendors for assessment development, who were selected through a Request for Proposal (RFP) process, ensuring vendors meet the project's usability and data reporting requirements. The grant's implementation includes pilot phases with select school districts, with statewide expansion planned based on feedback and evaluation results. Professional learning opportunities are also developed and delivered as part of the project to build educators' and families' capacity to use assessment data. Regular evaluations of project milestones and outcomes will be conducted to ensure alignment with the grant's goals and to assess the impact on teaching and learning. The program will be piloted in select districts during Year 1, before expanding to additional districts and eventually rolling out statewide by Year 3. The evaluation process will include feedback from pilot districts, ongoing stakeholder input, and data analysis to monitor the success and impact of the project.
- Timeline: October 2024-September 2027

- **Year 1 (2024-2025):** Planning and stakeholder engagement begins, including forming Design Teams with educators and families. Initial pilot testing of score report templates and professional learning framework with three partner districts.
- **Year 2 (2025-2026):** Expanded pilot involving at least 15 additional districts. Further development and refinement of score reports and professional learning resources based on feedback from Year 1.
- **Year 3 (2026-2027):** Full pilot with at least 15 districts. Continued testing and refinement of score reports and professional learning resources. Development of a broader communication strategy to engage additional districts.
- **Year 4 (2027-2028):** Statewide rollout of enhanced assessment tools, score reports, and professional learning opportunities. Ongoing support and evaluation of the system's impact on instructional practices and student outcomes.

PROPOSED BOARD MEETING (MONTH/YEAR): October 2024

ESTIMATED COST: CGSA Award Funding from United States Department of Education- \$2,705,389

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: United States Department of Education, through the CGSA Grant
- New or Renewal: New
- If renewal, date of first approval:

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: October 1, 2024

TO: Brian L. Maher
Commissioner of Education

FROM: Allyson DenBeste
Academic Officer

Amy Rhone
Administrator, Office of Special Education

PROPOSED AGENDA ITEM: Discussion Item: Nebraska Literacy Project state plan.

AGENDA ITEM TYPE: Discussion

RATIONALE/BACKGROUND INFORMATION:

Nebraska Revised Statute 79-2607 requires the NDE to develop and implement a professional learning system regarding evidence-based reading instruction for teachers who teach children from four years of age through third grade at an approved or accredited school and teachers employed by an early childhood education program approved by the State Board of Education.

The Nebraska Literacy Project includes one vision, with three goals, accomplished through five tenets.

- **Vision:** To foster a culture of proficient and lifelong readers in Nebraska and unlock student potential for learning, earning, and living through a focus on evidence-based reading instruction.
- **Three Goals:**
 1. Increase third grade proficiency on NSCAS ELA from 62% to 75% by 2030.
 2. Increase the % of K-3 Nebraska students who meet the Nebraska Reading Improvement Act approved assessment thresholds (thus reducing the percentage of students who require an Individual Reading Improvement Plan).
 3. Ensure 100% of Nebraska educator preparation programs are implementing evidence-based instruction for teachers grounded in the science of reading.
- **Five Tenets:**
 1. Provide a system of professional learning in evidence-based reading instruction.
 2. Support sustained implementation of curriculum, instruction, and materials aligned with evidence-based reading instruction for elementary English Language Arts.

3. Develop regional literacy coaches to provide job-embedded training and support for evidence-based reading instruction.
4. Ensure appropriate collections of data to measure effectiveness of the professional learning system and implementation of evidence-based reading instruction.
5. Work with local family literacy centers to strengthen home and family literacy programs.

The attached plan provides more details on timelines, objectives, and sustainability.

PROPOSED BOARD MEETING (MONTH/YEAR): October 2024

ESTIMATED COST:

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

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



Nebraska Literacy Project Plan and Overview

Fall 2024

Contents

- **Mission, Vision, and Purpose**
- **Nebraska Literacy Project Goals**
- **Statutory Requirements**
- **Tenets of the Nebraska Literacy Project**
- **Project Phases**
- **Tenet Plans**
- **Glossary of Terms**

Mission, Vision, and Purpose

The mission of the Nebraska Department of Education is to lead and support the preparation of all Nebraskans for learning, earning, and living. Addressing literacy is an urgent priority to achieve this mission.

The State Board of Education established a vision for addressing the literacy of all learners through a position statement on Foundational literacy. The statement reads:

The Nebraska State Board of Education supports and encourages systemic efforts to improve foundational literacy, working to ensure that all students become successful readers and writers. The Nebraska State Board of Education believes that all schools should establish policies that promote high-quality early literacy instruction that is grounded in evidence-based practices and that highlights the importance of grade-level reading. Foundational literacy instruction is essential to ensure all children become successful readers and writers. All students, including students with disabilities, English learners, and high-ability learners should have access to high-quality instructional materials and instruction.

All schools should:

- *Understand that literacy development begins at birth and partner with families and communities to encourage strong early literacy connections.*
- *Promote the practice of adults reading aloud to students daily to foster their enjoyment of reading and expose them to rich spoken language.*
- *Provide tools and resources to students' caregivers and families that support early literacy development.*
- *Ensure all classrooms are "print-rich" environments, and that students have opportunities to engage with a wide range of high-quality literary and informational texts.*
- *Select and implement standards-aligned, high-quality instructional materials for English Language Arts.*

- *Develop and implement a curriculum scope and sequence of foundational writing instruction.*
- *Guarantee systematic and ongoing professional learning for all educators in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension within standards-based, core instruction.*
- *Ensure all students receive a strong sequence of explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension.*
- *Use the Nebraska Multi-tiered System of Support (NeMTSS) to identify students in need of intervention that consists of targeted, supplemental instruction and progress monitoring.*
- *Consider factors including vision, hearing, dyslexia, and other learning issues that may affect a student's literacy development.*

The Nebraska Literacy Project will work to provide a sustainable plan to ensure the use of evidence-based reading instructional practices statewide. This project is designed to create a roadmap and system of supports and resources that will allow the state to achieve and sustain its literacy goals of strong reading skills for all Nebraska students.

Goals

The Nebraska Literacy Project has long-term outcome goals of reading proficiency for all students, but aspirational goals start with the achievement of shorter-term outcome goals. Listed below are the initial goals of this project.

1. Increase third-grade proficiency on the Nebraska Student-Centered Assessment System (NSCAS) ELA to 75% by 2030.
2. Increase the % of Nebraska K-3 students who meet the Nebraska Reading Improvement Act approved assessment thresholds.
3. Ensure 100% of Nebraska educator preparation programs are implementing evidence-based instruction for teachers grounded in the science of reading.

Statutory Requirements

The Nebraska Literacy Project represents an important step in establishing a statewide focus on literacy as a priority for our state. This project represents the priorities of the Nebraska State Board of Education along with educators, parents, and community members across the state who have a shared goal of assuring literacy skills for all Nebraskans. In addition, the project seeks to implement requirements of the Nebraska Reading Improvement Act as first established in 2018, and revised in 2023 and 2024, including the goal of increasing the capacity of all Nebraska educators to provide high-quality, evidence-based reading instruction.

The project seeks to address key elements of Nebraska Revised State Statute 79-2607:

- A Professional Learning System with Regional Literacy Coaches
 - “The NDE shall develop and implement a professional learning system to help provide sustained professional learning and training regarding evidence-based reading instruction for teachers who teach children from four years of age through third grade at an approved or accredited school and teachers employed by an early childhood education program approved by the State Board of Education (SBOE).”
 - “The professional learning system shall include information and tips for teachers related to helping children and families work with local family literacy centers.”
 - “The NDE shall work with educational service units to provide regional coaches to approved or accredited elementary schools to provide assistance and job-embedded training relating to evidence-based reading instruction to teachers who teach students in kindergarten through third grade.”
- Statewide School Implementation of Evidence-Based Reading Instruction
 - “Approved or accredited elementary schools and early childhood education programs approved by the State Board of Education shall ensure:
 - Teachers who teach children from four years of age through third grade are aware of the professional learning system;
 - And are adequately trained regarding evidence-based reading instruction to effectively instruct students in reading.”

Tenets of the Nebraska Literacy Project

The Nebraska Literacy Project will address its goal of strengthening literacy instruction and literacy skills through a multi-pronged approach as outlined in its five tenets.

1. High-quality professional development for all educators who teach literacy for students age 4 through 3rd grade grounded in the science of reading to ensure that educators have skills in evidence-based instructional practices
2. Sustained teacher preparation programs and PreK-3 curriculum, instruction, and assessment grounded in the science of reading using high-quality materials
3. Establishment of a network of regional literacy coaches across the state who are trained in the science of reading and evidence-based instructional practices.
4. Data collections measuring the effectiveness of literacy initiatives and implementation of professional development in evidence-based reading
5. Development of resources to assist families in accessing local family literacy centers, existing community literacy initiatives, and pre-kindergarten programs in order to strengthen literacy and language development for young children so that they start kindergarten ready to thrive

The NDE Nebraska Literacy Project

1. Professional Development Grounded in the Science of Reading

2. Curriculum and Teacher Preparation Aligned to Evidence-based Reading Instruction

5. Family Literacy Programs and Pre-K



3. Regional Literacy Coaches

4. Data Collection of Effectiveness



NDE Nebraska Literacy Project Overview (1 vision, 3 goals, 5 tenets)

Vision

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

Goals

Increase third-grade proficiency on NSCAS ELA to 75% by 2030

Sub Goals

- Increase the % of Nebraska K-3 students who meet the Nebraska Reading Improvement Act approved assessment thresholds
- Ensure 100% of Nebraska educator preparation programs are implementing evidence-based instruction for teachers grounded in the science of reading

Tenet 1 Professional Learning System

High quality professional development for all educators who teach literacy for students age 4 through 3rd grade grounded in the science of reading to ensure that educators have skills in evidence-based instructional practices

Tenet 2 Curriculum and Teacher Preparation Aligned to Evidence-based Reading Instruction

Sustained teacher preparation programs and PreK-3 curriculum, instruction, and assessment grounded in the science of reading using high quality materials

Tenet 3 Regional Literacy Coaches

Establishment of a network of literacy coaches across the state who are trained in the science of reading and evidence-based instructional practices. This network of coaches will provide sustained support services to Nebraska schools

Tenet 4 Data Collections to Evaluate Effectiveness

Data collections measuring the effectiveness of literacy initiatives and implementation of professional development in evidence-based reading

Tenet 5 Family Literacy and Pre-K Programs

Development of resources to assist families in accessing local family literacy centers, existing community literacy initiatives, and pre-kindergarten programs in order to strengthen literacy and language development for young children so that they start kindergarten ready to thrive

Project Phases

The Nebraska Literacy Project will take a phased approach in its goal of improving literacy for the state. Phases will overlap in some cases, but will begin with an initial phase including a review of the existing landscape. Phase 2 will include professional development to ensure all current educators of children from four years of age through third grade are adequately trained regarding evidence-based reading instruction grounded in the science of reading. Phase 2 will also develop a foundational infrastructure to support sustained future practices. This will include work with higher education to ensure evidence-based literacy instruction is a key element of educator preparation programs, the development of a network of Regional Literacy Coaches, and support for Family Literacy Centers and preschools.

As a majority of practicing educators become proficient in the use of evidence-based literacy practices, efforts in Phase 3 will focus more heavily on ensuring support for sustained outcomes.

Nebraska Literacy Project Phases

Phase 1 Review of Existing Landscape (Current Practice) 2024	Phase 2 Initial Professional Learning and Infrastructure Development 2024 - 2030	Phase 3 Sustainability Phase 2030 ...
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Tenet Plans

Tenet 1: Professional Learning System		
The Tenet 1 objective is to ensure all Nebraska educators who teach students age 4 through 3rd grade are proficient in the implementation of evidence-based literacy instruction grounded in the science of reading.		
Current Practice 2024	Infrastructure Development 2024-2030	Sustainability Plan 2030...
<ul style="list-style-type: none"> ● Nebraska school districts have local control in determining professional development for teachers. ● The existing Reading Improvement Act (Nebraska Revised State Statute 79-2601 through 79-2607) requires that students are screened for reading difficulties three times per year from kindergarten through grade 3. Students who do not meet approved thresholds must be provided with an Individual Reading Improvement Plan. Districts have autonomy in creation of the plans. ● The NDE will develop and conduct a 2024 Statewide Early Literacy Survey. The survey will be sent to all superintendents in Nebraska and will seek information regarding previous and/or existing SOR work in Nebraska schools (Sept. 2024) <ul style="list-style-type: none"> ○ Current materials 	<ul style="list-style-type: none"> ● The NDE will coordinate a NDE Literacy Advisory Panel comprised of individuals with strong knowledge of SOR who will: <ul style="list-style-type: none"> ○ Advise the NDE as they develop and implement the Nebraska Literacy Project. ○ Assist in the development and refinement of criteria for SOR approved professional learning programs. ○ Support the selection of resources and professional development opportunities for Regional Literacy Coaches. ○ Collaborate in the revision and enhancement of assessment criteria under the Nebraska Reading Improvement Act. ● The NDE will collaborate with other organizations (e.g., higher education, corporate funding sources, Nebraska school districts) 	<ul style="list-style-type: none"> ● As the state develops a critical mass of practicing educators with skills in evidence-based reading instruction (as measured by district assurance statements), priorities will shift to an emphasis on sustainability. <ul style="list-style-type: none"> ○ Leverage the use of Nebraska Rule 20 to ensure strong instruction around SOR and evidence-based reading practices in Nebraska's educator preparation institutions (See Tenet 2 Plan). ○ Leverage Regional Literacy Coaches (See Tenet 3 Plan) to ensure ongoing support for evidence-based instructional practices related to SOR.

<ul style="list-style-type: none"> ○ Number of teachers who have received training ○ Types of previous trainings for PK-3 teachers ○ Planned trainings for PK-3 teachers ○ District priorities for future support ○ District interest in Pilot program participation for WORDs or the UNO Early Literacy Workshop 	<p>to <u>pilot</u> and evaluate professional learning options related to SOR. Initial pilots will include the University of Nebraska Omaha Literacy Workshop and the University of Nebraska Lincoln WORDS Project.</p> <ul style="list-style-type: none"> ● The NDE will provide a <u>menu of SOR professional learning options</u> for schools to include: <ul style="list-style-type: none"> ○ NDE Supported Programs <ul style="list-style-type: none"> ■ WORDS Project (UNL) ■ Lexia LETRS ■ UNO Early Literacy Workshop ○ Other SOR training would be recognized as meeting Nebraska Reading Improvement Act requirements based upon review from the NDE Literacy Advisory Panel. 	
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<p>Tenet 2: Curriculum and teacher preparation aligned with evidence-based reading instruction</p>		
<p>The Tenet 2 objective is to ensure that Nebraska schools and Nebraska educator preparation programs provide curriculum, instruction, and materials aligned with evidence-based reading instruction for elementary English Language Arts.</p>		
<p>Current Practice 2024</p>	<p>Infrastructure Development 2024-2030</p>	<p>Sustainability Plan 2030...</p>
<ul style="list-style-type: none"> ● Prior to 2024, institutions of higher education have had autonomy in the development of curriculum for 	<ul style="list-style-type: none"> ● Coordinate communication of NDE Rule 20 updates with Nebraska educator preparation programs, 	

<p>teacher preparation in the science of reading and evidence-based reading instruction.</p> <ul style="list-style-type: none"> • NDE Rule 20: Regulations for the Approval of Educator Preparation Programs was updated in June 2024. Teacher Preparation Program Requirements include section 005.02H Instructional Strategies. "The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills through the application of the science of reading, and to apply knowledge in meaningful ways..." • Nebraska PK-12 districts have autonomy in the selection of instructional materials. The NDE has provided past guidance with information about the extent of alignment between instructional materials and academic standards. 	<p>including information about the science of reading.</p> <ul style="list-style-type: none"> • Curate information regarding alignment studies related to the science of reading and available curriculum and professional development materials. 	
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Tenet 3: Regional Literacy Coaches

The Tenet 3 objective is to develop a network of Regional Literacy Coaches who will provide sustained job-embedded training and support for evidence-based reading instruction for schools across the state

Current Practice 2024	Infrastructure Development 2024-2030	Sustainability Plan 2030...
<ul style="list-style-type: none"> Nebraska is divided into 19 Educational Service Unit areas (Nebraska Revised Statute 79-1204). The role of the ESUs is to serve as educational service providers for their member Pk-12 school districts. ESUs collaborate with their member districts to prioritize services and professional development. 	<ul style="list-style-type: none"> Review data from the <u>2024 Statewide Early Literacy Survey</u> to evaluate needs of Nebraska districts for support from Regional Literacy Coaches. Collaborate with Nebraska ESUCC to develop a plan for hiring and coordinating the use of Regional Literacy Coaches, including a Statewide Literacy Coach Coordinator. Develop job descriptions and hiring timelines. Collaborate with Regional Literacy Coaches and the NDE Literacy Advisory Committee to develop processes to support and provide professional learning for coaches. 	<ul style="list-style-type: none"> Collaborate with Regional Literacy Coaches and the NDE Literacy Advisory Committee to establish sustainable processes that will continue to support and provide professional learning for coaches. Explore funding options that will provide sustained resources extending beyond existing grant funding.

Tenet 4: Data to Measure Effectiveness		
The Tenet 4 objective is to develop appropriate data collections to measure the effectiveness of professional development and monitor improvement trends in student reading outcomes.		
Current Practice 2024	Infrastructure Development 2024-2030	Sustainability Plan 2030...
<ul style="list-style-type: none"> All public schools participate annually in a state assessment, the Nebraska Student-Centered Assessment System (NSCAS). These assessments are administered to students in grades 3-8. The ACT is used as the state assessment in the 11th grade (3rd year high school cohort). All public schools also participate in a state accountability system, Accountability for a Quality Education System, Today and Tomorrow (AQUESTI). Through this system, districts and schools are given an annual rating which is reported publicly via the NDE Nebraska Education Profile (NEP). As part of the legislated Nebraska Reading Improvement Act (Nebraska Revised State Statute 79-2601 to 2607), all public schools administer an NDE-approved reading assessment three times during the school year to all students in kindergarten through grade three. Assessments are funded through the district and as of 2024 a range of assessment 	<ul style="list-style-type: none"> Improvement trends in 3rd-grade reading will be measured using NSCAS results. Improvement trends in early reading will be measured using reporting for fall and spring of the percent of students meeting approved assessment thresholds at grades K, 1, 2, and 3. This will involve revision of reporting processes for schools in the 2024-25 school year. Strength of the efficacy of professional learning in evidence-based reading will be addressed in several ways <ul style="list-style-type: none"> Selected districts will be invited to participate in a pilot of the UNO Literacy Workshop during the 2024-25 school year. Cooperative efforts between UNO and the NDE will be used to evaluate student reading outcomes and outcomes for teacher practice and teacher efficacy. WORDS: Cooperative efforts 	<ul style="list-style-type: none"> Continued monitoring of reading improvement trends based on data from NSCAS Continued monitoring of early literacy improvements through review of trend data reporting the percent of Nebraska students meeting approved assessment thresholds for grades K, 1, 2, and 3

<p>options were approved by the NDE to meet requirements of the Nebraska Reading Improvement Act.</p> <ul style="list-style-type: none"> As part of Nebraska Revised Statute 79-11, 157.01, districts reported data regarding the number of students evaluated for a specific learning disability (SLD) and the number verified with SLD in the area of reading. Districts also reported the total number of K-3 students who received an Individual Reading Improvement Plan and the number who demonstrated at least one point of growth. 	<p>between UNL and the NDE have been used to evaluate student reading outcomes and outcomes for teacher practice.</p> <ul style="list-style-type: none"> The NDE Literacy Advisory Panel will develop a proposal process and selection criteria for the evaluation of additional professional development opportunities around evidence-based reading instruction. Existing assessments the NDE has approved to meet requirements of the Nebraska Reading Improvement Act (Nebraska Revised State Statute 79-2601 to 2607) will be reviewed and curated to assure strong psychometric qualities and to ensure measures include information related to characteristics of dyslexia. 	
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Tenet 5: Family Literacy Centers and Pre-K

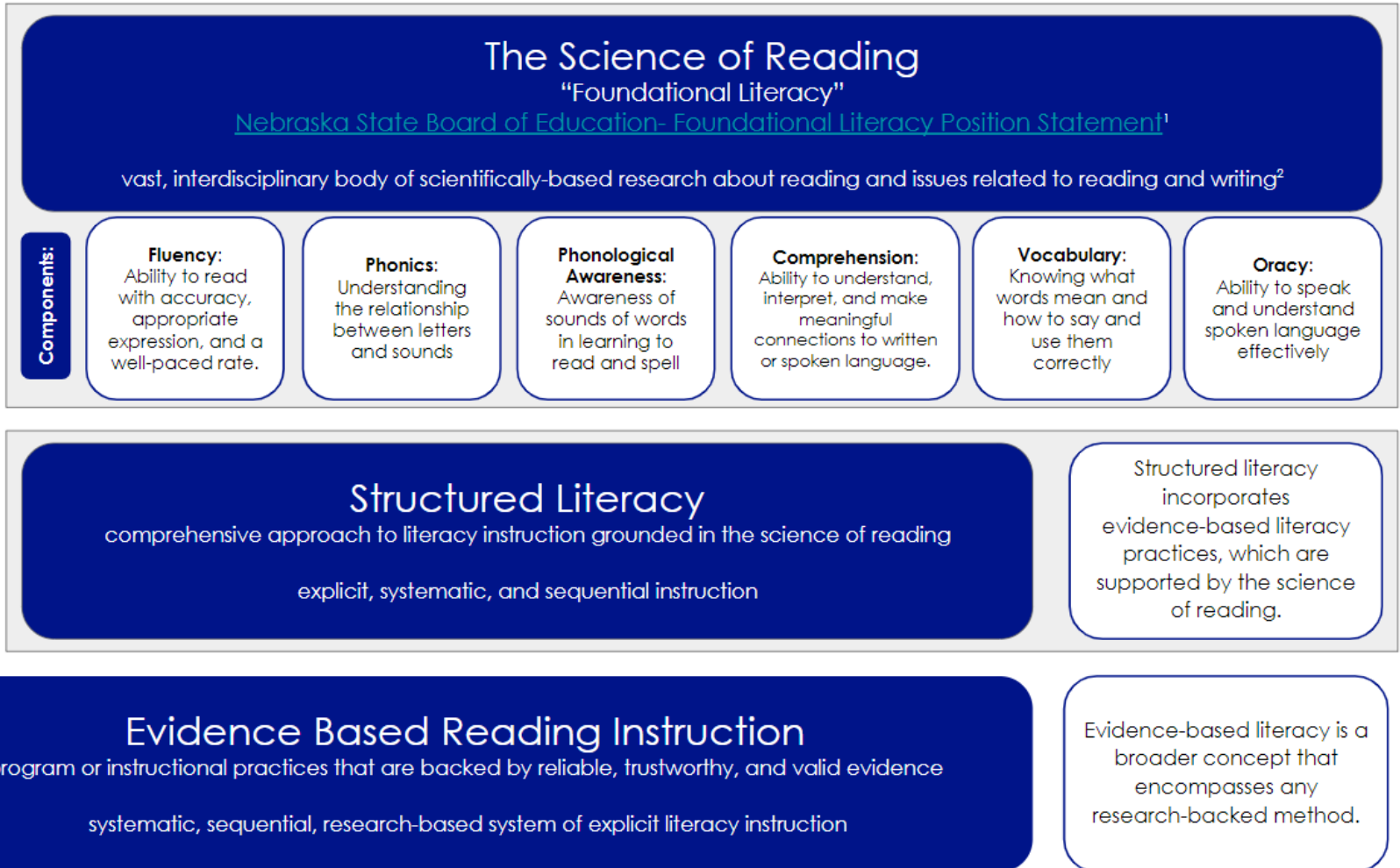
The Tenet 5 objective is to collaborate with local family literacy centers, other existing community literacy initiatives, and pre-kindergarten programs designed to strengthen literacy and language development for young children so that children start kindergarten ready to thrive.

Current Practice 2024	Infrastructure Development 2024-2030	Sustainability Plan 2030...
<ul style="list-style-type: none"> • While there are numerous initiatives, activities, and programs in Nebraska that address family literacy, there is a need for greater alignment and coordination. • There are many resources related to family literacy, but they are located across various platforms, making it challenging for families to navigate and access them effectively. • There are many partners who, while not primarily focused on family literacy, are eager to contribute to the solution and engage with the community. 	<ul style="list-style-type: none"> • In partnership with the Nebraska Children and Families Foundation (NCFF) and National Center for Families Learning (NCFL), the NDE offices of Early Childhood Education and Coordinated Student Support Services will establish a Family and Early Literacy working group/Special Advisory Committee consisting of representatives from existing partner organizations and facilitate regular meetings to assess current literacy initiatives, identify gaps, and develop joint strategies for expansion and improvement. • NCFF, NCFL, and the NDE will work with the family and early literacy workgroup to develop a digital platform resources repository where partners can share resources that support family and children's literacy development at home, literacy programs, family literacy events, ideas and activities to help in advancing children's literacy skills, reading materials, and success stories. The purpose of developing this digital platform is to ensure all partners have access to high-quality literacy resources and reduce duplication of efforts among partners and agencies. • The NDE will continue investing in the 	<ul style="list-style-type: none"> • Develop a comprehensive long-term strategic plan for literacy initiatives, including clear goals, timelines, and metrics for success. • Identify and pursue diverse funding sources, including federal and state grants, private foundations, corporate sponsorships, and community donations. • Develop and implement scalable program models that can be adapted to different community sizes, needs, and resources. • Implement continuous data collection and evaluation processes to monitor program outcomes, assess impact, and identify areas for improvement. • Engage in advocacy efforts to promote policies that support literacy education, including securing funding, maintaining program standards, and expanding access.

	<p>Growing Reading initiative by partnering with the Nebraska Children and Families Foundation to ensure the dissemination of books to young children and their families and by marketing the initiative to ensure communities and families are aware of the opportunity.</p>	
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Integrating Literacy: Unifying the Science and Evidence of Reading Instruction



¹Nebraska Department of Education. (2024). Foundational literacy. <https://www.education.ne.gov/policyreference/foundational-literacy/>

²The Reading League. (n.d.). What is the science of reading? The Reading League. <https://www.thereadingleague.org/what-is-the-science-of-reading/>

Glossary

Balanced literacy instruction: A balanced literacy program includes both foundational and language comprehension instructional features, such as phonemic awareness and phonics (understanding the relationships between sounds and their written representations), fluency, guided oral reading, vocabulary development, and comprehension. An alternative interpretation of balanced literacy is that it mixes features of whole language and basic skills instruction. It should not be used as it is not based on science. (ILA)

Key Components:

- Guided reading (leveled readers, cueing strategies)
- Strategies taught based on teacher observations
- Running records
- Phonics taught in mini-lessons or as word study
 - Not sequential aligned
- Based on 3 Cueing System- semantic, syntactic, and graphophonic cues
- Not taught explicitly and systematically

Comprehension: Making meaning of what is viewed, read, or heard. Comprehension includes understanding what is expressed outright or implied as well as interpreting what is viewed, read, or heard by drawing on one's knowledge and experiences. Comprehension may also involve application and critical examination of the message in terms of intent, rhetorical choices, and credibility.

Content area literacy: General literacy strategies that apply across all content areas (e.g., summarizing, drawing inferences, visualizing, predicting). (ILA)

Disciplinary literacy: Refers to the specifics of reading, writing, and communicating in a discipline. It focuses on the ways of thinking, the skills, and the tools that are used by experts in the disciplines. (ILA)

Dyslexia: Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. (National Institutes of Health, International Dyslexia Association, and the Nebraska Dyslexia Association)

Dysgraphia: A neurologically based SLD in writing, such as difficulty with spelling, handwriting, or recording your ideas.

Evidence-based literacy instruction: It is an effective, efficient, systematic, research-based, revolutionary system of explicit literacy instruction (EBLI). Evidence-based literacy instruction can also mean that a particular program or collection of instructional practices has a record of success. There is reliable, trustworthy, and valid evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in reading achievement (ILA).

Explicit: This means that the teacher clearly explains and models key skills, using well-chosen examples; children are not expected to develop these skills based mainly on exposure and incidental learning opportunities. (IDA)

Fluency: The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression. (NCIL)

Morphology: The study of structure and forms of words including derivation, inflection, and compounding. (ILA)

Orthography: The study of the nature and use of symbols in a writing system. Orthography can also be thought of as standardized spelling according to established usage in a given language or a conventional writing system in a given language. (ILA)

Phonemic awareness: The ability to detect and manipulate the smallest units (i.e., phonemes) of spoken language. For example, recognition that the word cat includes three distinct sounds or phonemes represents phonemic awareness. Individuals with phonemic awareness can blend phonemes to form spoken words, segment spoken words into their constituent phonemes, delete phonemes from spoken words, add phonemes, and substitute phonemes. (ILA)

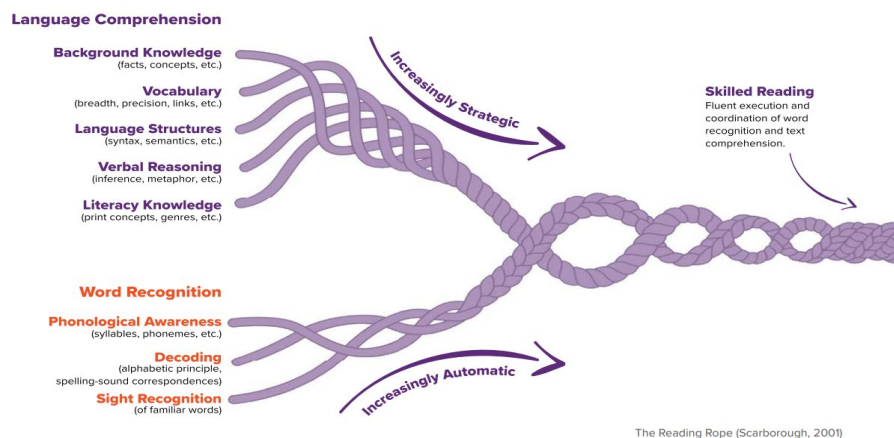
Phonics: An approach to teaching reading that emphasizes the systematic relationship between the sounds of language and the graphemes (i.e., letters or letter combinations) that represent those sounds. Learners apply this knowledge to decode printed words.

Phonological awareness: Awareness of sounds of words in learning to read and spell. (Note: The constituents of words can be distinguished in three ways: (1) by syllables, as /boːk/, (2) by onsets and rimes, as /b/ and /oːk/, or (3) by phonemes, as /b/ and /oː/ and /k/.

Phonology: The study of speech sounds and their functions in a language or languages. (ILA)

Science of Reading: The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties. (The Reading League)

Scarborough's Rope: Scarborough's Rope is a visual metaphor for the development of skills over time (represented by the strands of the rope) that lead to skilled reading. (The Reading League)



Semantics: The study of meaning in language, as the analysis of the meanings of words, phrases, sentences, discourse, and whole texts. In semiotics, semantics can also denote the study of the relationships between signs and their objects. (ILA)

Simple View of Reading: The Simple View of Reading has been empirically validated by over 150 scientific studies. It shows us that reading comprehension is not the sum, but the product of two components - word recognition and language comprehension - such that if either one is weak, reading comprehension is diminished. (The Reading League)



Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.

Structured Literacy: Structured Literacy is a comprehensive approach to literacy instruction grounded in the science of reading that research has shown is effective for all students and essential for students with dyslexia. The instruction emphasizes highly explicit and systematic teaching of all of the foundational elements that are critical for reading and writing proficiency. These include phonology, orthography, syntax, morphology, and semantics. (IDA)

Key Components:

- Explicit, systematic instruction
- Decodable text
- Practice to mastery

Syntax: Syntax is the pattern or structure of word order in sentences, clauses, and phrases, or the rules for determining how a language will be used to formulate a thought. (ILA)

Systematic instruction: Systematic instruction in reading is a plan of instruction (e.g., scope and sequence) that takes students through an explicit sequence of learning activities. (ILA)

Three-cueing system: The 3-cueing model has its origins in a “balanced literacy” or “whole language” approach to reading instruction. Balanced is an appealing term, but in reality, this approach has yielded too little systematic instruction in foundational reading skills, including phoneme awareness, phonics, and fluent word recognition. In the 3-cueing system, children are taught to rely on context and pictures to identify printed words instead of using their knowledge of letter sounds. The practice reinforces what poor readers do and does not support the development of decoding skills. It should not be used, not based on science.

The 3-cueing model uses three types of instructional cues as students are engaging with text:

- Semantic: the meaning and relationship among words, ex. “Does that make sense?”
- Syntactic: the structure of sentences (grammar, syntax, sentence organization), ex. “Does that sound right?”
- Graphophonic: the relationship of written symbols (graphemes) and their sounds (phonemes), ex. “Does that look right?”

Tier 1 CORE (all students): The key component of tiered instruction; all students receive instruction within an evidence-based, scientifically researched core program (NeMTSS)

Tier 2 INTERVENTION (some students): Some children who fall below the expected levels of accomplishment (benchmarks) and are at some risk for academic failure, but who are still above levels considered to indicate a high risk for failure. Instruction is provided in smaller groups or individually supplementing and supporting the Core Program (NeMTSS)

Tier 3 INTENSIFIED INTERVENTION (few students): Few children who are considered to be at high risk for failure and were not responsive to previous instruction, according to expected levels of accomplishment (benchmarks) and require more intensive individualized instruction to supplement and support Tier 1 and/or Tier 2 programs (NeMTSS)

Vocabulary: Knowing what words mean and how to say and use them correctly. (NCIL)

Whole language approach: Whole language is an educational philosophy that stresses "using children as educational informants" and building curriculum from that base. Whole language developed from studies of readers' miscues as they read whole texts as well as what young children knew about language prior to going to school. As a curricular approach, it advocates meaning making by using authentic texts such as children's literature (rather than basal texts) as the core of reading and setting aside uninterrupted time for personal writing each day. From a cross-curriculum perspective, it advocates inquiry-based learning in which students' inquiry questions become the focus of instruction and where the disciplines are seen as perspectives that students might take in exploring topics of interest. Component included in balanced literacy. (ILA)

References:

- IDA - International Dyslexia Association, [Fact Sheet](#)
- ILA - International Literacy Association, [Literacy Glossary](#)
- NCIL – National Center on Improving Literacy, [Learning Literacy Glossary](#)
- NeMTSS – Nebraska Multi-Tiered System of Support, [Glossary of Terms](#)
- Reading League – The Reading League, [What is the Science of Reading?](#)



PROPOSED AGENDA ITEM RATIONALE

DATE: September 16, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Discussion: Approve Rule 11 teacher waiver request for Weeping Water Public Schools

AGENDA ITEM TYPE: Rule 11 teacher waiver

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.
- Weeping water is requesting a teacher waiver for one teacher who is working in the Sixpence center-based grant program and one teacher who is working with preschool aged children in the district child care program.
- The teacher working in the Sixpence program is working through the University of Nebraska at Kearney.
- The teacher working in the child care program working through Western Governor's University in Utah.

PROPOSED BOARD MEETING: Information – September 2024, Discussion – October 2024, Action – December 2024

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: NA

FOR GRANT SUBAWARDS:

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: September 27, 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 the University of Nebraska Kearney

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 University of Nebraska Kearney 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 University of Nebraska Kearney has submitted information in their requests for a pilot process related to section 005.03C. Starting with Spring Semester 2025, UNK proposes that all required observations for Speech-Language Pathology and School Psychology students seeking initial certification be allowed to be completed virtually. This request is driven by the widespread geographic locations of students' placements, which often span across Nebraska and into other states, making in-person visits both logistically difficult and make faculty less available to on-campus students.

UNK is dedicated to maintaining the high standards established by the Nebraska Department of Education (NDE) as well as continuing their national accreditation for both programs. They plan to utilize secure video observation software to ensure secure and encrypted visual and audio interactions between faculty and students during virtual observations. The UNK Speech-Language Pathology program has already implemented this technology and methodology for pre-student teaching field experiences and clinical internships occurring in the medical setting. The national accreditation for both programs does not mandate in-person site visits for field experience students.

DR. BRIAN L. MAHER, COMMISSIONER



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education.ne.gov



UNK collects a variety of data throughout the year and program to assess student competencies and clinical performance. To gather data specifically on the impact of virtual visits during student teaching, the UNK will disseminate short, anonymous Qualtrics surveys to the cooperating staff as well as UNK students at the end of the placement. The focus of the surveys will be on effective implementation of virtual visits to support student progress in their placements. This data will be used to analyze and determine the impact on students and the feasibility of continued use of virtual visits, supervision and observations.

Current 92 NAC 20 005.03C Speech Language Pathology and School Psychologist Preparation Programs at the Initial Teacher Certification Level Field Experience requires that the educator preparation program must ensure that a minimum of three (3) formal onsite observations by faculty are conducted.

The full requests and supporting materials from the University of Nebraska Kearney are attached.

PROPOSED BOARD MEETING (MONTH/YEAR): Discussion item October 2024
Action Item December 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*

September 18, 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 formally request the initiation of a pilot process concerning the field experience observation requirement (005.03C) for University of Nebraska Kearney (UNK) Speech-Language Pathology master's degree candidates.

According to Rule 20, initial certification speech-language pathology candidates are required to have a minimum of three (3) formal, on-site observations during their initial teacher certification field experience. Given the increasing travel costs and the changing educational landscape, we propose that these observations be conducted virtually. Starting in the spring of 2025, UNK proposes that all required observations for Speech-Language Pathology students seeking initial certification be completed virtually. This request is driven by the widespread geographic locations of our students' placements, which often span across Nebraska and into other states, making in-person visits both logistically difficult and make faculty less available to on-campus students.

Resource Optimization and Benefits

At UNK, full-time faculty are responsible for supervising Speech-Language Pathology candidates. The advantages of virtual visits are substantial:

Increased Time for Class Instruction and Student Support

1. Enhanced Teaching Availability:
 - Eliminating travel allows faculty to recover several hours each week, which can be redirected toward improving class instruction. This extra time enables faculty to create more thorough lesson plans, engage more deeply with students, and provide prompt feedback on assignments. Over time, this could result in better prepared graduate student clinicians when completing the field experience.
2. Better Student Access to Faculty:
 - With additional time available, faculty can extend office hours, be more accessible for consultations, and engage in extracurricular activities that benefit

student learning. This increased availability can enhance the overall educational experience for all students, not just those in the Speech-Language Pathology program.

Flexibility and Accessibility

1. Scheduling Flexibility:

- Virtual visits can be arranged at times that suit both faculty and students, leading to more frequent and consistent supervision sessions. This flexibility allows for better responsiveness to student needs. Past student teachers have requested a visit during the opening sessions of the day, however, the time necessary for travel prohibited the UNK supervisor from meeting this request. Virtual visits support faculty engagement with student teachers during times of successes and challenges according to the student's request. This also provides opportunity to build support for cooperating SLPs to encourage their continued hosting of student teachers.

2. Adaptability to Unexpected Events:

- Virtual visits are unaffected by weather conditions, transportation issues, or other unforeseen circumstances that might disrupt travel. Additionally, virtual visits are more easily rescheduled when illness or scheduling dilemmas arise. This ensures that supervision remains consistent and reliable, providing a stable support system for students.

Reduced Travel Time and Costs

1. Elimination of Travel Barriers:

- Travel for supervision often involves significant time commitments, particularly if placements are distant from the institution. Virtual visits remove the need for travel, freeing up faculty time and allowing them to focus more on student and site needs.

2. Cost Savings for the Institution:

- Travel expenses, including transportation, accommodation, and meals, can be substantial. Virtual visits eliminate these costs, enabling the institution to allocate resources more effectively. This helps prevent potential tuition or fee increases for students due to travel-related expenses.

Enhanced Use of Technology

1. Integration of Digital Tools:

- Virtual visits utilize digital tools such as video conferencing platforms, which offer features like screen sharing, session recording, and real-time document collaboration. These tools enhance the supervision experience and provide additional learning opportunities for students.

2. Development of Digital Competencies:

- Conducting virtual supervision helps both faculty and students develop valuable digital skills that are increasingly important in the modern educational and

professional environments. Familiarity with these tools prepares students for roles where virtual interactions are common.

In summary, the greatest benefit of this proposal is time gained by faculty to be re-invested in students. The time currently dedicated to windshield time traveling to in-person visits could be directed toward student learning in preparation for field experiences, while maintaining high-quality visits of SLP student field experiences.

Maintaining Educational Standards

UNK is dedicated to maintaining the high standards established by the Nebraska Department of Education (NDE) and the Council on Academic Accreditation of Audiology and Speech-Language Pathology (CAA) for our Speech-Language Pathology program. We plan to utilize HIPAA-compliant video observation software to ensure secure and encrypted visual and audio interactions between faculty and students during virtual observations. The UNK Speech-Language Pathology program has already implemented this technology and methodology for pre-student teaching field experiences and clinical internships occurring in the medical setting. This method adheres to the technology-based observation guidelines permitted for teaching certification programs. Additionally, it is important to highlight that national CAA accreditation does not mandate in-person site visits for field experience students.

Timeline: UNK is asking for three years, January 2025-December 2027, to pilot this process.

Reporting: The Speech-Language Pathology program at UNK collects a variety of data throughout the year to assess student competencies and clinical performance. To gather data on the impact of virtual visits during student teaching, the UNK Speech-Language Pathology program will disseminate short, anonymous Qualtrics surveys (attached) to the cooperating SLPs and UNK students at the end of the placement. The focus of the surveys will be on effective implementation of virtual visits to support student progress in their placements.

The Communication Disorders (CDIS) department, which houses the Speech-Language Pathology graduate program, collects data from student clinical performance, alumni and employer surveys, comprehensive exam results, and Praxis pass rates to gauge program effectiveness. These programmatic assessment measures are reviewed annually by the department faculty at the Fall Retreat, which initiates data-driven conversations about program modifications. The CDIS department will include the new virtual visit survey to systematically analyze the impact on students and feasibility for continued use. All data are systematically reported at the University level to reflect the prior academic year after being reviewed by department faculty.

Allowing virtual visits for Speech-Language Pathology supervision offers a strategic advantage for UNK faculty by addressing the challenges associated with in-person visits.

This transition not only boosts the efficiency and effectiveness of the supervision process but also frees up valuable time for faculty to focus on teaching and student support. Embracing virtual visits enables the institution to optimize resource allocation, enhance the overall educational experience, and better prepare both faculty and students for a future where digital interactions are increasingly important. Thank you for considering our request. We value your commitment to upholding high educational standards and look forward to working together to ensure the success of our Speech-Language Pathology graduate candidates.

Thank you for your time and consideration of this proposal.

Sincerely,

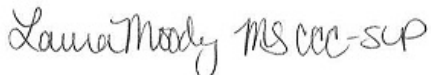


Whitney Schneider-Cline, Ph.D., CCC-SLP

Associate Professor

Department Chair, Communication Disorders Department

University of Nebraska Kearney



Laura Moody, M.S.Ed., CCC-SLP

Senior Lecturer

Clinic & Internship Coordinator, Communication Disorders Department

University of Nebraska Kearney

**UNK School Psychology Pilot Assessment Measure:
Survey of Supervisors and School Psychology Students**

(rate all questions on a Likert scale 1=disagree; 2= neutral; 3= agree)

1. How engaging was the virtual field experience visit?
2. Did the virtual format allow for sufficient observations and interactions among participants?
3. Did the virtual field experience visit or supervision meeting help achieve the learning outcomes outlined before the visit?
4. Was the virtual platform and quality of the audio, video, and other media adequate for the visit?
5. Did the use of the virtual visits enhance your learning experience?
6. Did you feel the virtual visit could replicate the onsite visit adequately?
7. Was the UNK faculty supervisor available for virtual visits at times that were preferred by you to support the field experience?
8. How satisfied are you with the overall virtual field experience visit?

UNK SLP Pilot Assessment Measures

Surveys of Cooperating SLPs & Students

- Cooperating SLP Survey
 1. How many UNK SLP student teachers have you hosted for their student teaching experience?
 2. When the UNK faculty supervisor completed their visits across all of your students, were those visits completed in person, virtual, or both?
 - in person visits
 - virtual visits
 - both in-person visit and virtual visits
 - Comments:
 3. How effective was the virtual visit compared to an on-site visit during a student teaching experience?
 - More effective
 - Equally effective
 - Less effective
 - Comments:
 4. Was the UNK faculty supervisor more available for virtual visits compared to your prior experience with in person visits?
 - More available
 - Equally available
 - Less available
 - Comments:
- SLP Student Survey
 1. Did the virtual visit with your UNK supervisor (Clinic & Internship Coordinator) meet your needs to progress through your school internship teaching experience?
 - Yes
 - No
 - Comments:
 2. Was the UNK faculty supervisor available for virtual visits during a preferable timeframe to support your school internship teaching experience?
 - Optimal timeframe
 - Neutral timeframe
 - Non-preferred timeframe
 - Comments:

Time Savings of UNK Faculty Supervisor

- Comparison data of in person visits to virtual visits
 1. Time savings
 2. Cost savings
 3. Investment of above savings (reallocation of time savings)



September 25, 2024

Mr. Jim Kent
Director, Educator Preparation Program Approval Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987

Dear Mr. Kent,

Please accept this letter as an official request for the initiation of an official pilot process considering the recent Rule 20 changes which permit pilot program and process requests. This specific request focuses on the field experience observation requirements (Section 005.03C) for the University of Nebraska at Kearney School Psychology, Education Specialist degree candidates.

009.01 It is our understanding per section 005.03C that a minimum of three (3) formal onsite observations by faculty are conducted for school psychology candidates. We are requesting flexibility in meeting this requirement for two primary reasons. The first is to respond to extenuating circumstances that limit the educator preparation program's ability to meet the formal onsite, field experience observation requirement, and the second is to optimize the resources and benefits for students through an alternative means of meeting this requirement.

009.02A The extenuating circumstances that limit the program's ability to meet the field experience onsite observation requirement relate to faculty availability to meet the logistical challenges created by the field experience sites/locations. The UNK School Psychology program has three full-time faculty positions and enrolls students from rural Nebraska as well as the metro areas in the eastern part of the state (Lincoln and Omaha). As the shortage of school psychologists continues, the UNK program has sought to help address the shortage by being more accessible and accommodating for students. Our goal is to provide high quality training for students and allow them gain experiences in and serve schools across the state. We do not want to limit a school districts access to trained school psychology students based on location and distance from the UNK school psychology training program. This does however create some challenges in terms of faculty being able to conduct the formal onsite field experience visits.

The need for full-time faculty members to travel several hours to conduct formal onsite field experience visits limits the faculty members availability to all students as well as their availability to complete the roles and responsibilities they fulfill within the training program. These extenuating circumstances have led the UNK School Psychology program to rely more on school psychology adjunct instructors and site supervisors with virtual meetings for field experience observations. The ongoing connection and collaboration the full-time faculty have with the adjunct instructors and supervisors have allowed the program to continue providing high-quality training and support for the graduate students.

009.02B The UNK School Psychology program will be able to optimize resources and benefits for both students and faculty by allowing the field experience visits and supervision to be conducted virtually. Full-time, experienced faculty members will be responsible for the supervision of field experiences at the practicum and internship levels and will complete a minimum of three virtual field experience visits and supervision meetings for all school psychology graduate students. By allowing them to be conducted virtually, the UNK School Psychology Program could continue enrolling students and serving school districts across Nebraska.

The benefits to faculty members include spending less time traveling and having more time to dedicate to course preparation, prompt and thorough grading/feedback, responding to student questions and needs, and program related activities. Faculty would also be more accessible to all graduate students (both in person and virtually as needed) and to field supervisors as virtual meetings and visits would allow for more frequent and flexible scheduling since the time, costs, and conditions for travel would not need to be considered. The increased time devoted to training and availability for engaging with students can enhance the overall training and educational experience for all students in the program. Over time, this could result in a higher level of training and better prepared graduate students in school psychology.

Finally, the integration and use of technology for virtual visits and supervision allows the faculty member, student, and if needed, field supervisor to connect, share, collaborate, and work through real-time situations or documents that need reviewed and completed. The flexibility virtual visits and supervision allow mean the faculty member can have more frequent contact and “be there” virtually during some of the best and most challenging times of their experience. The use of this technology not only benefits the students while completing the field experience but also provides them with skills and experiences to use in the future where virtual interactions are needed.

009.02C The University of Nebraska Kearney School Psychology Program is committed to upholding the high standards set by the Nebraska Department of Education (NDE) and the National Association of School Psychologists (NASP) accreditation board. We intend to use the secure, University based Zoom accounts for faculty and students with a password protected meeting created for all visits and supervision meetings. This approach allows for the ability to observe, communicate and collaborate in a similar method as an onsite visit, but due to the nature of a virtual visit, allows for greater flexibility and increased frequency of visits and supervision, if needed. It is also important to note that NASP accreditation does not require in-person site visits for field experience students.

009.02D Not applicable

009.02E The University of Nebraska Kearney, School Psychology Program is requesting for three years, January 2025 – December 2027 to pilot this process.

009.02F The UNK School Psychology Program collects data throughout the year reflecting student competencies and performance in a variety of areas. The program will continue to use the field experience evaluations (practicum and internship) to assess and report on student performance and create an additional anonymous Qualtrics survey to send to supervising school psychologists and school psychology students at the end of the placement (i.e. end of the academic year) to gather data on the impact of virtual visits during the field experience. The focus of the survey will be on the effective implementation of virtual visits and supervision to support school psychology student progress during the field experience. Additionally, the University faculty supervisor will document all virtual visits and supervision meetings with goals and outcomes.

School Psychology Program faculty collects data through a variety of measures throughout the academic year to assess student outcomes, i.e. field experience evaluations, annual reviews, comprehensive exams, graduate exit surveys, Praxis scores, etc. These assessments are reviewed annually by program faculty to initiate data-driven conversations about strengths and needs of the program. The School Psychology Program will include the new virtual visit survey in the assessment process to analyze and determine the impact on students and feasibility of continued use. All data are reported at the University level in the fall to reflect the prior academic year. The program faculty will also create a report specific to the impact and continued use of virtual visits for the NDE.

The approval of the request for the University of Nebraska School Psychology Program to conduct the three required formal observations virtually rather than onsite will allow faculty to address the extenuating circumstances outlined above and optimize resources and benefits for both students and faculty. The virtual process will not only improve the overall

educational training and experiences for all but also prepare faculty and students to embrace digital interactions as they become more necessary. Thank you for your time and consideration of this request. We appreciate your dedication to the preparation of future educators and school psychologists and look forward to working collaboratively with you as we navigate the everchanging needs of the educational world.

On behalf of the University of Nebraska, School Psychology Program, sincerely,

A handwritten signature in cursive script, appearing to read "Tammi Ohmstede".

Tammi Ohmstede, Ph.D., NCSP
Professor and School Psychology Program Chair
Counseling, School Psychology, and Family Science Department
University of Nebraska at Kearney
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308-865-8834



PROPOSED AGENDA ITEM RATIONALE

DATE: September 12, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Jay Martin and Zainab Rida
Office of Coordinated Student Support Services

PROPOSED AGENDA ITEM: Discussion on Model Policy Development for Authorized Security Personnel Carrying Firearms in accordance with Neb. Rev. Stat. § 28-1204.04

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

RATIONALE/BACKGROUND INFORMATION: LB1329 mandates that the State Board of Education, in consultation with the Nebraska State Patrol, develop a model policy for authorizing security personnel to carry firearms, as outlined in the relevant subdivision. This law specifically impacts Class I and Class II school districts (encompasses any school district with a population of fewer than 5,000 inhabitants). The Nebraska Department of Education (NDE) and the State Patrol teams have been working together to establish criteria for this model policy, determine the necessary training for authorized personnel, and clarify specific aspects of the law's language. The NDE and State Patrol teams will seek input from their legal teams and external experts in the implementation of school safety and security policies. The NDE team has outlined a proposed timeline for the implementation process.

Time	Steps
June-July 2024	Collaboration between NDE and state patrol to establish criteria for the draft based on the language included in the statute
August 2024	Information on the proposed process for developing a model policy will be presented and discussed with the Planning and Evaluation Committee
August 2024	Drafting the model policy
August 2024	Input from legal teams and external partners
September 2024	Presenting the first draft to planning and evaluation committee- Information
October 2024	Pending any necessary revisions, presenting the final draft to planning and evaluation committee- Discussion

December 2024	Pending any necessary revisions, the model policy will be presented for potential Board Action
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PROPOSED BOARD MEETING (MONTH/YEAR): October 2024

ESTIMATED COST:

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*

28-1204.04. Unlawful possession of a firearm at a school; penalty; exceptions; confiscation of certain firearms; disposition.

(1) Any person who possesses a firearm in a school, on school grounds, in a school-owned vehicle, or at a school-sponsored activity or athletic event is guilty of the offense of unlawful possession of a firearm at a school. Unlawful possession of a firearm at a school is a Class IV felony.

(2) Subsection (1) of this section does not apply to:

(a) The issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this state, or Reserve Officers' Training Corps or peace officers or other duly authorized law enforcement officers when on duty or training;

(b) The possession of firearms by peace officers or other duly authorized law enforcement officers;

(c) The carrying of firearms by qualified law enforcement officers or qualified retired law enforcement officers carrying pursuant to 18 U.S.C. 926B or 926C, respectively, as such sections existed on January 1, 2023;

(d) Possession of a firearm by a person who is employed or contracted by a school to provide school security or school event control services pursuant to a written policy adopted by such school that complies with subdivision (3)(a) of this section. This subdivision does not apply to a public elementary or secondary school in a Class III, IV, or V school district as defined in section 79-102;

(e) Firearms which may lawfully be possessed by the person receiving instruction, for instruction under the immediate supervision of an adult instructor;

(f) Firearms which may lawfully be possessed by a member of a college or university firearm team, to include rifle, pistol, and shotgun disciplines, within the scope of such person's duties as a member of the team;

(g) Firearms which may lawfully be possessed by a person employed by a college or university in this state as part of an agriculture or a natural resources program of such college or university, within the scope of such person's employment;

(h) Firearms contained within a private vehicle operated by a nonstudent adult which are not loaded and (i) are enclosed in a case or (ii) are in a locked firearm rack that is on a motor vehicle;

(i) Firearms which may lawfully be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard; or

(j) A handgun carried as a concealed handgun by a person other than a minor or prohibited person in a vehicle or on his or her person while riding in or on a vehicle into or onto any parking area, which is open to the public and used by a school if, prior to exiting the vehicle, the handgun is locked inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, other than an autocycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area.

(3)(a) A school board or other governing body of a school or school district may authorize the carrying of firearms by authorized security personnel in a school, on school grounds, in a school-owned vehicle, or at a school-sponsored activity or athletic event by adopting a written policy governing such conduct. Such written policy shall, at a minimum, include requirements for personal qualifications, training, appropriate firearms and ammunition, and appropriate use of force. This subdivision does not apply to a public elementary or secondary school in a Class III, IV, or V school district as defined in section 79-102.

(b) The State Board of Education shall, in consultation with the Nebraska State Patrol, develop a model policy relating to the authorization of the carrying of firearms by authorized security personnel as described in subdivision (3)(a) of this section. The policy shall include, but need not be limited to, the appropriate number of training hours required of such security personnel.

(4) Any firearm possessed in violation of subsection (1) of this section shall be confiscated without warrant by a peace officer or may be confiscated without warrant by school administrative or teaching personnel. Any firearm confiscated by school administrative or teaching personnel shall be delivered to a peace officer as soon as practicable.

(5) Any firearm confiscated by or given to a peace officer pursuant to subsection (4) of this section shall be declared a common nuisance and shall be held by the peace officer prior to his or her delivery of the firearm to the property division of the law enforcement agency which employs the peace officer. The property division of such law enforcement agency shall hold such firearm for as long as the firearm is needed as evidence. After the firearm is no longer needed as evidence, it shall be destroyed in such manner as the court may direct.

(6)(a) Whenever a firearm is confiscated and held pursuant to this section or section 28-1204.02, the peace officer who received such firearm shall cause to be filed within ten days after the confiscation a petition for destruction of such

firearm. The petition shall be filed in the district court of the county in which the confiscation is made. The petition shall describe the firearm held, state the name of the owner, if known, allege the essential elements of the violation which caused the confiscation, and conclude with a prayer for disposition and destruction in such manner as the court may direct.

(b) At any time after the confiscation of the firearm and prior to court disposition, the owner of the firearm seized may petition the district court of the county in which the confiscation was made for possession of the firearm. The court shall release the firearm to such owner only if the claim of ownership can reasonably be shown to be true and either:

(i) The owner of the firearm can show that the firearm was taken from his or her property or place of business unlawfully or without the knowledge and consent of the owner and that such property or place of business is different from that of the person from whom the firearm was confiscated; or

(ii) The owner of the firearm is acquitted of the charge of unlawful possession of a handgun in violation of section 28-1204, unlawful transfer of a firearm to a juvenile, or unlawful possession of a firearm at a school.

(c) No firearm having significant antique value or historical significance as determined by the Nebraska State Historical Society shall be destroyed. If a firearm has significant antique value or historical significance, it shall be sold at auction and the proceeds shall be remitted to the State Treasurer for distribution in accordance with Article VII, section 5, of the Constitution of Nebraska.

Source: Laws 1994, LB 988, § 6; Laws 2002, LB 82, § 8; Laws 2009, LB63, § 13; Laws 2009, LB430, § 8; Laws 2011, LB512, § 1; Laws 2014, LB390, § 1; Laws 2018, LB321, § 1; Laws 2018, LB909, § 1; Laws 2024, LB1329, § 3.

Effective Date: July 19, 2024

Cross References

Concealed Handgun Permit Act, see section 69-2427.

Nebraska Department of Education

Authorized Security Personnel

Model Policy for Class I and II School Districts Only

I. PURPOSE:

The purpose of this policy is to establish guidelines and requirements for an individual to be authorized by the school board of _____ School District to carry firearms as Authorized Security Personnel (ASP). Such authorization will allow the individual to carry firearms in a school, on the school grounds of such school, in a school-owned vehicle, or at a school-sponsored activity or athletic event as designated in the authorization and in accordance with this policy. This policy aims to ensure the safety and security of students, staff, and visitors while maintaining a secure learning environment.

II. GENERAL PRINCIPLES/STANDARDS:

1. **Personal Qualifications:** Individuals authorized to carry firearms as an ASP must meet the following qualifications:
 - a. **Background Check:** Must pass a comprehensive background check, including a criminal history check and a mental health evaluation.
 - b. **Permit:** Must have a valid Nebraska Concealed Carry Permit and submit a letter of interest to the Superintendent and the President of the school board.
 - c. **Personnel:** Pursuant to subdivision (2)(d) of Neb. Rev. Stat. § 28-1204, the individual must be employed or contracted to provide school security or school event control services.
 - d. **Three Letters of Recommendation:** The Superintendent is responsible for verifying letters of recommendation.
2. **Firearms Storage:** An ASP may store their gun on school grounds only by utilizing the following guidelines:
 - a. The firearm must be stored in a biometric safe.
 - b. The biometric safe must be under cover from direct line of sight.
 - c. Only the ASP will have access to the biometric locking/unlocking mechanism or key.
 - d. The ASP must be physically present on the school grounds when their firearm is stored in the biometric safe.

3. Concealment and Exposure of Firearm:

- a. ASP, when carrying the firearm, the ASP must do so in a holstered and concealed manner and may not display the firearm except during an active threat.
- b. A firearm must never be visibly unholstered except during an active threat. A firearm must never be placed down or left unattended in a school except when placed in the biometric safe while the ASP is physically present on school grounds. If the firearm needs to be unholstered and placed down the firearm must be placed in the biometric safe. (*Example: Use of the restroom: place firearm in the biometric safe before going to the restroom if conceal carry holster is needing removed and placed down*).

4. Appropriate Firearm & Ammunitions:

- a. The ASP must only use a handgun which is approved by the local governing body or school board.
- b. Any ammunition recommended and approved by the firearm manufacturer.
- c. ASP candidate must complete a mental health screening and consultation with a psychologist.

III. USE OF FORCE:

The ASP must know and understand the appropriate use of force. The ASP is not a law enforcement officer and does not have the authority to act in that capacity. However, the ASP can take actions necessary to prevent or abate an active threat and temporarily detain an individual when the ASP has reasonable cause to believe the individual has committed or is about to commit a forcible act of violence that could cause serious bodily injury or death. The individual must understand deadly use of force as well as the potential of criminal & civil liability.

IV. REQUIRED DOCUMENTATION, TRAININGS, & EVALUATIONS:

The school board must approve a signed Memorandum of Understanding (MOU) with each ASP that includes all initial and annual required trainings and evaluations the ASP must complete.

- a. The school board must have discretion to seek and approve a training provider to administer required trainings and evaluations. Each ASP will be required to attend a minimum of twenty hours (20) of training for this position. (see Table I) The training provider may include, but is not limited to, local, state, and federal law enforcement agencies, private security companies, or contractors.
- b. The ASP candidate must complete a mental health screening and consultation with a psychologist.

V. **NOTIFICATION:**

The ASP must notify local law enforcement agencies of their position at _____ school(s). It is a best practice to notify and build rapport with all first responders, including local fire and rescue, local and state law enforcement agencies, and the regional emergency manager.

DEFINITIONS:

Civil Liability: refers to the "legal obligation that requires a party to pay for damages or to follow other court- enforcements in a [civil action] lawsuit." Simply put, if a person or party is found liable for a non-criminal act that caused harm to the plaintiff, they are legally required to pay the monetary damages.

Concealed Firearm: Concealed carry, or carrying a concealed weapon, is the practice of carrying a weapon, on one's person or in public places in a manner that hides or conceals the weapon's presence from surrounding observers.

Criminal Liability: is a legal concept that holds individuals responsible for their actions or omissions if they are found to have committed a criminal act. Criminal liability differs from civil liability, which is based on the breach of a contract or tort.

Deadly Force: shall mean force which the actor uses with the purpose of causing or which he knows to create a substantial risk of causing death or serious bodily harm. Purposely firing a firearm in the direction of another person or at a vehicle in which another person is believed to be constitutes deadly force.

Detain: To force someone officially to stay in a place; to delay a person for a brief period of time until the proper authorities (law enforcement officers) are on scene.

Firearm: means any weapon which is designed to or may readily be converted to expel any projectile by the action of an explosive or frame or receiver of any such weapon

Physical Restraint: Is any method of a physical or mechanical hold or device, or equipment attached or adjacent to the participant's body that restricts freedom of movement and he or she cannot easily remove themselves.

Table I. TRAININGS & EVALUATIONS

Required ASP Training 20 hours & Psychological Screening	Annual Training Requirements After ASP Initial Trainings (minimum of 4 hours)
Coursework focused on school law	Proficiency in a State or Federal Firearms Course Qualification
Student rights	Safe Firearms handling
Understanding special needs students and students with disabilities	State Statute Law updates &/or use of force review.
Conflict de-escalation techniques – physical restraint techniques	Basic Medical First Aid/CPR renewal
Ethics for security personnel.	
Teenage brain development	
Adolescent behavior	
Implicit bias training	
Diversity and cultural awareness	
Trauma-informed responses	
Preventing violence in schools	
Completed Conceal Carry Permit Requirements. Including but not limited to the following: <ul style="list-style-type: none"> • Completion of the State or Federal Firearms Course • Several rounds course at varied yard markers • Proficient rating 	
Safe Firearms handling	
State Statute Laws regarding use of force	
Criminal & Civil Liability Courses	
Basic Medical First Aid/CPR	



STATE BOARD OF EDUCATION RULES AND REGULATIONS COMMITTEE REPORT

Date: October 3, 2024

The Rules and Regulations Committee reports on the October 3, 2024, meeting of the committee. Members present were chair Lisa Fricke, Kirk Penner, and Elizabeth Tegtmeier.

Committee members reviewed the rules report on their own.

NDE Staff reported that Rule 4 - Textbook Loans to Children Enrolled in Private Schools in Nebraska, was adopted by the Board at the June 2024 meeting. The Governor returned the rule with the request to remove the term “nonsectarian” before it is signed and put into effect. The Office of the Attorney General indicated the change a non-substantive edit. The committee recommends adoption of the rule with this revision.

NDE staff provided information on potential revisions to Rule 21 – Teacher Certification and Rule 24 – Endorsements, focusing on issues raised during the public input period and the resulting recommendations. Committee members reviewed all policy issues presented and recommend proceeding with incorporating all but one of the recommendations into hearing drafts. The recommendation that will not be included related to safety training for alternative program teaching permits. The committee was not prepared to propose changes in this area at this time.

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: September 25, 2024
Subject: Report on Rules

Rules Recently Signed by the Governor

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

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

Ready for Hearing to be 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 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 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

Development, Revision or Repeal in Progress Following Committee Discussion

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

- Response to legislation and interest from the Rules and Regulations Committee
- Definition of learner with high ability update
- Combinations of districts may receive funding
- Changes to identification of learners with high ability

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)
- Revision of the waivers

Title 92, Nebraska Administrative Code, Chapter 14, *Legal Operation of Approved Nonpublic Schools*

- Review requested by Rules and Regulations Committee
- Private Graduation Academies

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 47, *Regulations for Career Academy Programs Established by School Districts*

- Update to match federal requirements and recent practices

Title 92, Nebraska Administrative Code, Chapter 86, *Regulations and Procedures for Public School Breakfast Program Reimbursement*

- Update to match federal requirements and recent practices

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)

DR. BRIAN L. MAHER, COMMISSIONER

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PROPOSED AGENDA ITEM RATIONALE

DATE: September 18, 2024

TO: Brian L. Maher.
Commissioner of Education

FROM: Tammy Barry, Legal Counsel III

PROPOSED AGENDA ITEM: Adopt the proposed revised Rule 4 (Textbook Loans to Children Enrolled in Private Schools in Nebraska)

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

RATIONALE/BACKGROUND INFORMATION:

The revision to Rule 4 result from the passage of LB 705 (2023). The proposed rule changes include a complete revision to the textbook loan process. NDE is now responsible for the administration of the program, which had been run by public school districts. With the revisions, the Commissioner will notify all approved or accredited nonpublic school administrators on September 1 of each year about the program. Nonpublic school administrators must respond by October 15th to participate for the following school year. The Commissioner will determine a cost per child allocation of the funds appropriated by the Legislature and will then notify participating nonpublic schools of their allocation. The Commissioner will be allowed to contract with a third-party vendor to carry out duties under the Rule. The revisions also set forth the procedures for textbooks to be requested and managed. The definition of textbook is linked directly to the definition in section 79-734(3).

A revised Rule 4 was adopted by the Board at the June 2024 meeting, but has been returned by the Governor to remove the term nonsectarian from the description of the allowed textbooks. This modification is not considered substantive, so a new public hearing is not required.

See attached revised draft for the specific revisions to Rule 4.

PROPOSED BOARD MEETING (MONTH/YEAR): October 2024

ESTIMATED COST:

The fiscal impact for the Nebraska Department of Education is approximately \$1,000 for filing of a public notice, a hearing, and printing copies of the rule once adopted.

NDE will incur additional costs to administer the program or hire a third-party vendor but the amount cannot be determined at this time. LB 705 provides for up to five percent of the appropriated amount to be obtained by NDE for administrative expenses.

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*

TITLE 92 - DEPARTMENT OF EDUCATION

CHAPTER 4 - TEXTBOOK LOANS TO CHILDREN ENROLLED IN PRIVATE SCHOOLS IN NEBRASKA

001 General Provisions

001.01 Statutory authority. This chapter is adopted pursuant to Neb. Rev. Stat. § 79-734.

001.02 Scope and application. This chapter covers the loan of textbooks to private school children. For school years through the 2024-25 school year, boards of education have the power and duty to purchase and loan textbooks to private school children; provided, however, that boards of education are only obligated to purchase and loan textbooks to the extent that the Legislature of the State of Nebraska appropriates funds to be distributed by the State Department of Education for the purpose of purchasing and loaning textbooks to private school children as provided in Neb. Rev. Stat. § 79-734(2)(a) and sections 003 and 004 of this chapter. For the 2025-26 school year and each school year thereafter, the department has responsibility for the purchase and loan of textbooks to private school children to the extent that the Legislature appropriates funds for such purpose as provided in Neb. Rev. Stat. § 79-734(2)(b) and sections 005 and 006 of this chapter.

002 Definition of Terms

As used in this chapter:

002.01 Authorized parent representative means a person or persons authorized by the parents or legal guardians of private school children to represent them in the proceedings applicable to this chapter through the 2024-25 school year.

~~002.01 Private school student shall mean a child who is enrolled in any of grades kindergarten through grade 12 of a private school that is approved for continued legal operation under Title 92, Nebraska Administrative Code (NAC), Chapter 14, or accredited under Title 92, NAC, Chapter 10.~~

002.02 Board of education means shall mean the governing body bodies, including school boards, of any class of school district in the state of Nebraska which is are required to purchase, pursuant to Neb.

Rev. Stat. § 79-734(1), all textbooks, equipment and supplies necessary for the schools of such school district.

002.03 Commissioner means the individual appointed by the State Board of Education under section 79-318(1). To the extent the Commissioner contracts with a third-party vendor under the provision of this chapter, the third-party vendor assumes the authority to carry out the responsibilities of the Commissioner under this chapter.

002.04 Designated agent means an administrator employed by a private school, who has notified the Commissioner that such administrator will act on behalf of children enrolled in such school with regard to the provisions of this chapter based on authorizations received from parents and guardians pursuant to section 005.01 of this chapter and compliance with section 005.03 of this chapter.

002.05 Loan means the provision of a textbook for use by a private school child pursuant to this chapter. The ownership of such textbook remains with the department regardless of where the textbook is located.

002.06 Private school means a private, denominational, or parochial school accredited or approved under the provisions of Title 92, Nebraska Administrative Code, Chapters 10 or 14 (92 NAC 10 or 14).

002.07 Private school child means a child enrolled in a private school.

002.08 Pro rata reduction means a reduction in the total amount requested by each board of education based on the total funds appropriated by the Legislature divided by the total amount of funds requested by all boards of education under section 003 of this chapter prior to July 1, 2024.

002.09 School district means the territory under the jurisdiction of a board of education.

002.10 ~~002.03~~ Textbook has the same meaning as in Neb. Rev. Stat. § 79-734(3). ~~shall mean any instructional material that is designated for use by individual students in classroom instruction as the principal source of study material, in any of grades kindergarten through grade 12 in the public school(s) of each school district. The following, if designated for use by individual students as the principal source of study material, are likewise to be considered textbooks for purposes of this chapter: multiple texts; electronic and digital subscriptions; and~~

~~hard-copy, write-in work texts if accessible by students pursuant to a multi-year subscription entered into by the school district. Instructional material that is in a non-tangible, electronic or digital format, e.g. web-based (on-line) material, accessible by students through a subscription or license agreement entered into by the school district, is a textbook if the individual student's access ceases within the timeframe described in Section 003.01 of this chapter. The following are not to be considered textbooks: library books, teacher's editions, hard-copy supplemental workbooks and any book or material designated for classroom, and not individual use (e.g. "Big Books" and the like).~~

002.11 Third-party vendor means an entity that carries out the provisions of this chapter pursuant to a contract with the Commissioner.

~~002.04 Prorata reduction shall mean a reduction in the total amount requested by each board of education based on the total funds appropriated by the Legislature divided by the total amount of funds requested by all boards of education.~~

~~002.05 School district shall mean the territory under the jurisdiction of a single board of education.~~

~~002.06 Authorized Parent Representative shall mean a person or persons authorized by the parents or legal guardians of private-school students to represent them in the proceedings applicable to this chapter. An official or employee of a private school may not be a parent representative.~~

~~002.07 Loan shall mean the provision of instructional material in such a manner that title (i.e. ownership) to the instructional material remains with the school district providing such instructional material.~~

003 Application Procedures for Textbook Loans for School Years through the 2024-25 School Year Applications

Applications by a parent, legal guardian, or authorized parent representative for the loan of textbooks **must** ~~shall~~ be made to the school district in which the child resides or the school district in which the private school the child attends is located no later than January 15, for the following school year, and **must** ~~shall~~ be made on behalf of each individual child on designated Form NDE #22-001, a copy of which is attached to this chapter as Appendix A. Parents authorizing a parent representative to apply for pickup and return of textbooks, must fill out and give to the parent representative an Authorized Parent Representative Form (Appendix D, NDE Form #22-004)

for presentation to local school officials. Textbooks designated, by title, for use in the public schools of the school district in which the child resides or of the school district in which the private school attended by the child is located may be requested for loan. The copyright edition of such textbook titles to be loaned, including the most recent copyright edition offered by the publisher, **will shall** be at the discretion of the parent(s) or legal guardians(s), if multiple versions are available.

003.01 Return of textbooks. **Except as provided in section 004.10 of this chapter, the** A parent, legal guardian, or authorized parent representative of a private school **child must student shall** return textbooks that can be returned to an inventory site and loaned anew to another private-school student to the designated inventory site as provided in Section 004.07 within 15 days after the close of the public school year classes.

003.02 Lost or damaged textbooks. If a parent, legal guardian, or authorized parent representative fails to return a textbook as required in Section 003.01 or returns a textbook damaged beyond ordinary wear and tear, he/she **will shall** be responsible for reimbursing the school district for the loss of the non-returned textbooks or the damage. School districts may refuse to loan textbooks to parents, legal guardians, or authorized parent representatives who have failed to reimburse the school district for lost or damaged textbooks. See Section 004.08 regarding use of reimbursed funds.

003.03 Limitations. The school district **must shall** limit the loan each year to ten textbooks per **child student** for **children students** in grades K-6 and to eight textbooks per **child student** for **children students** in grades 7-12.

004 Requirements for Boards of Education Through the 2024-25 School Year

004.01 Local procedures. Each school district **must shall** have local rules and regulations for the distribution of textbooks and the management of funds under this chapter, which **must shall** include, but not be limited to:

004.01A Making available, no later than November 15, a list of textbooks designated for use in the public schools of the district during the current school year, a list of any new textbooks that the school district has determined by November 15 **must shall** be used during the next school year, and a list showing, by title (including

edition and copyright), the numbers of all textbooks previously purchased for the textbook loan program and still available for loan. As applicable, the lists **must shall** indicate if a textbook is multiple texts, a non-tangible electronic or digital format, e.g. web-based (on-line) material, accessible by **private school children students** through a subscription or license agreement; or a hard-copy, write-in work text accessible by **private school children students** pursuant to a multi-year subscription (see Section 002.03).

004.01B The availability of a copy of the list for inspection at the central administrative offices of the district, as well as reproduction at a reasonable cost upon request.

004.01C Procedures and dates for distribution of textbooks, for return of textbooks that can be returned to an inventory site and loaned anew to another private-school **child student** and for the provision and cessation of access to instructional material provided through a license or subscription agreement if applicable (see Section 002.03).

004.01D Procedures for the receipt and disbursement of funds pursuant to this chapter.

004.01E Procedures for establishing and maintaining a separate inventory of textbooks for loan to private school children.

004.01F Procedures for disposing of unused textbooks. Only textbooks which have not been requested for three consecutive years may be classified as unused and, therefore, disposed of by sale or otherwise. All funds received from any sale of unused textbooks that were originally purchased pursuant to this chapter **must shall** be retained in a separate account, treated in the same manner as carryover funds and used to offset the amount otherwise to be requested (~~Appendix C~~) in one or more future years for distribution under this chapter.

004.02 Notification. Boards of **education must** ~~Education shall~~, at least ten days prior to the beginning of public school classes, notify in writing the parent, legal guardian, or authorized parent representative of each private school **child student** at the address specified in the application, where and when textbooks will be made available.

004.03 Receipt. Boards of education **must shall** require a parent, legal guardian, or authorized parent representative of each private school

~~child student~~ to sign a receipt at the time the textbooks that can be returned to an inventory site and loaned anew to another ~~private school child private-school student~~ are picked up on designated Form NDE #22-002, a copy of which is attached as Appendix B.

004.04 Distribution of funds. Boards of education ~~must shall~~ make application for funds from the Department of Education by filing an application with the Department of Education on designated Form NDE #22-003, a copy of which is attached as Appendix C, no later than February 15 preceding the start of classes for the school year for which the application has been made. The board of education ~~must shall~~ specify in the application:

004.04A The total number of applications (~~Appendix A~~) received;

004.04B The total number of textbooks requested and the total number of textbooks needed to be purchased to fulfill the requests;

004.04C The dollar amount to purchase the number of textbooks needed to be purchased in order to fulfill the requests. A district may claim up to 5% of that cost in order to defray administrative expense;

004.04D The titles of all textbooks, the number requested of each textbook, the price per textbook, and, if applicable, the amount of shipping and handling charges added to the invoice or billing by the seller/vendor; and

004.04E If applicable, the amount of carryover funds remaining from the previous year if the total amount received was not expended (and an explanation of the reasons for the carryover), the amount of funds on hand from any sale of unused textbooks (per Section 004.01F), and the amount of funds on hand from reimbursements received for damaged textbooks (per Section 004.08).

004.05 Time of distribution. The Department of Education ~~must shall~~ distribute available funds no later than March 15.

004.06 Purchase of textbooks. If, after the distribution of funds, boards of education are unable to provide all of the textbooks for which applications have been made due to a ~~pro rata prorata~~ funding reduction by the Department of Education, then boards of education may seek input from the authorized parent representatives, and

thereupon **must shall** use their best judgment in selecting the textbooks which **will shall** be purchased. If, after exercising such judgment, there are not enough textbooks of a particular subject and grade level to fulfill all of the individual requests, then such textbooks **must shall** be distributed on the basis of a random drawing.

004.07 Availability of textbook inventory.

004.07A Tangible textbooks purchased with funds appropriated for purposes of this chapter **must shall** be maintained in a separate inventory and **must shall** be made available to private school children so long as the textbook titles remain on the list required in Section 004.01A, and the textbooks are not lost, stolen, destroyed, or damaged beyond repair. Such inventory may be maintained at a facility of the school district which purchased the textbooks or at an alternative site or sites agreed upon by the school district and the authorized parent representative(s) responsible for such textbooks. If an alternative inventory site is designated, the authorized parent representative(s) **will shall** be deemed to have custody of such textbooks, be personally liable for the safekeeping of such textbooks, and **must shall** maintain a documented inventory-control system as agreed upon with the school district.

004.07B Any unexpired subscriptions and license agreements that constitute textbooks purchased with funds appropriated for purposes of this chapter **must shall** be maintained separately in the form of documentation.

004.08 Recovery of damages. Amounts reimbursed by **children students**, parents, guardians or authorized parent representative(s) for damaged textbooks or textbooks not returned pursuant to Section 003.01 **must shall** be retained in a separate account and used to offset the amount otherwise needed to be requested in future years for distribution under this chapter.

004.09 Textbook list. Each school district must provide a detailed list, as prescribed by the Commissioner, of the textbooks maintained in the inventory required pursuant to section 004.07 of this chapter for the 2024-25 school year, including textbooks loaned to private school children for such school year.

004.10 Retention of textbooks. Any designated agent who meets the requirements of section 005.03 of this chapter for the 2025-26 school year on or before October 15, 2024, may retain any textbooks loaned to

children in the designated agent's school under the provisions of section 003 of this chapter that are in the possession of such agent or school at the end of the 2024-25 school year.

004.11 Textbooks not retained. The Commissioner must notify school districts of the procedures to be followed for any textbooks which are not retained by a designated agent at the end of the 2024-25 school year.

005 Procedures for the 2025-26 School Year and Each School Year Thereafter

005.01 Authorization. A parent or legal guardian of a private school child may authorize such child to borrow textbooks pursuant to this chapter through a designated agent by signing a document at the time of enrollment that states:

By enrolling my child in [name of private school], I hereby authorize the administrator of the school to act as my designated agent for purposes of requesting and borrowing textbooks, pooling per child allocations when requesting textbooks, and representing me in all other matters under 92 NAC 4 (Rule 4).

005.02 Annual notice to private schools. On or before September 1 of each year, the Commissioner must send a written notice to the administrator of each private school indicating that the deadline for participation in the provisions of this chapter for the following school year is October 15.

005.03 Annual participation. By October 15 of each year, each designated agent must notify the Commissioner, in a manner prescribed by the Commissioner, that such designated agent, or the designated agent's predecessor, has complied with all requirements of this chapter and that the designated agent will participate in the provisions of this chapter on behalf of the parents and children of such school for the following school year.

005.04 Estimated child allotment of funds.

005.04A The Commissioner will divide (a) the total amount of funds appropriated by the Legislature, less up to five (5) percent for administrative costs, by (b) the total membership reported on October 1 for all private schools with a designated agent for such school year to establish the per child allotment.

005.04B The Commissioner will multiply the per child allotment by the membership as of October 1 for each private school with a designated agent for such school year to determine the estimated allotment of funds.

005.04C On or before November 30 of each year, the Commissioner will provide the estimated allotment of funds for the following school year to each designated agent.

005.05 Textbook request procedures. The designated agent must, by a date and with such information as prescribed by the Commissioner, submit a request for textbooks to the Commissioner. Confirmation of the textbook order with projected cost, along with projected delivery date if known, must be communicated to the designated agent by the Commissioner. Requested textbooks may be delivered directly to the school of the designated agent.

005.06 Identification as property of state. All physical textbooks loaned under this chapter must be marked or otherwise identified as property of the State of Nebraska by the designated agent when delivered.

005.07 Electronic and digital textbooks. Any license or subscription to use electronic or digital textbooks must be held by the Commissioner but may be managed by the designated agent.

005.08 Textbook list. Each designated agent must maintain a detailed list, as prescribed by the Commissioner, of textbooks received under this chapter and must provide such list to the Commissioner upon request.

005.09 Return of textbooks. On or before June 30 following each school year, the designated agent must provide to the Commissioner a detailed list, as prescribed by the Commissioner, of all textbooks in the school or agent's possession which are no longer in use. Within thirty days of receipt of such detailed list, the Commissioner must notify the designated agent which textbooks must be returned and the location where such textbooks must be returned. Any textbooks that are not required to be returned must be disposed of according to procedures prescribed by the Commissioner. Textbooks received under the provision of this chapter may not be sold by the school.

APPLICATION FOR LOAN OF TEXTBOOKS
(one application form per student)

TO: _____
(Board of education or school board of the school district in which the student requesting the loan resides or in which the private school the child attends is located.)

Application is hereby made, pursuant to Neb. Rev. Stat. 79-734(2) and the rules and regulations promulgated thereunder, that you loan my child or ward the following textbook(s) which are designated for use in your school district*:

My child or ward is a student at _____ which is a private school approved for continued legal operation under Title 92, Nebraska Administrative Code (NAC), Chapter 14, or accredited under Title 92, NAC, Chapter 10.

My child's or ward's name is _____ He or she will be in the _____ grade beginning in the fall of the next school year, and resides at _____

DATE _____ PRINT NAME OF PARENT OR GUARDIAN (DESIGNATE WHICH) _____

SIGNATURE OF PARENT OR GUARDIAN _____

ADDRESS OF PARENT OR GUARDIAN _____

PHONE NUMBER OF PARENT OR GUARDIAN _____

*NOTE: Per Section 003.03, the school district shall limit the loan each year to ten textbooks per student for students in grades K-6 and to eight textbooks per student for students in grades 7-12.

(This application must be received by the public school district no later than January 15.)

APPLICATION FOR DISTRIBUTION OF FUNDS

TO: Nebraska Department of Education

The undersigned hereby makes application, pursuant to Neb. Rev. Stat. 79-734(2) and Title 92, Nebraska Administrative Code (NAC), Chapter 4, for distribution of funds appropriated by the Legislature for the purchase and loan of textbooks to private school children.

- | | |
|--|--------------|
| 1. Total Number of Applications for Loan of Textbooks (Appendix A) Received | 1. _____ |
| 2. Total Number of Textbooks Requested | 2. _____ |
| 3. Total Number of Textbooks to be Purchased | 3. _____ |
| 4. Cost of Textbooks to be Purchased | 4. \$ _____ |
| 5. Shipping/Handling Charges Added by Seller/Vendor, if Applicable | 5. \$ _____ |
| 6. Total Cost of Textbooks (Line 4 plus Line 5) | 6. \$ _____ |
| 7. Administration Expense (not to exceed 5% of amount listed on Line 6) | 7. \$ _____ |
| 8. Total Amount of Request (Line 6 plus Line 7) | 8. \$ _____ |
| 9. Amount of Carryover Funds Remaining From the Previous Year if the Total Amount Was Not Expended, if Applicable (Attach Explanation) | 9. \$ _____ |
| 10. Amount of Funds on Hand from any Sale of Unused Textbooks per Section 004.01F, if Applicable | 10. \$ _____ |
| 11. Amount of Funds on Hand from Reimbursements Received for Damaged Textbooks per Section 004.08, if Applicable | 11. \$ _____ |
| 12. Total Amount of Funds on Hand (Total of Line 9, Line 10, and Line 11) | 12. \$ _____ |
| 13. Adjusted Total Request (Line 8 minus Line 12) | 13. \$ _____ |

Attached to this application is a listing of the titles of each textbook requested (including the publisher and the International Standard Book Number (ISBN), if applicable), the number of copies of each textbook requested, the price per textbook, and if applicable, the amount of shipping and handling.

DATE _____ SCHOOL DISTRICT NAME _____
PRINT NAME OF SUPERINTENDENT OR DESIGNEE _____
SIGNATURE OF SUPERINTENDENT OR DESIGNEE _____

(This application must be received by the Department of Education no later than February 15.)

RECEIPT

The undersigned parent or guardian hereby acknowledges the receipt of textbooks specified on the list attached hereto, and agrees that they are in good condition and will be returned in the same condition, normal wear excepted, within 15 days after the last day of public school classes. The undersigned agrees that if the textbooks specified in the list are damaged, lost, stolen or not returned, that he or she will pay the school district the reasonable cost of repair or replacement.

DATE _____ SIGNATURE OF PARENT OR GUARDIAN _____

ADDRESS OF PARENT OR GUARDIAN _____

PHONE NUMBER OF PARENT OR GUARDIAN _____

AUTHORIZED PARENT REPRESENTATIVE FORM

TO: _____
(Board of education or school board of the school district in which the student requesting the loan resides or in which the private school the child attends is located.)

I, _____, being a parent of a child _____ (please print) enrolled in a private school which is approved for continued legal operation under Title 92, Nebraska Administrative Code (NAC), Chapter 14, or accredited under Title 92, NAC, Chapter 10, designate:

_____ (please print) to be my Authorized Parent Representative to represent me in all the proceedings applicable to the Textbook Loan Program under Title 92, NAC, Chapter 4.

DATE _____ PRINT NAME _____

SIGN NAME _____

PARENT GUARDIAN

I understand that as an Authorized Parent Representative, I will represent the parent in all the proceedings applicable to Chapter 4, Textbook Loan Program. I am not an official or employee of a private school.

DATE _____ PRINT NAME _____

SIGN NAME _____

AUTHORIZED PARENT REPRESENTATIVE



PROPOSED AGENDA ITEM RATIONALE

DATE: September 20, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brad Dirksen, Administrator, Office of Accreditation, Certification, & Approval

PROPOSED AGENDA ITEM: Discussion Item: Approve revisions to Rule 21 (Certification) and Rule 24 (Endorsements)

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

RATIONALE/BACKGROUND INFORMATION:

The State Board of Education approved revisions to Rule 21 (Educator Certification) and Rule 24 (Endorsements) in June of 2023 which became effective in February 2024 (Rule 21) and June of 2024 (Rule 24). In June of 2023, the Rules and Regulations Committee of the State Board signaled a need for additional revisions to certification and endorsement regulations. The Nebraska Department of Education staff have received input from certification applicants, educator preparation program professionals, teachers, administrators, and other interested parties to identify policy issues and explore solutions since July of 2023. The Rules and Regulations Committee has had ongoing conversations regarding policy issues and solutions regarding certification and endorsement regulations since September of 2023.

The department has utilized the Nebraska Council on Teacher Education (NCTE) as an advisory group to aid in the identification of policy issues, propose solutions, and provide feedback to potential revisions. NCTE is an advisory group that includes equal representation of teachers, educator preparation programs, and governance groups for a total of 48 members (16 members per group). NCTE has met three times since October of 2023 and has provided substantial feedback to the revision process. Additionally, department staff engaged the Metropolitan Omaha Educational Consortium (MOEC) Human Resources Task Force in 2024 in the process of identifying policy issues, discussing potential solutions, and providing feedback regarding potential revisions.

Based on stakeholder discussions and direction from the Rules and Regulations committee, department staff created a public input draft of 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 (Rule 21) and Title 92, Nebraska Administrative Code, Chapter 24, Regulations for Certificate Endorsements (Rule 24). The public input draft was posted on the department website on August 16, 2024 which allowed for public input through September 13, 2024 (four weeks). The feedback from the public input draft is attached, including a summary of the feedback.

NCTE held a special meeting to discuss the draft revisions to Rule 21 and 24 on September 16, 2024. Feedback from NCTE was emailed to board members directly and is also attached. NCTE created ad hoc groups to further discussions around specific topics that met the week of September 16, 2024. Those ad hoc groups reported back to the NCTE executive committee and further feedback from the NCTE executive committee may be added as an attachment to this agenda item prior to the Rules and Regulations Committee meeting.

This agenda item allows for discussion of the feedback that may allow for the creation of a public hearing draft of Rules 21 and 24. A public hearing may be conducted in mid-late November, allowing for a potential approval vote on revisions to Rule 21 and 24 at the December 2024 Board meeting.

PROPOSED BOARD MEETING (MONTH/YEAR): October 2024 – Discussion
December 2024 - Approval

ESTIMATED COST: \$650 – estimated to hold a public hearing

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*

Rule 21 and Rule 24 Public Input Draft Feedback Summary
Prepared by Brad Dirksen, Administrator, on September 20, 2024

The Nebraska Department of Education implemented a new process to increase public engagement in the adoption, revision, and repeal of administrative rules. We posted public input drafts on the NDE website (<https://www.education.ne.gov/legal/public-input-drafts/>) on August 16, 2024 of Rules 21 and 24 in addition to an executive summary and fiscal impact statement for each draft. Public input was collected via email responses through September 13, 2024. A total of seven responses were received. A collective summary of those responses can be found below.

Rule 21

- Pro:
 - Adjusting certification expiration date to September 30
 - Reducing credit hour requirement for local sub permit from 60 to 48
 - Creating one clear set of requirements for alternative certification
 - Being able to use professional development for the renewal of expired certificates for teachers and administrators
 - Restructuring general certification requirements
- Con:
 - Allowing school districts or individual administrators to determine professional development equivalency for renewals – need more specificity or a definition
 - Consolidating alternative program teaching permit to one pathway reduces quality
 - Consolidating alternative program teaching permit to one pathway increases student safety concerns.
 - Relocating the requirement of two years of teaching for an administrative certificate makes understanding the requirement more difficult

Rule 24

- Pro:
 - Support for maintaining seven weeks of student teaching for individuals adding an endorsement in a different grade level if they are adding an endorsement through credit hours
 - Allowing educator preparation programs to reduce required credit hours of an endorsement program by fifty percent if the applicant demonstrates competency
 - Eliminating the Praxis content examinations for those who complete approved programs
 - Removing the requirement of graduate credits in the Special Education Early Childhood endorsement
- Cons:
 - Reducing the number of credit hours required of special education endorsement reduces quality
 - Equivalent professional education offered by school districts should not be allowed to add an endorsement

- Two years of teaching experience should not be removed as a requirement for administrative endorsements
- No requirements or guidelines for how educator preparation programs determine competencies used to replace credit hours

Overall process feedback:

- Concern about the shift in procedures for rule modifications, specifically the lack of engagement with all educator preparation and certification partners.

Other issues identified with public input drafts:

Rule 21

- Add “be of good moral character” as a general requirement which is in current Rule 21, section 004.01F and 005.01E and inadvertently left out of the draft revision
- Section 005.10B3 of the public input draft requires 15 semester hours or professional development equivalent to 6 semester hours. The intent of the draft was to reflect 15 semester hours in both parts of that section
- The terms “equivalent professional development” and “professional development equivalent” were both used – the intent was for these terms to be consistent and have the same meaning

Rule 24

- Section 004.10A – should read “up to fifty (50) percent” instead of “by fifty (50) percent” allowing educator preparation program to determine the amount of credit hours to be reduced based on competency

Holmes, Debra

From: Ryan Knippelmeyer <rknippelmeyer@emknights.org>
Sent: Friday, August 23, 2024 12:42 PM
To: Rule Hearing, NDE
Subject: Public Comment - Rule 21 proposed changes

You don't often get email from rknippelmeyer@emknights.org. [Learn why this is important](#)

August 23, 2024

RE: Public comment period for the Rule 21 (Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools)

To: Nebraska Department of Education
State Board Rules and Regulation Committee
Nebraska State Board of Education

My name is Ryan Knippelmeyer and currently I serve as the Superintendent of Elmwood-Murdock Public Schools in Murdock, NE.

I am providing public comment in support of the proposed changes to Rule 21. Rule 21 provides procedures for the issuance of teaching, administrative, and special services certificates and permits for the use in accredited or approved Nebraska school systems.

In today's world, schools are faced with many challenges, including attracting, recruiting, hiring and retaining certified staff members. The current certification expiration date of August 31 can pose additional restraints on school systems as well as teachers as they start a new school year. It would be a positive step forward if that expiration date was changed to September 30 of each year to allow school districts to work with teachers regarding renewal requirements.

Many Nebraska school districts struggle to secure substitute teachers on a consistent and regular basis. Reducing the credit hour requirement from 60 credit hours to 48 credit hours for a local substitute permit would potentially provide additional flexibility to secure temporary substitute teachers from within our communities.

As a superintendent, the process and requirements for gaining alternative certification is extremely confusing. Currently it's difficult to communicate the requirements of gaining certification and the requirements for the seven different pathways that exist. Creating one clear set of requirements for alternative certification may encourage more individuals to consider making a career change and potentially reduce the teacher shortage in Nebraska.

Lastly, I support the proposed changes to renewing expired certificates for teachers and administrators. In my experiences in smaller, rural educational settings, it's common to have a full-time teacher, who has an administrative certificate, serving in various administrative roles as an extra duty assignment, but is not reported as an administrator in staff reporting due to serving as a full-time teacher. The result of this can be that the individual loses their administrative certification because they have not served in an official administrative position for the required amount of time. Having the ability to provide professional

development at the local level that is equivalent to the current credit hour requirement needed to renew certification will save educators the expense of taking additional credit hours at a postsecondary institution, while also keeping them in the pipeline for future administrative positions. We not only have a current teacher shortage in Nebraska, but we also have fewer teachers interested in becoming principals and superintendents. We need to find a way to keep these teachers with administrative certificates and provide them a cost-savings avenue to keep their certification active until they are ready to use that certification in a professional setting.

Thank you for bringing these Rule 21 changes to the forefront and I encourage you to move forward with these changes at this time. This will benefit Nebraska teachers, administrators, and school districts going forward.

Ryan Knippelmeyer

--
Ryan Knippelmeyer
Superintendent
Elmwood-Murdock Public Schools
402-867-2341 (school)
402-499-2284 (home)

Hello.

I am a former teacher, principal, and now work as a university administrator in the preparation of teachers and school administrators in Nebraska. I am writing to share my perspective as a citizen on proposed changes to Rules 21 and 24. In general, I find the several of the proposed changes to be appropriate in that they bring clarity and clearer language to processes and requirements. More substantive changes, such as allowing school districts or individual administrators to determine professional development equivalencies or adequate levels of preparation for teachers are not in students' best interest. These changes, as written, would not provide adequate oversight and quality assurances that Nebraskans expect. Similarly, proposals to reduce the number of credit hours required of special educators would not ensure teachers are robustly prepared for an increasingly complex and diverse student body. On the surface, these proposed changes might be seen as having the potential to attract more teachers. However, lessening the requirements that ensure teachers have adequate skills to do their jobs will not ensure effectiveness or that they stay in the jobs.

In the largest sense, what is needed to attract, prepare, and retain excellent teachers is not a lessening of requirements, but rather:

- streamlining language for clarity where possible
- elevating the the teaching profession by:
 - investing in high quality preparation through well defined criteria for excellence
 - investing in scholarships, loan forgiveness, tax incentives, housing assistance, child care support, and other benefits for public servants
 - a serious campaign to publicly honor the profession and those who choose to teach. We need, in my view, to reset the narrative about the importance of educators. I enthusiastically favor honoring our troops, police, firefighters, first responders, nurses, etc. And each one of those essential people had a teacher who impacted their life.

I am well aware of the challenges we have in recruiting and retaining highly effective teachers. The number of people attracted to the position is not what I would like it to be. Thirty years of experience as an educator and preparer of educators tells me addressing the points above would help. While the quantity of future educators is not what I would like it to be, the quality of individuals drawn to the life of a teacher is excellent. Many of the aspiring teachers I come in contact with are light years ahead of where I was as a new teacher in the 1990s.

My comments on proposed changes are below:

Rule 21, Sec 005: This is a necessary change for Nebraska.

Rule 21, Sec 005.01D, E, F, and G: These are well thought changes.

Rule 21, 005.03D1c, 005.09B3, 005.10B3: This is problematic as written because it does not specify what types of professional development are equivalent to university courses. Approval of professional development experiences as equivalencies should have specified requirements and not be solely approved by an individual. A work group of P-12 educators, NDE officials, and faculty/administrators from colleges and universities that prepare educators should carefully study this proposed change and offer criteria in order to ensure quality.

Rule 21, 005.12: Teacher competency cannot be reduced to or effectively measured by a standardized test. Adopting this change would mean individuals could acquire an alternative permit with essentially no preparation, not even a standardized test. This is essentially opening doors to a "warm body" to teach with virtually no preparation of significance.

Rule 24, 004.01A: Nebraska institutions have effective measures in place to ensure competency of students completing educator preparation programs. We know that cultural differences and problems with standardized tests too often keep teachers from minority backgrounds out of the teaching pool at a time when they are sorely needed.

Rule 24.004.03: While much school based professional development is of high quality, it is unwise to allow school districts to equate school PD with college/university coursework, which includes more depth, research-based quality, etc.

Rule 24.A004.03A: This is an appropriate change.

Rule 24.004.10: This is an appropriate change.

Rule 24.00410A: This would be another area in which a work group of teachers, NDE, administrators, and educator preparation faculty could develop criteria and guidelines

Rule 24.005.02 Principal: 2 years of successful teaching should be added to the language to be clear.

Rule 24.005.03 SpEd Supervisor: 2 years of successful teaching should be added to the language for clarity.

Rule 24.005.04 Superintendent: 2 years of successful teaching should be added to the language for clarity.

Teaching Endorsement Changes

Reducing credit hours for subject endorsement from 42 to 30 hours in Special Education: Research and practical experience indicates that high quality special education instruction is, in fact, high quality instruction for all students. Reducing the number of hours of coursework will not draw more teachers to special education but will leave them inadequately prepared.

Reducing credit hours for field endorsement from 51 to 36 hours in Special Education: Research and practical experience indicates that high quality special education instruction is, in fact, high quality instruction for all students. Reducing the number of hours of coursework will not draw more teachers to special education but will leave them inadequately prepared.

008.01: Allowing school districts or a single administrator to determine what is necessary to offer education programming to prepare teachers will not increase teacher quality. Alternative pathways--with assurances of quality--exist currently. Lessening these will not improve student learning, teacher quality/retention. Specific oversight and requirements would have to be developed in order to ensure quality. I do not want to travel on a plane flown by a pilot who is approved by Spirit Airlines or a single individual. In the same way, I expect teachers who are robustly prepared through high quality, research-based, hands-on programming.

Thank you for the opportunity to share my perspective.

Nick Pace

Dirksen, Brad

From: Holmes, Debra
Sent: Friday, September 13, 2024 11:17 AM
To: Dirksen, Brad; Barry, Thomasin
Subject: Public Comment - Rules 21 and 24

Importance: High

Brad and Tammy: Below is a public comment on Rules 21 and 24.

To whom it may concern,

I'm writing with questions about the proposed changes to Rules 21 and 24. I would appreciate the opportunity for stakeholders to have further discussions about these to ensure we understand more fully what is being proposed, and have the opportunity to talk through other possible solutions.

In Rule 21, I found confusing the highlighted section below. Does this mean that someone whose teaching certificate is expired 5 years or more will have two options, one with more credit hours than the other? This places an inherent inequity between the two options. I suggest we revisit 15 credit hours so that we can make this an equitable option.

005.10B3: Within the five (5) years prior to the date of application, have received fifteen (15) semester hours of education-related coursework or, while holding an Alternative Program Teaching permit, professional development equivalent to six (6) semester hours of credit in education-related coursework.

In Rule 21, can you provide more explicit information about "equivalent professional development"? What will the approval process for this look like? Will it mirror what higher education institutions are required for program/ endorsement approval? These approval and re-approval processes need to be equitable, but we don't have enough information to have an informed discussion at this point in time.

In Rule 24, what guidelines have been developed for institutions to follow regarding demonstrating competencies? How can stakeholders be part of the process of co-creating these competencies?

Thank you for your time.

M. Huai-Mei Furman, M.A.
Director of Academic Advising
Certification Officer
College of Education, Health, and Human Sciences | Roskens Hall 204
University of Nebraska at Omaha | cehhs.unomaha.edu

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Schedule an advising appointment through [MayCONNECT](#)
she – her – hers



Debra Holmes

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Dirksen, Brad

From: Holmes, Debra
Sent: Friday, September 13, 2024 12:46 PM
To: Dirksen, Brad; Barry, Thomasin
Subject: Public Comment

Below is another public comment we just got today.

To those concerned with the proposed changes for 005.12, Alternative Program Teacher Permit Requirements,

I'm writing as someone concerned with teachers and teaching in the context of our broader education system. I'm also someone concerned with schools as workplaces and education as a profession. While an educational researcher focused on workforce development in education and a teacher educator at UNL, the thoughts shared below are my own and do not represent my college or university.

Holistically, when it comes to proposed rule changes, I first want to acknowledge the challenge of getting people into classrooms. The teacher shortage is indeed real, and an increasing problem for school districts and the families they serve. I also want to caution rule makers from eliminating the requirements that professionalize education. Please consider implications beyond the immediate shortage. Every step taken in a direction that minimizes teacher qualification diminishes the value and respect of those already in practice. Rather than eliminating the requirements that support ensuring teachers can practice their craft well, I urge you to consider alternatives that truly embrace the needs and existing qualifications of second career teachers rather than eliminating qualifications of teachers.

For agricultural education, specifically, we see individuals interested and experienced in particular content areas, but not necessarily versed in the mechanics of classrooms, science of learning, and art of teaching. These folks are invested in the communities to which they were hired and are looking to make a difference (ideals many teachers aspire to). In our content area, specifically, reducing preparation in the form of a degree related to their field and training related to their classroom not only reduces their chance for professional success, but may also put students in unsafe positions. Agricultural education is a hands-on, minds-on setting. Working in shops (welding, carpentry, and engines) or with animals could prove dangerous without the requisite preparation in safety instruction and space management. We must ensure those working with our students in these setting have both the content knowledge and pedagogy skills to engage in these spaces.

As we consider alternative solutions, we need to consider solutions that truly embrace the second career nature of many alternatively certified teachers. We are not at a juncture where anyone can teach. But anyone can learn to teach. This is an important distinction as we consider how best to support people entering a second career, possibly not that (though in some cases vastly) different from their first one. Rather than eliminating credentials, can we consider ways to embrace the experience these individuals bring to their classrooms? What alternatives need to exist to truly support alternative programs for teacher permits?

Education is facing a critical inflection point as teacher's autonomy is eroded and the draws of teaching are increasingly regulated. We are walking in a landmine where any individual step that expects less of teachers hurts the long game for teaching as a career and for education as a profession. I'm fairly confident we could expect different (though I'm not 100% sure what this is yet), but we can't expect less.

Thank you for your time,
-Becky Haddad, Ph.D.



Becky Haddad

UNL Ag Ed & STS Teacher Preparation

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Learner | Belief | Positivity | Responsibility | Individualization



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Dirksen, Brad

From: Holmes, Debra
Sent: Friday, September 13, 2024 12:49 PM
To: Dirksen, Brad; Barry, Thomasin
Subject: Public Comment - Rules 21 and 24

Below is another public comment.

Hello and thank you for the opportunity to submit public comment related to Rule 21. I'm submitting comments on behalf of myself as an individual, however my expertise comes from my employment as the Senior Director of Accreditation, Placement and Licensure at the University of Nebraska-Lincoln

The education profession is one which requires special skills and knowledge, as evidenced by requiring a permit or license, to do so that Nebraska students have optimal learning environments for academic success. In my opinion, some of the proposed rule revisions will directly, and adversely, impact the quality of teachers which works in opposition to the priorities of literacy and academic achievement.

Rule 21

- The relocation of the requirement of 2 years of teaching for an administrative certificate makes it extremely difficult to locate as the end user, which is who must be able to understand rules. I would suggest returning the statement of the requirement under the section heading, which would meet the goal of eliminating redundancy but specify the requirement to those referencing this section. It also would avoid an inadvertent change or elimination of the requirement if a modification is made to one of the sections the revised version references.
- Adding a school district's ability to assist those with expired certificates renew is a great option and one that previous ad hoc committees have discussed. The language in the revised rule is not clear (i.e. equivalent to what) and there are no definitions. Many states have this approach with well defined requirements, processes, equivalencies and standards. I believe the language for renewals of "equivalent professional development) should be removed from this revision and an ad hoc committee should be convened to develop the processes, standards and equivalencies (let's build the plane before we fly it).
 - After development based on stakeholder input to ensure smooth implementation that is consistent and with quality, this portion of the rule can be changed with a much more significant success rate (rather than having to fix things, grandfather in programs that don't meet requirements, etc.).
- Reducing the number of alternative permits is a good idea, however the proposed alternative permit has removed almost any requirement for special skill or knowledge, but implies anyone can teach. This is not a reflection on anyone's hiring practice but rather the message that Nebraska teachers do not need training, even to get a permit.
 - As a certified Nebraska educator I am greatly concerned about the removal of any requirements for those who would be in charge of a classroom. A Google search will illustrate the challenge of teacher retention and effects on student achievement that occur with an alternatively certified teacher, which would be exacerbated by removing all requirements. Therefore I would recommend the following for consideration to ensure increased flexibility of the permit while retaining quality:
 1. move renewals to their own category titled "renewal" so that it is clear for the user;
 2. Combine pathways 1, 4 & 5 into one pathway with the following requirements; employment, baccalaureate degree, 50% of program OR content test (if content exam must be enrolled in a program); combine pathways 2 & 3 for those from out of state.

- Katelyn Larsen has done a great job of explaining the various pathways and for those of us that work with it on a daily basis, it is very clear.

Rule 24

- Eliminating the Praxis content exams for those who complete a Nebraska approved program is great as it removes a financial barrier for students but also validates the preparation of the Nebraska institution. I expect this will help expand and diversify our teacher pipeline.
- While the Legislature has directed the inclusion of adding an endorsement by test or through an equivalent accredited school, I must express concerns with the rule revisions:
 - The criteria and assessment process to identify endorsements eligible to be added through testing must be developed. Without these pieces there is no quality control nor data informed decision making, but rather arbitrary conclusions. P-20 stakeholder involvement in the development of this will be crucial.
 - The use of the word "equivalent" in reference to school districts being eligible to offer added endorsement programs is again problematic, unless the equivalent is to meet Rule 20 standards (the rule that dictates requirements to be an approved educator preparation program).
 - If something other than Rule 20 will be used, there must be reference to that criteria, application and assessment process to ensure quality assurance, consistency between districts and ultimately, a well-prepared teacher. This would also address what could be an equity issue between school districts, who would be playing with a different set of rules than those that are required by EPPs. Again, convening P-20 stakeholders to discuss, develop, and recommend would be invaluable in the successful implementation of this rule.
- As a daily user of rule for my job, I was unable to locate the 2 year teaching requirement for administrative certificates in the revision. It has become more complex to locate and I would recommend reinserting the verbiage under the section title so that it is present in this section with the added result of eliminating redundancy. It would also prevent an inadvertent change if the linked sections in the revisions were changed.
- I am concerned with the significant changes in the Special Education endorsement requirements. First, because there was no ad hoc committee of P-20 stakeholders convened to discuss the rationale for and implications of such a reduction. Second, because this endorsement prepares educators to work with our most vulnerable populations and even though there is a workforce shortage, reducing requirements simply puts less qualified people in those roles with negative impacts on students.
 - There is no shortcut with this area as the specialized skill, knowledge and legal requirements to ensure our students receive the support and instruction they deserve and are entitled to by law.
 - I don't believe this reduction in requirements will significantly increase the number of special education teachers but it **will** reduce the quality of preparation and thus performance of these teachers.
- The Computer Science endorsement, as legislated, will be a great addition. I would express that it did not go through any ad hoc committee prior to the public comment draft of Rule which is concerning.
- The changes in Special Education Early Childhood Education will assist us in locating teachers in this area and are good.
- The last section provides the Commissioner (or designee) the ability to make the determination of endorsements and equivalency of school endorsement programs. With no detail or definition on equivalency, this is highly concerning as it gives significant power over the state of educator preparation to a single individual. The Commissioner most definitely should be a significant part of the process but without guidelines and guardrails, good intentions will be discarded.
 - With change in this position, a personal or political agenda would quite possibly influence these decisions resulting in a lack of consistency across schools, unpredictability for the education community and a decrease in systemic quality of preparation.
 - A possible suggestion would be to immediately include a definition of equivalent to add endorsement that would either reflect the standards in current Rule 20 or reflect a statement like "meeting the

education preparation program standards as set by the [insert committee/group name]" or something similar.

I am strongly rooted in the belief that quality educator preparation can take on many different iterations and that Rule revisions should assist that while prioritizing the quality needed and specialization required for a license. Stakeholder involvement and collaboration is critical in the rule revision process from the initial drafting to provide input from end users who must implement and work with rules as they apply to students to ensure they are working the way in which they were intended from the start.

Sincerely,

Sara

Sara E. Skretta
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Dirksen, Brad

From: Holmes, Debra
Sent: Friday, September 13, 2024 1:15 PM
To: Dirksen, Brad; Barry, Thomasin
Subject: Public Comment - Rules 21 and 24

Importance: High

Here is another public comment.

Good Afternoon,

As a concerned citizen who has spent my entire career (23 years) as a Nebraska secondary and post-secondary educator and who currently prepares and supports traditionally and alternatively trained Nebraska teachers, I would like to share my thoughts on the proposed rule changes. **I submit these as an individual citizen of Nebraska, and my comments do not represent those of my college or university.**

First, thank you for accepting comments on these proposed changes. We all know that Nebraska faces a teacher shortage and that work must be done to address the filling of positions. I'm proud that Nebraska public schools have traditionally served our students well and that our schools and students rank highly compared to other states. One of the aspects that I've always appreciated about Nebraska is that we have maintained high expectations for teacher preparation, which contributes to this teacher, school, and student success.

My primary concern is that **some of the proposed changes address the symptoms of the teacher shortage rather than its root causes.** For instance, in the proposed changes for both **certificate renewal and added endorsements**, there is a language that allows the local district to provide an "equivalent professional development program" in lieu of completing college coursework (renewal) or a Teacher Preparation Program (TPP) (adding endorsements). Currently, TPPs must meet stringent criteria outlined in Rule 20, but there is no definition of "equivalent" offered for the proposed professional development programs—opening the door to quality assurance issues and unprepared teachers.

On the topic of **added endorsements and initial certification**, I work in a TPP that prepares both Agricultural Education teachers and Skilled & Technical Sciences (industrial technology/shop) teachers. Both of these teachers teach in the **arguably most dangerous areas of the school district** due to the intensive laboratory environments (**mechanics, woods, electricity, small and large animals, land labs/school farms, greenhouses, etc**). Additionally, our teachers are responsible for supervising and managing **Work-Based Learning experiences in these industries outside of the classroom**, which requires extensive knowledge of child labor laws, including the nuances of agricultural placements. Thanks to the guardrails that the current NDE Rules provide, *Teacher Preparation Programs address these issues over multiple courses involving experience-delivered content knowledge and student practice, planning, evaluation, and feedback that ensure teachers have the background to keep students safe.* Turning this over to a district-provided professional development without similar oversight as a TPP can put students at risk.

I have also advised and supported hundreds of teachers over the past 14 years who participated in **alternative permit programs**. This group has specific and highly individualized needs. Currently, there are seven alternative teaching permit pathways (not including the Career Education Permit). **I am glad that the proposed rules seek to consolidate these options and streamline lateral entry options for potential teachers.** Generally speaking, I'm happy with the proposed changes of requiring a bachelor's degree, an offer from a school district, and acceptance into a Teacher Preparation Program, but I think there is room for improvement. A candidate in Pathway 5 (Transition to Teaching Program) must complete 75% of the technical content before qualifying for the permit. While I think this is a high percentage—I also

believe some expectation of content knowledge before being in charge of a classroom is helpful. I've reviewed candidates' transcripts in the past who have no coursework in any of the agriculture areas (animal, plant, agribusiness, natural resources, food, mechanics), and I believe they would have desperately struggled to provide a quality experience in their first years had they been allowed to accept a teaching position. I think there are **multiple alternative options to help ensure some level of content knowledge before starting an alternative program**, possibly including 1) a lower threshold of complete content coursework (30%, 50%, etc.), 2) a review of their work experience in a related field (there would need to be set criteria), or a content knowledge assessment completed at a rigorous level.

Here are some specific ideas for consideration. As I look at the preparation program for undergraduate agriculture teachers, I break the traditional coursework into four categories:

- **1 - General Education Courses** (core academic coursework)
- **2 - Agriculture Content Courses** (animal, plant, agribusiness, natural resources, food, mechanics)
- **3 - General Pedagogy Courses** (classroom methods, special education, educational psychology, human relations training, student teaching)
- **4 - Agriculture-Specific Pedagogy Courses** (Laboratory Management and Safety, Work-Based Learning & Student Organization Management, CTE Program Planning, Professional Seminar)

When considering **adding endorsements to a current certificate**, these teachers already have categories 1 and 3 above completed. I can see possibly testing out of category 2, however, category 3 should be required to maintain student safety and the integrity of the program.

When considering **alternatively certifying someone who holds a bachelor's degree**, they have category 1 completed. For category 2, they may take coursework, provide evidence of industry expertise, or possibly test out of some or all of this requirement, but they need coursework in categories 3 and 4.

When considering a **Career Education Permit** (or the proposed new name of CTE Permit), if they do not hold a bachelor's degree, they are deficient in all categories. This permit was initially created to supplement a current CTE teacher with a course or two in a very narrowly defined content area rather than replacing a teacher in a field endorsement area. As a good example, the previous Agriculture teacher at SEM needed help with welding, so a local welder helped teach those courses with a CE Permit. We need to establish pathways to help these teachers earn a bachelor's degree that addresses initial certification and meets the endorsement requirements across all four categories. For context, there are currently multiple Career Education Permit teachers who have an Associate's degree or less.

As I complete my comments, I also want to **advocate for a review of the Agriculture Content Area Praxis II Exam**. This exam has been in place for preservice teachers for almost ten years, and I am not confident that it addresses the needed content knowledge or that Nebraska has a high enough cut score. I have not been concerned about this since teachers have had to take the required technical coursework. Now that the Praxis II is being used to add endorsements or possibly replace agriculture content requirements in alternative pathways, this exam should be reevaluated to ensure its content and rigor are appropriate.

Again, thank you for taking the time to review these comments. I am happy to serve in any capacity as you consider updating the proposed rules or in any other efforts that support the development of quality Nebraska teachers.

Respectfully,

Matt

Matt Kreifels, Ph.D.
Associate Professor of Practice & Program Coordinator
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Dirksen, Brad

From: Holmes, Debra
Sent: Friday, September 13, 2024 1:26 PM
To: Dirksen, Brad; Barry, Thomasin
Subject: Public Comment - Rules 21 and 24

Importance: High

Here is another public comment.

To Whom It May Concern,

I would like to extend my gratitude for the opportunity to offer feedback on the proposed changes to Rule 21 and Rule 24. The ongoing effort to shape educator preparation and certification through regulatory revisions is critically important, and I appreciate the Department's commitment to this work.

While many of the proposed changes have the potential to advance both programs and processes, some revisions require further clarification to ensure the continued quality of certified teachers in Nebraska. Maintaining high standards in teacher preparation is essential, and it is important that any changes support this priority.

In particular, I would like to express concern about the shift in procedures for rule modifications, specifically the lack of engagement with all educator preparation and certification partners. In the past, providing opportunities for groups like NCTE and Ad Hoc committees to offer feedback has resulted in a more robust rule revision process, ultimately contributing to the high quality of teacher preparation programs. Collaborating with all partners throughout the process was once a central priority, and I strongly encourage you to reestablish that level of collaboration.

Thank you for your attention to these concerns, and I look forward to continued dialogue as we work together to enhance educator preparation in Nebraska.

Kristine Swain, Ph.D.

Associate Dean

Dr. Jack and Marjorie Fraenkel Chair of Educational Research

Professor of Special Education

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Dirksen, Brad

From: Sara Skretta <sskretta2@unl.edu>
Sent: Tuesday, September 17, 2024 2:50 PM
To: Tegtmeier, Elizabeth; Penner, Kirk; Jones, Sherry; Gubbels, Patti; Morrison, Jacquelyn; Fricke, Lisa; Koch Johns, Patsy; Neary, Deborah; Maher, Brian
Cc: Dirksen, Brad
Subject: NCTE September Meeting Update

Dear State Board of Education Members,

The Nebraska Council on Teacher Education (NCTE) convened a special meeting on Monday, September 16, 2024. The meeting focused on the current redlined versions of Rule 21 and Rule 24. The special meeting, approved by the Commissioner, was called to provide the State Board of Education stakeholder input from NCTE early in the rule draft revision process.

The following recommendations were approved at the NCTE meeting related to rule revision.

NCTE recommends

RULE 21

1. Convening an ad hoc committee to define "equivalent professional development."
2. Convening an ad hoc committee to review and recommend reductions to semester hours required for renewal of an expired certificate specific to sections 005.10b3 and 004.09d3c.
3. Reinstating the language in Section 005.D21 and other sections requiring the 2 years of teaching experience for each administrative certificate.
4. Ensuring "equivalent professional development" language is consistently used.

RULE 24

5. Reinstating the term "graduate" in section 006.59.
6. Convening an ad hoc committee composed of P-20 and NDE stakeholders to define "equivalent professional education" related to added endorsements and "competency" related educator preparation programs.
7. Striking section 004.03a.

The recommended ad hoc committees are convening this week and their recommendations on topics identified above will be elevated to the NCTE Executive Committee. The Executive Committee will meet to finalize the specific recommendations and elevate those to the State Board of Education for additional consideration.

Thank you for your service of Nebraska education.

Sara



Sara Skretta, Ed.D., PHR

Sr. Director & Certification Officer
Office of Accreditation, Placement & Licensure
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Dirksen, Brad

From: Sara Skretta <sskretta2@unl.edu>
Sent: Monday, September 30, 2024 2:48 PM
To: Tegtmeier, Elizabeth; Penner, Kirk; Jones, Sherry; Gubbels, Patti; Morrison, Jacquelyn; Fricke, Lisa; Koch Johns, Patsy; Neary, Deborah; Maher, Brian
Cc: Dirksen, Brad
Subject: NCTE Additional Rule Revision Recommendations

Good afternoon. Based on the initial NCTE recommendation, three ad hoc committees met the week of September 16 and made additional recommendations to the NCTE Executive Committee related to the Rule 21 and Rule 24 revisions. The NCTE Executive Committee met twice to discuss and consider the additional recommendations. On behalf of the NCTE Council and Executive Committee, I respectfully submit the following recommendations related to the Rule 21 and 24 revisions, in addition to those previously emailed.

Rule 21 Additional Recommendations

1. It is recommended that the following definitions be added to the definition section:
 - a. **Professional development:** Structured professional development learning that supports teacher or administrator practices and improvements in student learning outcomes.
 - b. **Measurement of Equivalent:** Fifteen contact hours of professional development is equivalent to one semester hour as verified by a Nebraska school administrator. Two years of full-time employment as a teacher/administrator will be equivalent to three semester hours. Ninety contact hours of professional development is equivalent to six semester hours.
2. It is recommended that the following related to renewing expired certificates specific to sections 005.10bc and 004.09d3c be considered:
 - a. One set of renewal requirements regardless of the amount of time the certificate has expired (one for regular teaching certificates and one for regular administrative certificates), should be implemented.
 - b. The wording "Have qualified for or" prior to "held a..." should be retained as in the current Rule 21, section 004.07B, for both the teaching and administrative certificate renewal requirements.
 - c. Add the definition for equivalent professional development (as recommended in #1) to the Rule 21 definition section.

Possible example:

For Administrative Certificates:

004.06 Standard and Professional Administrative Certificates. Renewal requirements. Each applicant for renewal of a Standard or Professional Administrative certificate must:

004.06A Fulfill the requirements in subsection 004.01A, of this chapter;

004.06B Have qualified for, hold, or held a Nebraska Standard or Professional Administrative certificate; and

004.06C Within five (5) years prior to the date of application:

004.06C1 Have administered half-time or more for one (1) school year:

004.06C1a In a Nebraska school system;

004.06C1b In a pre-kindergarten early childhood program which is required by law to employ certificated teachers;

004.06C1c In an accredited, approved, or otherwise legally operated school or educational service agency in another state; or

004.06C1d In a U.S. Department of Defense school system;

004.06C2 Have been employed as a faculty member in the educator preparation program of a standard institution of higher education as defined in section 002 of this chapter with

employment verified by a written statement from the administrator of the teacher education preparation program;

004.06C3 Have been employed in the Department; or

004.06C4 Have received six (6) semester hours of graduate credit or equivalent professional development in areas related to Educational Administration or Educational Leadership taken after the completion of the baccalaureate degree; or
004.06C5 Hold a current Administrative certificate from another state and have administered one (1) year within the past five (5) years.

For Teaching Certificates:

Combine current section 005.04, 005.09, and 005.10, limiting the required credit hours to 6 semester credit hours for renewal as noted in the overview section above

Rule 24 Additional Recommendations

1. It is recommended to add the definition section:
 - a. **Equivalent professional education** Procedures, coursework and activities of an approved educator preparation provider that result in preparing and recommending candidates for added endorsements that meet program requirements preparing them to teach according to Nebraska State Board of Education standards.
 - b. **Educator preparation provider** – The system of procedures, coursework, and activities in an approved, Nebraska-accredited school system that results in the advanced preparation of teachers, administrators and other school professionals.
2. It is recommended that Section 004.10A be expanded to add or include a definition for Endorsement Program competency:
 - a. **Competency:** A Nebraska approved educator preparation program may reduce the total required credit hours for any teaching endorsement in Rule 24 by up to 50% if the educator preparation program determines the application demonstrated competency in the teaching endorsement area pursuant to NDE approved requirements. It is recommended that Section 004.10A be expanded to add or include a definition for Endorsement Program competency: A Nebraska approved educator preparation program may reduce the total required credit hours for any teaching endorsement in Rule 24 by up to 50% if the educator preparation program determines the application demonstrated competency in the teaching endorsement area pursuant to NDE approved requirements.

Thank you for your consideration of the additional input from NCTE.

Sincerely,
Sara

Sara Skretta
NCTE President



Sara Skretta, Ed.D., PHR

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Rule 21 and 24 Policy Issues from Public Input and Recommendations

Brad Dirksen

October 3, 2024

Purpose of Presentation

- Review timeline
- Review guiding principles
- Discuss policy issues from public input and recommendations

Timeline

- August 16 through September 13, 2024: Public Input Draft [Public Input Drafts – Nebraska Department of Education](#)
- September 16: NCTE meeting (and subsequent ad-hoc committee discussions)
- October 3: State Board: Rules and Regulations Committee Discuss input
- Early/Mid October: Public hearing draft to Commissioner/Rules Regs Committee
- Mid-Late November: Public hearing
- December 6: potential vote regarding approval by Board

Guiding Principles

- Remove barriers
- Ensure alternative pathways
- Retain quality
- Simplify the system

Policy Issue Topics

- Rule 21: five (5) policy issues identified
- Rule 24: seven (7) policy issues identified
- Cleanup

Rule 21

Regulations for the Issuance of
Certificates and Permits to Teach,
Provide Special Services, and
Administer in Nebraska Schools

Rule 21 - Policy Issue 1:

More specificity or definitions need to be added around “equivalent professional development” related to certificate renewal requirements

Recommendation:

Add the following to Rule 21 as advised by NCTE:

- Professional development: Structured professional development learning that supports teacher or administrator practices and improvements in student learning outcomes.
- Measurement of Equivalent: Fifteen contact hours of professional development is equivalent to one semester hour as verified by a Nebraska school administrator. Two years of full-time employment as a teacher/administrator will be equivalent to three semester hours. Ninety contact hours of professional development is equivalent to six semester hours.

Rule 21 - Policy Issue 2:

The 15 credit hour requirement for renewal of teaching or administrative certificates is too many hours and an arbitrary number

Recommendation:

Add the following to Rule 21 as advised by NCTE:

- One set of renewal requirements regardless of the amount of time the certificate has expired (one for regular teaching certificates and one for regular administrative certificates), should be implemented
- The wording “Have qualified for or...” should be retained as in the current Rule 21, section 004.07B, for both the teaching and administrative certificate renewal requirements
- Add the definition for equivalent professional development (as recommended in #1) to the Rule 21 definition section

Rule 21 - Policy Issue 3:

Consolidating the alternative program teaching permit into one pathway increases student safety concerns

Recommendation:

Require an attestation from the hiring school system administrator that the permit holder will receive proper safety training prior to being placed in a classroom with students

Rule 21 - Policy Issue 4:

Consolidating the alternative program teaching permit into one pathway reduces quality

Recommendation:

Retain current wording in the draft rule creating one pathway

Rule 21 - Policy Issue 5:

Relocating the requirement for two years of teaching for an administrative certificate makes understanding the requirement more difficult (NCTE)

Recommendation:

Retain current wording; administrators are required to hold or qualify for a standard or professional teaching certificate which requires two years of teaching experience

Rule 24

Regulations for Certificate Endorsements

Rule 24 - Policy Issue 1:

Two years of teaching experience should not be removed as a requirement for administrative endorsements

Recommendation:

Retain current draft language – the language requiring two years of teaching experience is redundant as it is already a requirement to hold an administrative certificate

Rule 24 - Policy Issue 2:

Equivalent professional education offered by school districts should not be allowed to add an endorsement

Recommendation:

Retain current draft language - State Statute (79-810)

Rule 24 - Policy Issue 3:

No definition of “equivalent professional education” for public schools offering endorsement programs; they should be held to a similar standard as higher education

Recommendation:

Add the following to Rule 24 as advised by NCTE:

- Equivalent professional education: Procedures, coursework and activities of an approved educator preparation provider that result in preparing and recommending candidates for added endorsements that meet program requirements preparing them to teach according to Nebraska State Board of Education standards
- Educator preparation provider: The system of procedures, coursework, and activities in an approved Nebraska accredited school system that results in the advanced preparation of teachers, administrators, and other school professionals.

Rule 24 - Policy Issue 4:

There are no requirements or guidelines for how educator preparation programs determine competencies used to replace credit hours

Recommendation:

Add the following to Rule 24 as advised by NCTE:

- Endorsement Program Competency: A Nebraska approved educator preparation program may reduce the total required credit hours for any teaching endorsement in Rule 24 by up to 50% if the educator preparation program determines the application demonstrated competency in the teaching endorsement area pursuant to NDE approved requirements

Rule 24 - Policy Issue 5:

Having educator preparation programs require seven weeks of student teaching when certificated teachers add a new endorsement or a different grade span level is burdensome and not equal to other pathways to add an endorsement (specifically testing options).

Recommendation:

Eliminate the requirement (004.03a) per NCTE recommendation

Rule 24 - Policy Issue 6:

Eliminating the language requiring the Special Education Early Childhood Endorsement program to require graduate credit hours removes it as a graduate program (NCTE)

Recommendation:

Retain current draft language – there are two early childhood education special education endorsements:

- Special Education Early Childhood – Subject endorsement; Birth through Kindergarten; 30 ~~graduate~~ semester credit hours
- Early Childhood Inclusive – Field endorsement; Birth through Grade 3; 51 semester hours

Rule 24 - Policy Issue 7:

Reducing the number of credit hours required of special education generalist endorsement reduces quality

Recommendation:

Retain current draft language –

- “For a subject endorsement... a minimum of ~~42~~ 30 semester hours is required, ~~of~~ which ~~30 semester hours~~ must be special education content coursework...”
- “For a Field endorsement... a minimum of ~~51~~ 36 semester hours is required, ~~of~~ which ~~36 semester hours~~ must be special education content coursework...”

Cleanup

Rule 21:

- Add “be of good moral character” as a general requirement which is in current Rule 21, section 004.01F and 005.01E and inadvertently left out of the public input draft
- The terms “equivalent professional development” and “professional development equivalent” were both used – the intent was for these terms to be consistent and have the same meaning (NCTE)

Rule 24:

- Section 004.10A should read “up to fifty (50) percent” instead of “by fifty (50) percent allowing educator preparation programs to determine the amount of credit hours to be reduced based on competency



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	
1/8/2024	44261		Black Chick Farm	\$37,900	1/12/2024	1/11/2025	Federal	program.	Zainab Rida
1/9/2024	44264		Beginnings Early Development Center	\$3,000	2/2/2024	2/1/2025	Federal/General	Provide classrooms	Melody Hobson
1/9/2024	44263		Reed Family Learning Academy	\$3,000	1/15/2024	1/14/2025	Federal/General	Provide classrooms	Melody Hobson
1/9/2024	44252		Slalom	\$136,240	12/4/2023	4/12/2024	Federal	Develop data system	Kristin Yates
1/11/2024	44262		Brain & Body Balancing	\$17,000	1/15/2024	1/14/2025	Federal/General	Coaching/trng svcs	Melody Hobson
1/12/2024	44057	AM#1	TNTP	\$393,794			General	Increase amount/scope	Amy Rhone
1/17/2024	44259		OCIO-Siva Saggurthi	\$104,413.85	1/1/2024	9/27/2024	Federal	Application Development	Kristin Yates
1/17/2024	44260		OCIO-Nidhi Upadhyay	\$102,268.89	1/4/2024	9/27/2024	Federal	SPED support and programming	Kristin Yates
1/17/2024	43399	AM#1	Community Language Cooperative					Revise quote so not billed for multiple repeating words.	Melody Hobson
1/17/2024	44268		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 Pola	\$72,738.09	1/30/2024	9/27/2024	Federal	Systems Development	Kristin Yates
1/25/2024	44274		Creative Press & Design	\$15,000	3/1/2024	2/28/2025	Federal	Sign production & shipping	Melody Hobson
1/26/2024	43301	AM#1	UNMC					Extend ending date	Amy Rhone
1/31/2024	43408	AM#2	Public Consulting Group					Extend ending date	Lindy Foley
1/31/2024	44277		Jack Michael Lionberger	\$45,000	2/12/2024	6/30/2024	Federal	Medical consultant svcs	Krysti Michl
1/31/2024	44271		Hayes & Associates	\$46,278	1/15/2024	9/30/2024	Federal	Child & Adult Care Food Program Audits	Zainab Rida
1/31/2024	44269		UNMC	\$70,859	2/7/2024	1/6/2025	Federal	Evaluate grants/PBIS trainings	Amy Rhone
2/1/2024	44270		JNL	\$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		JNL	\$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
								Children's school social work coordinator will serve as a Nebraska Department of Education representative to serve on the NDE School Mental Health team.	
2/20/2024	44284		Children's Nebraska	\$83,500	2/5/2024	9/29/2024	Federal		Zainab Rida
2/20/2024	44281		Lrene Smith	\$9,000	3/1/2024	2/28/2025	Federal/General	Coaching/trng svcs	Melody Hobson
2/20/2024	44205	AM#1	Diego Gamero					Increase amount/consideration.	Melody Hobson
2/20/2024	44290		Sav 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 FCCRS-3 anchor. This will assist the Nebraska Anchor to maintain her level of reliability with FCCERS-3 tool to continue in the anchor capacity for Nebraska Step Up to Quality.	
2/21/2024	44267		Clayton Early Learning	\$3,850	4/1/2024	4/30/2024	Federal		Melody Hobson
2/22/2024	44283		Bellwether Education Partners	\$400,000	1/31/2024	12/31/2024	General	Complete requirements of LB705 mandate.	Kristin Yates
2/22/2024	44300		District Management Group	\$37,500	2/26/2024	6/30/2024	General	Implement Breakthrough Results Program.	Shirley Vargas

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	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
2/23/2024	45000		Data Recognition Corporation	\$1,675,864	7/1/2024	6/30/2025	Federal/General	Engage vendor in development, delivery and reporting NSCAS general assessments; provide benchmark assessment for Nebraska districts; support professional learning around assessments.	Allyson DenBeste
2/27/2024	43086	AM#3	PRISM Investigations					Increase services/decrease expenses.	Amy Rhone
2/27/2024	44314		Edwise	\$583,000	2/26/2024	9/30/2024	Federal	Assist in developing NDE web portal.	Kristin Yates
2/28/2024	44294		Janice Lee	\$4,500	3/1/2024	2/28/2025	General	Provide training.	Melody Hobson
2/28/2024	44302		Angel Guardians	\$48,321.99	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/28/2024	44306		Goodwill Industries Omaha	\$44,350.87	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/28/2024	44304		ESU 6	\$27,970.25	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/28/2024	44309		Easter Seals Nebraska	\$48,971.18	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/28/2024	44310		Grand Island Public	\$48,767.33	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/29/2024	44299		Suzanne Schneider	\$7,000	3/15/2024	3/14/2025	Federal/General	Coaching/trng svcs	Melody Hobson
2/29/2024	44307		ESU 4	\$24,158.07	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/29/2024	44308		ESU 5	\$22,722.58	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/29/2024	44297		Susan Borcher	\$4,500	3/1/2024	2/28/2025	General	Provide training.	Melody Hobson
2/29/2024	44292		WestEd	\$134,582	2/20/2024	8/20/2024	Federal	Conduct statewide middle school CTE leadscape analysis.	Katie Graham
2/29/2024	44296		HaHanna 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
3/5/2024	45001		NWEA	\$8,962,295	7/1/2024	6/30/2025	Federal/General	Engage vendor in development, delivery and reporting NSCAS general assessments.	Allyson DenBeste
3/6/2024	44255	AM#1	Scott Phillips					Mileage reimbursement change.	David Jespersen
3/6/2024	44303		Beatrice YMCA	\$12,226.85	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
3/6/2024	44316		Office Innovations	\$20,000	3/1/2024	2/28/2025	Federal	Install furniture.	Joel Scherling
3/7/2024	44158	AM#1	TCB Consulting dba CN Resource					Increase amount/scope.	Zainab Rida
3/12/2024	44311		Marcus Lincoln Hotel	\$11,198.78	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
3/12/2024	44317		NE Commission for the Blind & Visually Impaired	\$24,999.99	3/10/2024	2/28/2025	Federal	Provide installation of equipment and individualized consumer training.	Lindy Foley
3/12/2024	44319		OCIO	\$621,032.28	3/14/2024	9/27/2024	Federal	Provide IT project managers, trainers and business analysts.	Kristin Yates
3/12/2024	44238		UNL	\$33,051	3/8/2024	3/7/2025	Federal	Assist with farm to school strategic planning, project evaluation and development of a statewide farm to school network.	Zainab Rida
3/13/2024	44320		Amara Munoz	\$15,000	3/15/2024	3/14/2025	General	Spanish translations of trainings and other documents.	Melody Hobson
3/18/2024	44227	AM#1	OCIO-Aeshwarya Jain					Increase amount.	Kristin Yates
3/19/2024	44287		Midland University	\$350,000	1/14/2024	6/30/2025	Cash	Nebraska Teacher Apprenticeship program education provider.	Lane Carr
3/19/2024	44323		OCIO-Sreekanth Pall	\$87,552	3/18/2024	9/27/2024	Federal	ETL development and support.	Kristin Yates
3/19/2024	43084	AM#2	ACERI Partners					Increase amount.	Amy Rhone
3/19/2024	43087	AM#2	Nicole Stewart					Increase amount.	Amy Rhone
3/19/2024	43085	AM#2	Data Driven Enterprises					Increase amount.	Amy Rhone
3/19/2024	44282	AM#1	Green School Farms					Increase amount.	Zainab Rida
3/20/2024	43401	AM#1	NAESP					Change ending date.	Melody Hobson
3/20/2024	43086	AM#4	PRISM Investigations					Increase amount.	Amy Rhone
3/21/2024	43411	AM#1	Kristi Albrecht					Increase expenses/decrease services.	Melody Hobson
3/22/2024	44327		Perfect Touch	\$11,749.80	4/1/2024	3/31/2025	Federal	Cleaning service for VR Kearney Office.	Lindy Foley
3/22/2024	44330		Avenue Scholars	\$49,000	5/15/2024	7/15/2024	Federal	Develop and facilitate summer industry bootcamps.	Katie Graham
3/22/2024	44291		ESUCC	\$500,000	2/9/2024	12/15/2024	Federal	Coordinating and providing cybersecurity training and consulting services.	Kristin Yates
3/22/2024	44321		UNL	\$49,530	4/1/2024	3/31/2025	Federal	Assist with meeting federal post-school outcome data reporting requirements.	Amy Rhone
3/25/2024	44318		Sparg Data Solutions	\$2,600	4/1/2024	3/31/2025	General	NDE to access and use the web-based electronic meeting service software.	Elizabeth Tegtmeier/Ryan Foor
3/26/2024	43399	AM#2	Community Language Cooperative					Scope/consideration.	Melody Hobson
3/28/2024	44331		Emotionally Naked	\$8,000	4/30/2024	5/13/2024	Federal	Provide four webinars to assist and support school mental health professionals and partners across the state.	Zainab Rida
4/1/2024	44325		Meghan Gibbons	\$18,500	4/15/2024	4/14/2025	Federal/General	Coaching/training services/complete program quality assessments in Early Childhood Education and Care programs.	Melody Hobson
4/3/2024	44329		Eric Knoll	\$5,000	4/1/2024	7/31/2024	Federal	Facilitate NE CTE's jump start summer professional development workshop.	Katie Graham
4/4/2024	44336		Shannon Hampson	\$2,400	4/1/2024	3/31/2025	General	Provide classrooms.	Melody Hobson
4/5/2024	44333		Linda Meyers	\$20,800	5/1/2024	4/30/2025	Federal/General	Training services and to conduct program quality assessments.	Melody Hobson
4/5/2024	44328		Strengths Connection	\$6,500	4/10/2024	1/31/2025	Federal/General	Facilitate Gallup strength finder assessment.	Zainab Rida

NDE CONTRACTS

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4/5/2024	44324		Nilofar Sajdi	\$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		JUNI	\$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 Rupiper	\$26,000	5/1/2024	4/30/2025	Federal	Coaching/training services.	Melody Hobson
4/9/2024	44346		TNTP	\$140,973	4/4/2024	6/30/2024	Cash	Provide online modules & inperson professional learning experience.	Shirley Vargas
4/9/2024	44086	AM#1	Emspace					Scope.	Melody Hobson
4/9/2024	44244	AM#1	Panhandle Public Health Dept.					Increase amount.	Zainab Rida
4/9/2024	44335		Central Community College	\$15,211	5/28/2024	6/20/2024	Federal	Develop and facilitate summer technical skill workshops.	Katie Graham
4/9/2024	44285	AM#1	Mark Hald dba Therapeutic Play					Increase amount.	Amy Rhone
4/11/2024	44319	AM#1	OCIO					Scope.	Kristin Yates
4/11/2024	44348		OCIO	\$432,000	4/15/2024	9/27/2024	Federal	IT Applications Developer Seniors.	Kristin Yates
4/11/2024	42127	AM#2	JUNI					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 Proksek	\$2,569	4/8/2024	7/20/2024	Federal	Attend conference.	Lindy Foley
4/17/2024	45003		Eagle Delivery Service	\$16,941	7/1/2024	6/30/2025	Federal	Mail Services.	Krysti Michl
4/17/2024	43414	AM#1	Partners for Insightful Evaluation					Increase amount/extend date/scope.	Lindy Foley
4/18/2024	44342		Lori Chleborad	\$7,000	4/15/2024	4/14/2025	Federal/General	Coaching/training services.	Melody Hobson
4/19/2024	44345		Joan Callahan	\$19,350	4/15/2024	4/14/2025	Federal/General	Provide training and classroom observations.	Melody Hobson
4/22/2024	44351		NE Children & Families Foundation	\$450,000	4/10/2024	3/30/2025	Federal	Provide comprehensive support/facilitate workshops.	Lane Carr
4/22/2024	45006		Daniel Cronk	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45012		Joanell Wheeler	\$126,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45008		Helen Montoya	\$91,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45010		Jerry Tanner	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45015		Bradford Barbec	\$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.	Alllyson 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.	Alllyson DenBeste
5/2/2024	42405	AM#3	Benjamin Baumfalk					Extend date/increase amount.	Kristin Yates
5/3/2024	44153	AM#2	LINQ					Increase amount/scope.	Zainab Rida
5/6/2024	45013		Lee Branham	\$61,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
5/6/2024	41228	AM#1	Department of Labor					Extend date/increase amount.	Lindy Foley
5/6/2024	44357		Ali Hearn Coaching & Consulting	\$48,500	5/29/2024	5/13/2025	Federal	Provide training and support.	Amy Rhone
5/7/2024	44348	AM#1	OCIO					Scope.	Kristin Yates
5/7/2024	44363		Brenda Saxe	\$19,000	5/15/2024	5/14/2025	Federal/General	Coaching/training services.	Melody Hobson
5/7/2024	44148	AM#1	NCSA					Scope/consideration.	Amy Rhone

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM		START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
				CONTRACT AMOUNT						
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 Merkwaw						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.	Melody Hobson
5/28/2024	44372		Megan Shepherd	\$48,825		6/1/2024	5/31/2025	Federal	Edit online courses.	Allyson DenBeste
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	Student11						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 Merkwaw	\$26,000		7/1/2024	6/30/2025	Federal/General	Coaching training and complete Step Up to Quality Guide Review.	Melody Hobson
6/17/2024	45037		Donelle Wolters	\$48,750		7/1/2024	6/30/2025	Federal	Serve as FFA Leadership Program Manager.	Katie Graham
6/17/2024	45027		Saffron Buettner	\$32,000		7/1/2024	6/30/2025	Federal/General	Caoching, training and complete program quality observations.	Melody Hobson
6/17/2024	44321	AM#1	UNL						Consideration.	Amy Rhone
6/17/2024	44386		Deaf Services Unlimited	\$5,130		6/23/2024	8/31/2024	Federal	Provide interpreters.	Amy Rhone
6/18/2024	44384	AM#1	Three Pillars Media						Extend date/increase amount.	Lindy Foley

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				CONTRACT AMOUNT						
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
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

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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-Krishnaprath 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 Resolution 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 Demonstration grant program for Nebraska VR.	Lindy Foley
8/16/2024	45075		ESUCC	\$1,900,000	8/11/2024	12/31/2025	Federal	Annual behavioral training.	Zainab Rida
8/20/2024	45035	AM#1	George Toman					Consideration.	Amy Rhone
8/20/2024	45081		StoryBlocks	\$10,000	8/25/2024	8/24/2025	Federal	Provide user licenses/logins	Lindy Foley
8/20/2024	45078		June Analco	\$16,000	5/1/2024	4/30/2025	Federal	Interpreting services.	Lindy Foley
8/20/2024	44126	AM#1	ESU 6					Extend date/increase amount.	Zainab Rida
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	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		Andoni 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
8/23/2024	44161	AM#1	The Mediation Center					Consideration.	Amy Rhone
8/26/2024	44121	AM#3	ESU 13					Extend date/increase amount.	Zainab Rida
8/26/2024	45087		Hourglass Education Technology	\$130,000	8/23/2024	8/22/2025	Federal	Provide comprehensive needs assessment.	Shirley Vargas
8/26/2024	43414	AM#2	Partners for Insightful Evaluation					Consideration.	Lindy Foley
8/26/2024	42186	AM#2	TNTP					Extend date/increase amount.	Shirley Vargas
8/26/2024	44339	AM#1	Student1					Extend date/increase amount.	Melody Hobson
8/26/2024	45088		ESUCC	\$1,465,500	7/1/2024	6/30/2029	General	Administer textbook loan program.	Bryce Wilson
8/26/2024	45080		Kuder	\$312,500	9/3/2024	9/2/2025	General	Provide site-wide Spanish translation.	Katie Graham
8/27/2024	45095		Say Hey There	\$9,000	9/1/2024	2/28/2025	General	Create advertising campaign and posts for Safe2HelpNE media social platforms.	Zainab Rida
8/27/2024	43371	AM#2	Jackson Lewis PC					Increase amount.	Kristin Yates
8/29/2024	45072		Central Plains Center for Services	\$350,000	8/15/2024	9/3/2024	Federal	Homelessness services and activities.	Beth Wooster
8/29/2024	45086		Peetz Koerwitz & Lafleur	\$40,000	7/1/2024	6/30/2025	General/Cash	Serve as Hearing Officer.	Bryce Wilson/Brad Dirksen
8/30/2024	45084		Home Baking Association	\$5,975	11/7/2024	11/9/2024	Federal	Conduct workshop.	Katie Graham
8/30/2024	45093		I Love U Guys Foundation	\$49,500	9/1/2024	9/1/2025	Federal	Create Nebraska SRP & SRM Program.	Zainab Rida

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
8/30/2024	45104		Instruction Partners	\$15,000	8/27/2024	9/30/2024	General	Provide training.	Allyson DenBeste
9/3/2024	45085		Harleigh Clausen	\$24,000	9/2/2024	8/31/2024	Federal	Coordinate/prepare State Officers for annual Statewide events.	Katie Graham
9/3/2024	44140	AM#2	Emspace					Scope.	Zainab Rida
9/4/2024	45099		BCDM Architects	\$3,000	8/26/2024	8/25/2025	Federal	Provide trainings.	Zainab Rida
9/5/2024	45118		Lexington Public Schools	\$40,000	9/6/2024	10/15/2024	Federal	Provide back to school supplies to homeless.	Beth Wooster
9/5/2024	45089		Liliana Vellasquez	\$3,575	9/1/2024	8/31/2025	General	Provide special care training in English and Spanish.	Melody Hobson
9/5/2024	45107		District Management Group	\$1,000,000	9/1/2024	9/30/2025	Federal	Implement Breakthrough Results Program.	Shirley Vargas
9/6/2024	44123	AM#1	ESU 9					Extend date/increase amount.	Zainab Rida
9/6/2024	44125	AM#2	ESU 7					Extend date/increase amount.	Zainab Rida
9/6/2024	45092		UNL	\$21,700	8/29/2024	8/28/2025	Federal	Assist with development of Nebraska Farm to School Network.	Zainab Rida
9/6/2024	45103		ESU 1	\$19,107.75	8/31/2024	9/30/2024	Federal	Provide professional development for area school districts.	Melody Hobson
9/9/2024	45105		ESU 13	\$82,696.46	9/1/2024	8/31/2025	Federal	Provide employee to serve as Educator Effectiveness Specialist.	Shirley Vargas
9/9/2024	45116		College Possible	\$126,739	9/6/2024	6/30/2025	Cash	Provide educational services to low-income and underrepresented students in high school and postsecondary education.	Shirley Vargas
9/9/2024	45115		Central Plains Center for Services	\$46,940	9/6/2024	6/30/2025	Cash	high school and postsecondary education.	Shirley Vargas
9/9/2024	45090		Jennifer Burkey	\$23,000	9/15/2024	9/14/2025	Federal/General	Coaching and training services.	Melody Hobson
9/9/2024	45094		Katie Miller	\$15,000	9/1/2024	8/31/2025	Federal/General	Develop, revise & provide training.	Melody Hobson
9/9/2024	45098		Arelly Valles	\$3,575	9/1/2024	8/31/2025	General	Provide special care training in English and Spanish.	Melody Hobson
9/9/2024	44351	AM#1	Nebraska Children & Families Foundation					Extend date.	Zainab Rida
9/9/2024	45108		ESU 8	\$5,731	10/1/2024	5/16/2025	Federal	Job Expo for pre-employment transition aged students with disabilities.	Lindy Foley
9/9/2024	45111		ESU 3	\$6,602.18	10/1/2024	5/16/2025	Federal	Job Expo for pre-employment transition aged students with disabilities.	Lindy Foley
9/9/2024	45112		ESU 13	\$5,309.84	10/1/2024	5/16/2025	Federal	Job Expo for pre-employment transition aged students with disabilities.	Lindy Foley
9/9/2024	45109		ESU 7	\$5,762	10/1/2024	5/16/2025	Federal	Job Expo for pre-employment transition aged students with disabilities.	Lindy Foley
9/10/2024	45110		ESU 2	\$12,000	10/1/2024	5/16/2025	Federal	Job Expo for pre-employment transition aged students with disabilities.	Lindy Foley
9/10/2024	45113		University of Massachusetts-Boston	\$365,844	10/1/2024	9/30/2025	Federal	Serve as independent evaluator of NE VR's Career Pathway Advancement Project.	Lindy Foley
9/10/2024	43359	AM#2	OCIO-Tom Kapocius					Extend date/increase amount.	Kristin Yates
9/10/2024	44301	AM#1	OCIO-Praneeth Kakarla					Extend date/increase amount.	Kristin Yates
9/10/2024	44248	AM#1	OCIO-Mike Eckel					Extend date/increase amount.	Kristin Yates
9/10/2024	44206	AM#1	Teachstone					Scope.	Melody Hobson
9/11/2024	45106		Gray Local Media	\$24,480	9/1/2024	11/30/2024	Federal	Develop targeting messaging to be shared via streaming, digital video and YouTube.	Lindy Foley
9/12/2024	45119		MTW Solutions	\$1,254,533	7/1/2024	6/30/2025	Federal/General	Support GMS.	Jen Utemark
9/12/2024	44190	AM#1	Education Development Center					Extend date/increase amount.	Shirley Vargas
9/12/2024	44219	AM#1	Stephanie McDonald					Increase amount.	Melody Hobson
9/12/2024	44357	AM#1	Ali Hearn Coaching & Consulting					Consideration.	Amy Rhone
9/12/2024	45114		Avenue Scholars	\$295,725	9/6/2024	6/30/2025	Cash	Provide educational services to low-income and underrepresented students in high school and postsecondary education.	Shirley Vargas
9/16/2024	44392	AM#1	ESUCC					Extend date.	Kristin Yates
9/16/2024	42085	AM#3	NE Children & Families Foundation					Extend date.	Zainab Rida
9/16/2024	42109	AM#2	NE Children & Families Foundation					Extend date.	Zainab Rida
9/16/2024	45120		Susan Jensen	\$13,000	10/1/2024	9/30/2025	General	Step Up to Quality program rating services.	Melody Hobson
9/16/2024	45108		ESU 8	\$5,731	10/1/2024	5/16/2025	Federal	Job Expo for pre-employment transition aged students with disabilities.	Lindy Foley
9/16/2024	45110		ESU 2	\$12,000	10/1/2024	5/16/2025	Federal	Job Expo for pre-employment transition aged students with disabilities.	Lindy Foley
9/16/2024	45109		ESU 7	\$5,762	10/1/2024	5/16/2025	Federal	Job Expo for pre-employment transition aged students with disabilities.	Lindy Foley
9/16/2024	45112		ESU 13	\$5,309.84	10/1/2024	5/16/2025	Federal	Job Expo for pre-employment transition aged students with disabilities.	Lindy Foley
9/16/2024	45111		ESU 3	\$6,602.18	10/1/2024	5/16/2025	Federal	Job Expo for pre-employment transition aged students with disabilities.	Lindy Foley
9/16/2024	45097		Jared Noetzel	\$2,500	10/1/2024	6/30/2025	General	Serve as Bullying Prevention Specialist.	Zainab Rida