

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, December 6, 2024 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** NDE Office Building
Board Room
500 South 84th Street
Lincoln, NE 68510
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/stateboard/state-board-agendas/
- Lunch:** On Friday, December 6, 2024, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

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

3.1. Agenda Overview and Consent Agenda Process
Commissioner Maher

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

3.2. Nebraska Teacher of the Year Final Report
Scott Phillips, 2024 Nebraska Teacher of the Year, Math teacher, Aurora Middle School, Aurora, Nebraska

3.3. ESSER Achievements and Next Steps
Commissioner Maher and Lane Carr

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

6.3. Contract Approvals

6.3.A. Authorize the Commissioner to Amend the Contract to Complete Administrative Reviews of Schools Operating the USDA's National School Lunch and Breakfast Programs and the Summer Food Service Program
Zainab Rida and Kayte Partch

6.3.B. Authorize the Commissioner to Amend the Contract for the Application and Claims Management Functions and Requirements of the USDA's Child Nutrition Programs (CNPs)
Kayte Partch and Zainab Rida

6.3.C. Authorize the Commissioner to Contract for Agreements to Complete the Agreed Upon Audit Procedures for For-Profit Institutions Participating in the USDA's Child and Adult Care Food Program (CACFP)
Kayte Partch and Zainab Rida

6.4. Grant Approvals

- 6.4.A. Authorize the Commissioner to Approve the Renewal of the Nurturing Healthy Behaviors Grant
Melody Hobson

6.5. Lease Approvals

6.6. Minutes of the Previous State Board of Education Meeting

6.7. Miscellaneous Approvals

- 6.7.A. Approve the Hearing Officer's Recommendation for Order of Dismissal in NDE Case No. 24-27, *Brittney Bost v. Brian L. Maber*
President Tegtmeier
- 6.7.B. Authorize the Commissioner to Approve the 2024-25 Trust Fund Budget for The Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI)
Amy Rhone
- 6.7.C. 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.D. Accept Funding for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Pilot program, and Authorize the Commissioner to Enter Into Contracts and Subawards to Carry Out Grant Activities
Lane Carr
- 6.7.E. Authorize the Commissioner to Approve the Interagency Agreement with the Nebraska Department of Health and Human Services (DHHS), Division of Medicaid and Long-Term Care, Home and Community Based Services
Tobias Orr and Lindy Foley
- 6.7.F. Approve the Renewal of Rule 11 Teacher Waiver Request for Creek Valley
Melody Hobson
- 6.7.G. Authorize the Commissioner to Award Funds to Administer the Nebraska Teacher Apprenticeship Program
Brad Dirksen

7. STANDING COMMITTEE REPORTS

President Tegtmeier

7.1. Executive Committee
President Tegtmeier

7.1.A. Action Item: Approve a Contract for State Board Team Building Training
Chair Elizabeth Tegtmeier

7.2. Budget and Finance Committee
Patsy Koch Johns

7.2.A. Monthly Board Travel Expense Reports

7.2.B. Action Item: Authorize the Commissioner to Enter into Contracts Using US
Department of Education Competitive Grants for Statewide Assessment (CGSA)
Funds to Carry Out Grant Activities

7.2.C. Discussion Item: Authorize the Commissioner to Contract for the
Improvement Grant Learning Platform

7.3. Planning and Evaluation Committee
Sherry Jones

7.3.A. Action Item: Approve Rule 11 Teacher Waiver Request for Weeping Water
Public Schools

7.3.B. Action Item: Adopt the Assessment and Reporting Plan and Assessment
Technical Report for 2024-2025

7.3.C. Action Item: Approve the Nebraska Literacy Project Plan

7.3.D. Action Item: Approve Model Policy for Authorized Security Personnel
Carrying Firearms in accordance with Neb. Rev. Stat. § 28-1204.04
Zainab Rida and Jay Martin

7.4. Rules and Regulations Committee
Lisa Fricke

7.4.A. Report On Rules

7.4.B. Action Item: Approve Revisions to Rule 21 (Certification)

7.4.C. Action Item: Approve Revisions to Rule 24 (Endorsements)

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 business meetings of the State Board of Education will be held on Thursday, January 9 and Friday, January 10, 2025, in Lincoln, Nebraska. Board Training work sessions will be held on Wednesday, January 8 and Thursday, January 9, 2025 in Lincoln, Nebraska.

The agenda contains a list of subjects known at the time of its distribution on November 27, 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.*

Cellphone Use in Schools

December 6, 2024

Outline

☐ **Statewide Needs Assessment on Cellphone Use in Schools**

- Overview of the assessment process and goals
- Key findings from the survey at the state level

☐ **Findings and Insights**

- Statewide data on cellphone policies and their implementation
- Comparison with national trends and data on cellphone use in schools

☐ **Overview of National Policies**

- Snapshot of current state policies on cellphone use in schools

☐ **Recommendations**

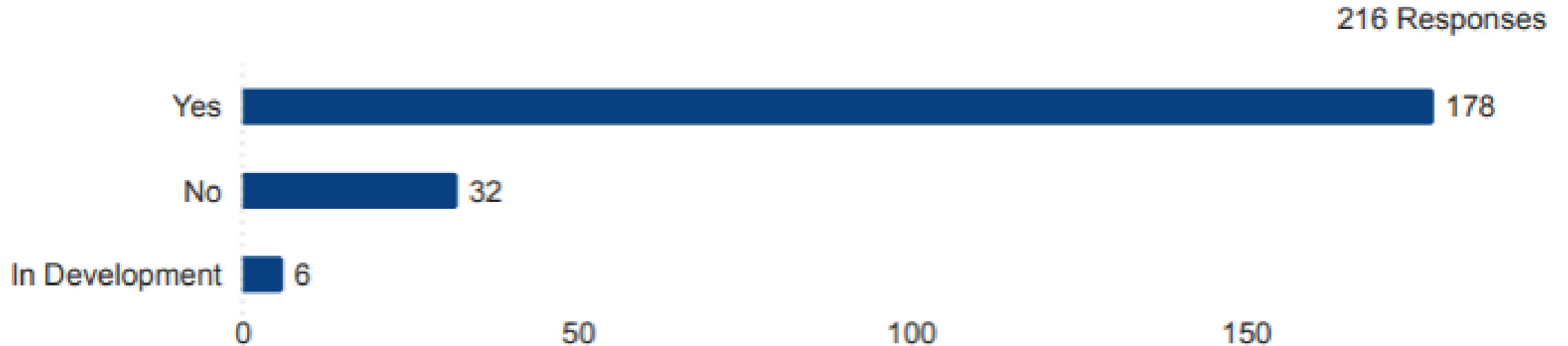
- Position statement on cellphone use in schools
- Policy guidance and best practices for districts

Needs Assessment

- ❑ **Survey Platform:** Conducted via Qualtrics.
- ❑ **Content:** Comprised of 18 questions.
- ❑ **Target Audience:** School superintendents across 245 school districts.
- ❑ **Duration:** Open from October 15 to November 15, 2024.
- ❑ **Purpose:**
 - To gather comprehensive data on cellphone usage policies in schools statewide.
 - To gain insights into the implementation processes of these policies.
 - To evaluate the impact of cellphone policies on academic performance, student safety, and overall well-being.

Key Findings

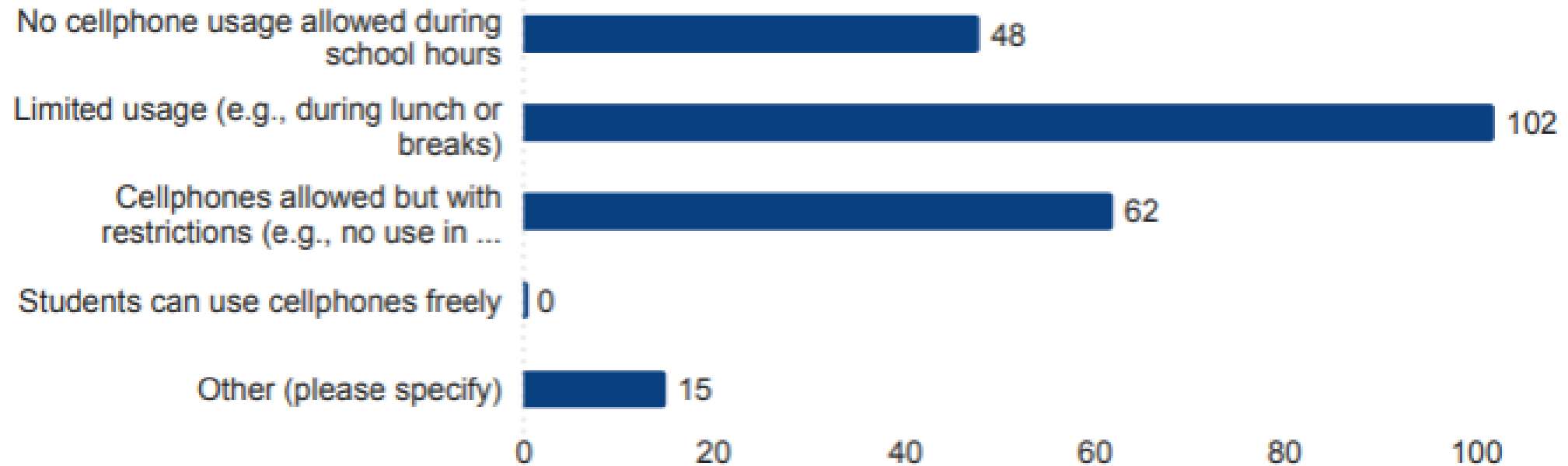
Does your school district currently have a formal policy regarding cellphone usage by students?



Key Findings

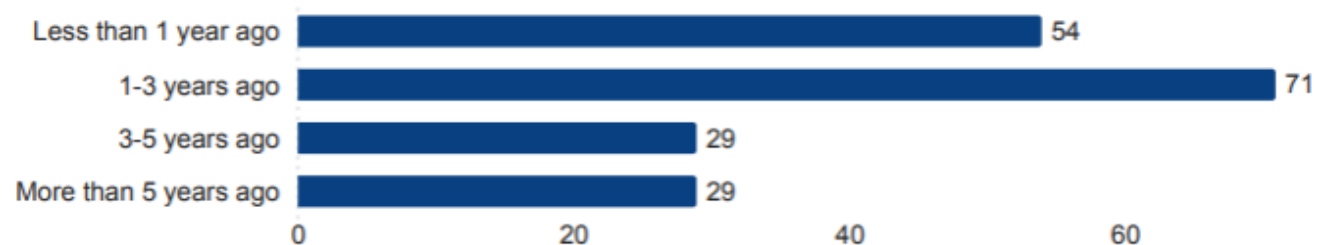
If yes, what type of policy is in place? (Select all that apply)

183 Responses



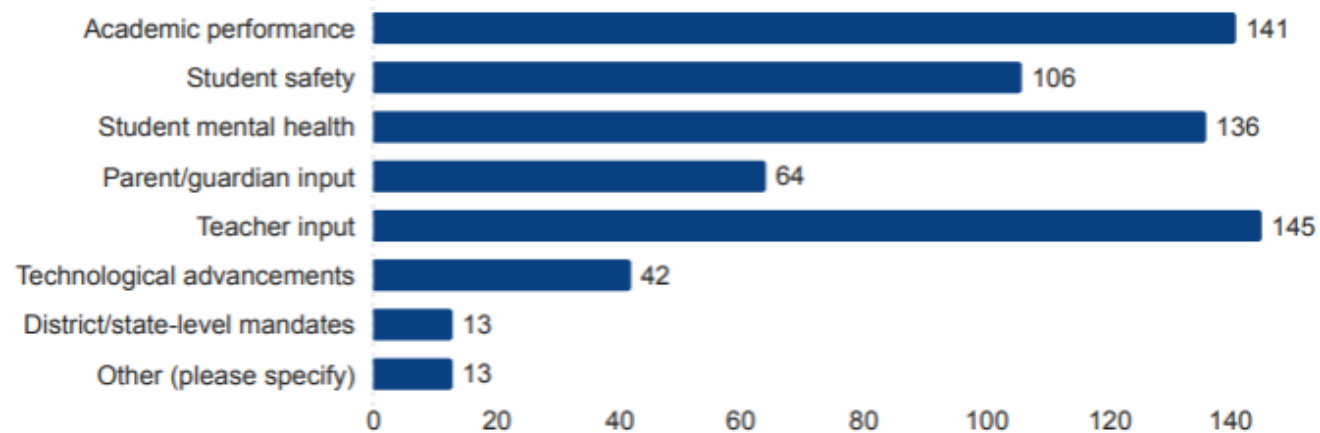
When was this cellphone policy implemented?

183 Responses



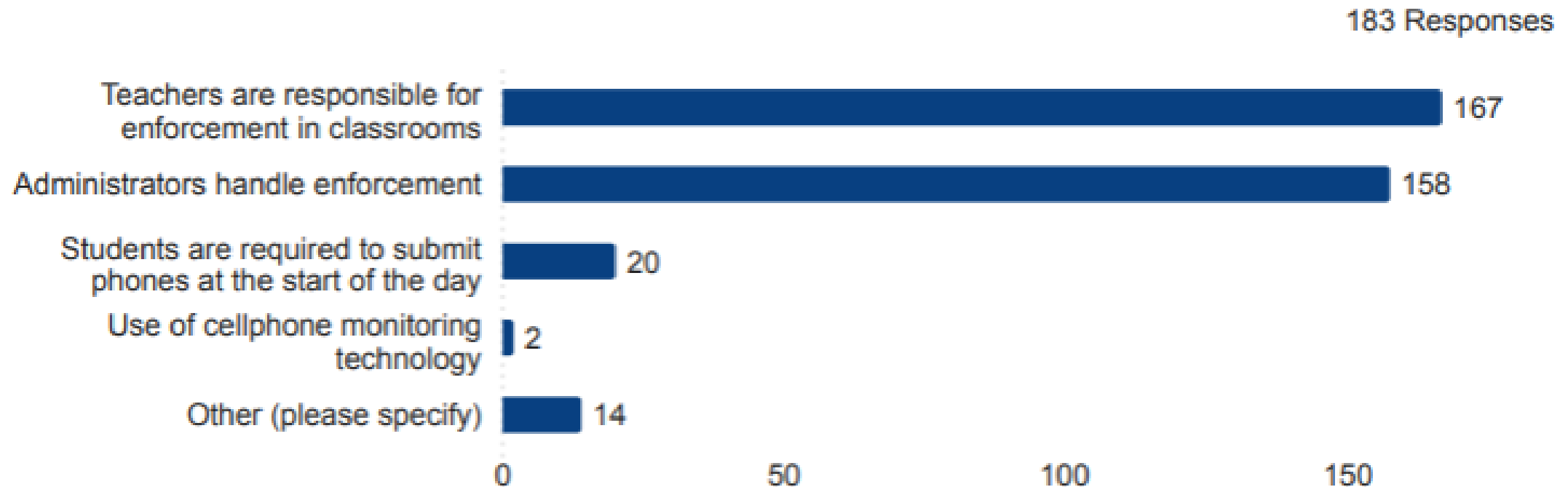
What factors influenced the development of your cellphone policy? (Select all that apply)

183 Responses

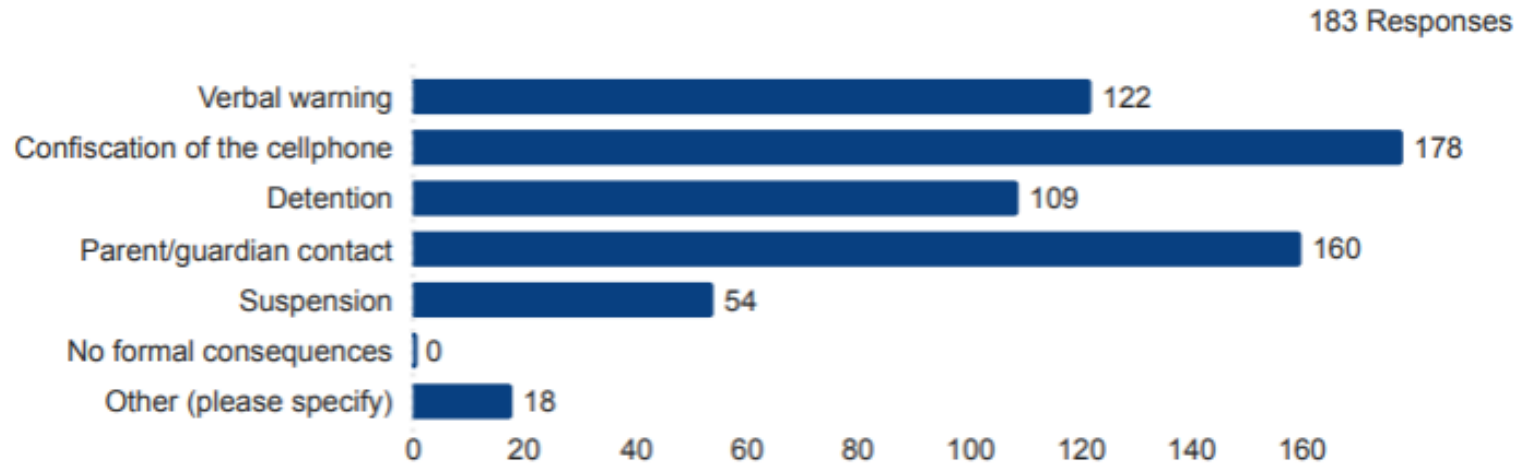


Key Findings

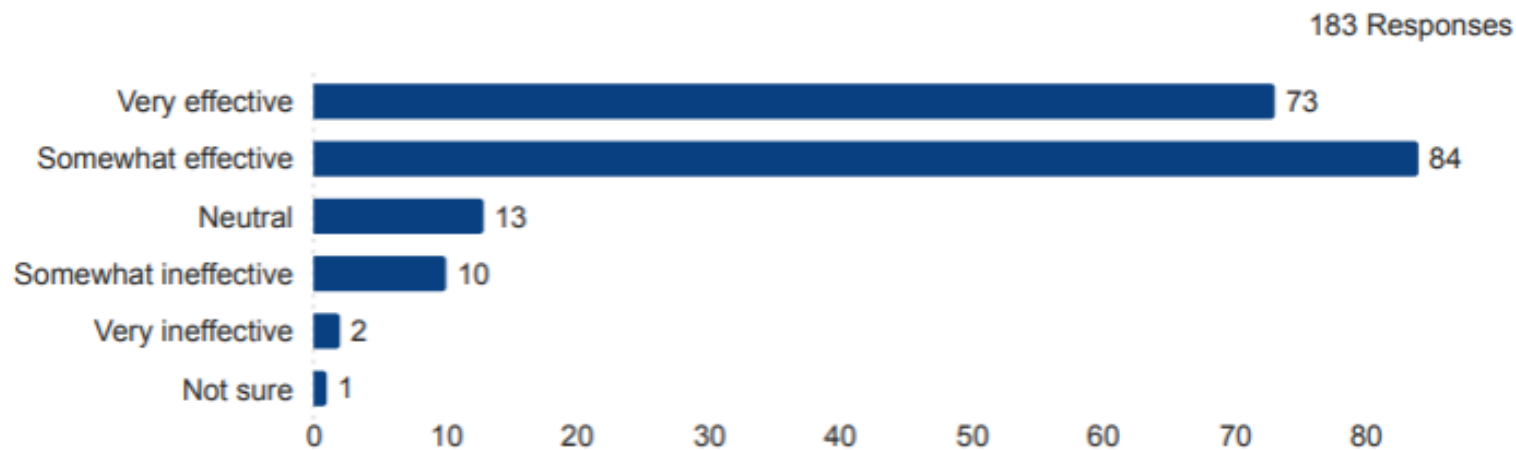
How is the policy enforced? (Select all that apply)



What consequences are in place for violating the cellphone policy? (Select all that apply)



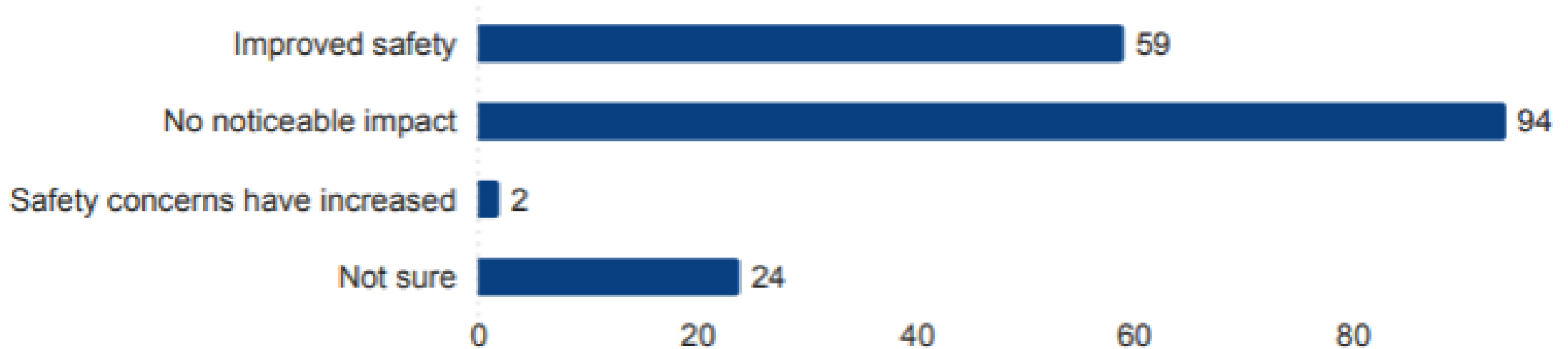
How effective do you believe the cellphone policy is in maintaining academic focus?



Key Findings

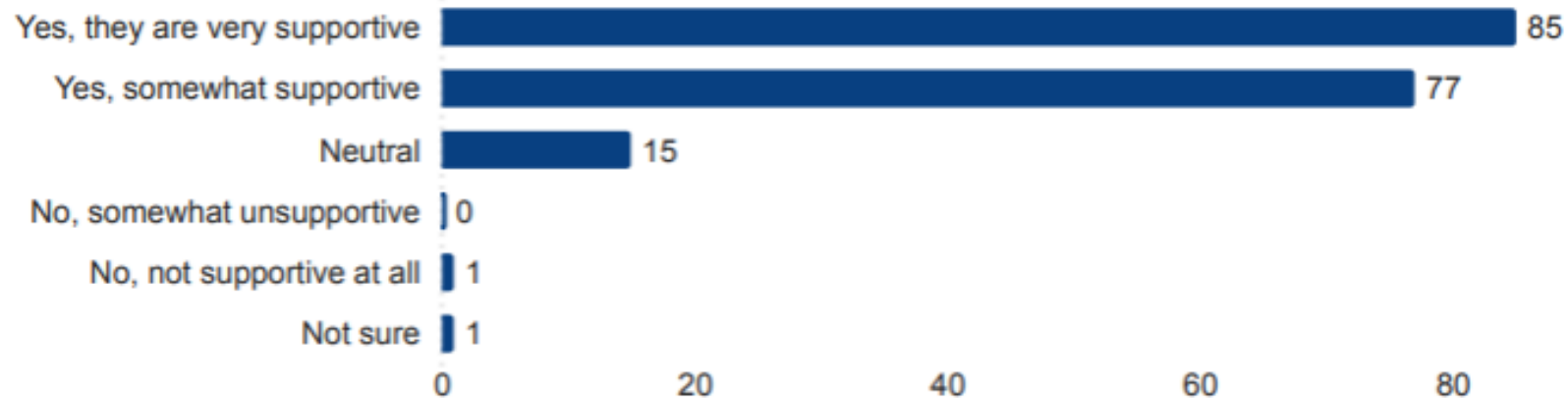
Have you noticed any impact of the policy on student safety?

179 Responses



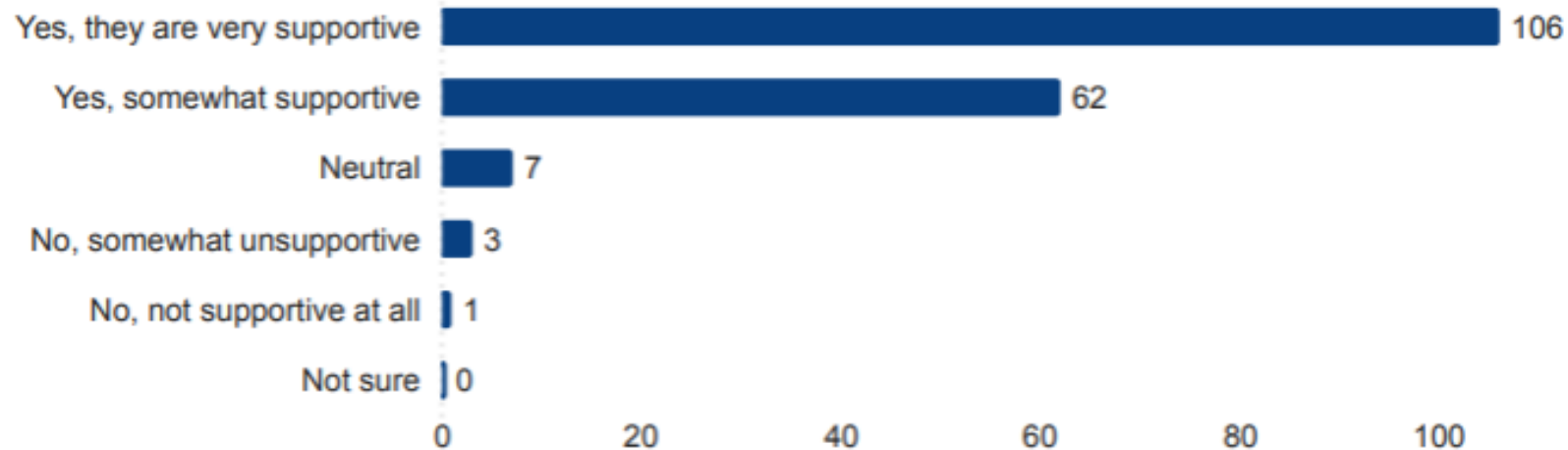
Do parents/guardians generally support your school's cellphone policy?

179 Responses



Do teachers generally support your school's cellphone policy?

179 Responses



Themes on Cellphone Use Policies Across Grade Levels

- Elementary School (PK-6): Limited or No Access**
- Middle School (Grades 6-8): Restricted Access with Variations**
- High School (Grades 9-12): Controlled Access During Non-Class Times**
- Consistency and Autonomy in Policy Implementation**
- General Trend of Reduced Cellphone Access in Younger Grades**

Themes on Challenges in Enforcing Cellphone Policies

- Consistency in Enforcement Across Staff and Classrooms**
- Student Adaptation and Avoidance**
- Cost and Feasibility of Policy Enforcement Tools**
- Resistance to Change and Need for Stakeholder Support**

State policies on cellphones at-a-glance

Incentivizes policy	AR	DE	ID	PA	4		
Policy recommended	AK	AL	CT	OK	OR	WA	6
Policy required	CA	IN	MN	OH	VA	5	
Statewide restriction	FL	LA	SC	3			

Alabama

Policy recommended

The Alabama State Board of Education passed a resolution that “strongly encourages” but does not require local boards of education to adopt a policy “limiting the use of cellular telephones and or other electronic communication devices while on school property.”

Signed: 2/8/2024
Effective date: 2/8/2024

Alaska

Policy recommended

Alaska’s state board of education passed a resolution urging all local school boards to “formally review and consider implementing” policies restricting students’ use of cellphones and other electronic communication devices during instructional time. The resolution recommends that such policies allow designated areas and times for students to use their phones at school. The resolution further directs the state’s board of education to create a model policy for limiting cellphone use in schools.

Signed: 10/11/2024
Effective date: 10/11/2024

Arkansas

Incentivizes policy

Arkansas Gov. Sarah Huckabee Sanders announced the creation of a pilot program to incentivize schools to restrict the use of cellphones during the school day. The program will provide funding for schools to pay for pouches for students to safely store their phones during the school day. All Arkansas public school districts are eligible to apply for the financial support. The goal of the pilot program is to encourage schools to limit the use of cellphones during the school day and thereby create better learning environments and more face-to-face socialization among students and educators.

Signed: n/a
Effective date: 7/2/2024

California

Policy required

Gov. Gavin Newsom, a Democrat, on Sept. 23, 2024, signed the Phone-Free Schools Act, a law that requires all public schools in the state to develop and adopt a policy by July 1, 2026, to restrict students' cellphone use during the school day. The law requires that districts develop the policy with input from students, parents, and educators and that the policy be updated every five years. The law allows for exceptions such as schools can't prohibit students from using their phones for individualized instruction, medical necessity, and in emergencies. A teacher or administrator can also grant students permission to use their phones.

Signed: 9/23/2024
Effective date: 7/1/2026

Connecticut

Policy recommended

The Connecticut State Board of Education approved voluntary guidelines for districts to create their own cellphone policies. The guidelines recommend developing age-appropriate restrictions that remove cellphones and other electronic communication devices such as smartwatches from all elementary and middle school classrooms. At the high school level, districts are encouraged to develop policies that limit cellphone distractions, such as allowing students to keep their phones but turn them off during instructional time. The governor and state education commissioner strongly encourage districts to adopt the state board of education's guidelines.

Indiana

Policy required

The law requires districts and charter schools to adopt policies prohibiting students from using "any portable wireless device", including cellphones, tablets, and laptops, during instructional time. Exceptions include for educational purposes with a teacher's permission, in the event of an emergency, to help manage students' health needs, and when required in a students' IEP or 504 plan.

Signed: 3/11/2024
Effective date: 7/1/2024

Delaware

Incentivizes policy

The Delaware legislature has dedicated \$250,000 to create a pilot program that aims to encourage public schools to limit cellphone use during school hours. The program, which will be for schools serving students in grades 6-12, allows school districts to apply for funding to purchase storage pouches for students' phones during school hours. The state education department will be required to submit a report by May 1, 2025, that evaluates the effectiveness of the program.

Signed: n/a
Effective date: 6/30/2024

Louisiana

Statewide restriction

An existing Louisiana law that prohibits students from using cellphones while on public school grounds and buses has been amended with additional restrictions. The law now requires students to turn off their devices and stow them away until the end of the instructional day. The law has exceptions for students whose Individualized Education Plan, or IEP, requires the use of an electronic telecommunication device.

Signed: 5/28/2024
Effective date: 5/28/2024

Florida

Statewide restriction

The law bars students from using "wireless communication devices" such as cellphones during instructional time. Teachers can permit cellphone use in their class for educational purposes so long as they designate an area for their use. The law also targets students' social media use, banning them from accessing it on school internet and requiring schools to teach students in grades 6-12 about the social, emotional, and physical effects of using social media.

Signed: 5/9/2023
Effective date: 7/1/2023

Idaho

Incentivizes policy

Gov. Brad Little and Superintendent of Public Instruction Debbie Critchfield issued an executive order encouraging school districts to adopt a policy that restricts cellphone use by the end of the 2024-25 school year. Districts that adopt such a policy are eligible for a \$5,000 award.

Signed: n/a
Effective date: 10/31/2024

Pennsylvania

Incentivizes policy

Pennsylvania Gov. Josh Shapiro signed a law that amends the state's existing School Safety and Mental Health grant program to allow for the purchase of lockable smartphone bags as an eligible use of the funding. In order to receive the grant funding, schools are required to develop and adopt an official policy that prohibits cellphone use during the school day. Districts who don't need the grant funding are not required to create an official policy on cellphone use, but Sen. Ryan Aument, the sponsor of the bill, said he plans to pursue a statewide restriction on cellphone use during school hours.

Signed: 7/11/2024
Effective date: n/a

South Carolina

Statewide restriction

The South Carolina legislature included a condition in its 2024-25 budget that requires districts to implement a cellphone policy to receive state aid. The budget directs the State Board of Education to adopt a model policy that “prohibits access to personal electronic communication devices by students during the school day” for districts to implement by January 2025. At the very least, districts must require students to keep their phones and connected devices, such as smartwatches, turned off and in their backpacks or lockers during the school day, according to the model policy the state board passed in September. The model policy has exceptions for students whose IEPs or 504 plans require access to a personal device. Districts can decide whether to enact stricter rules, as well as the consequences for violating them.

Signed: 7/3/2024

Oklahoma

Policy recommended

Oklahoma Gov. Kevin Stitt announced the start of the Oklahoma Phone-Free School Challenge on Sept. 11, 2024. The executive order calls for inviting students, teachers, and superintendents statewide to propose solutions for managing cellphone use in schools. The initiative addresses concerns over distractions, bullying, and learning difficulties associated with cellphone usage. Districts electing to participate in the challenge are expected to implement school cellphone policies by Nov. 29, 2024. Those policies will be shared with the governor's office and other state leaders and will inform an Oklahoma Phone-Free Schools best practices report, to be completed by Jan. 3, 2025. That report will be compiled by the state's secretary of education and chief advisor of health and mental health.

Oregon

Policy recommended

The Oregon Department of Education issued non-binding guidance recommending school districts “review and update their policies related to cell phone and mobile device use during the school day to limit or restrict the use of them.”

Signed: n/a
Effective date: 10/30/2024

Minnesota

Policy required

The Minnesota legislature passed a bill that requires school districts by March 15, 2025, to adopt policies on students' possession and use of cellphones in schools. The law requires the state's school principal associations to create best practices to minimize the impact of cellphones on student behavior, mental health, and academic achievement.

Signed: 5/17/2024
Effective date: 5/18/2024

Ohio

Policy required

All districts must create policies governing students' cellphone use during the school day with the goal of limiting cellphone use. The law includes exceptions for students who need their cellphones to monitor a health issue or for special education services. As part of the law, the state's education department must develop a model policy for districts to reference.

Signed: 5/19/2024
Effective date: 7/1/2024

Virginia

Policy required

On July 9, 2024, Virginia Gov. Glenn Youngkin signed an executive order directing the state department of education to issue guidelines for schools to establish cell phone-free education in K-12 schools. The executive order sets a deadline for school districts to adopt "policies and procedures" by January 2025. On Sept. 16, 2024, the Virginia Department of Education issued guidance for the development of cellphone policies for three different levels of education: elementary schools (grades K-5), middle schools (grades 6-8), and high schools (grades 9-12). The guidance addresses the issue of exemptions from cellphone restrictions for some students to comply with an Individualized Education Plan (IEP) or a 504 Plan (Section 504 of the Rehabilitation Act). It also provides guidance on student access to cellphones during school or family emergencies.

Washington

Policy recommended

Washington state Superintendent of Public Instruction Chris Reykdal published a brief encouraging districts to create their own policies restricting student cellphone use by the start of the 2025-26 school year. The Office of Superintendent of Public Instruction guidance does not provide examples of what policies could look like, but it does include policy considerations districts should think about as they develop their policies.

Signed: 8/28/2024
Effective date: 8/28/2024

National Data-Emerging Research

- ❑ 72% of U.S. high school teachers say cellphone distraction is a major problem in the classroom.
- ❑ Removing cell phones can positively impact student learning.
- ❑ Cell phones can negatively impact student mental health.
- ❑ District schools find success with full cell phone bans as they are less ambiguous and easier to enforce than cell phone policies.
- ❑ No matter what kind of cell phone policy or ban districts create, all emphasize the importance of soliciting buy-in from parents and the greater community.
- ❑ Students with disabilities or health challenges may need access to a phone for medical, self-regulation, executive functioning, and mental health support.
- ❑ The 2023 United States Surgeon General issued an Advisory on Social Media and Youth Mental Health.

Consideration - Position Statement

- ❑ **Acknowledgement of Board Commitment:** Recognize the Nebraska State Board of Education's dedication to fostering a productive, student-centered learning environment that prioritizes student engagement, academic achievement, and the holistic well-being of students, educators, and school communities.
- ❑ **Acknowledgement of Research on the Impact of using cellphones in schools:** Highlight extensive research demonstrating that the presence and use of cellphone and electronic communication devices in classrooms can lead to significant distractions, disrupt instructional flow, reduce test performance, and undermine long-term knowledge retention.
- ❑ **Recognition of Local School Board Authority:** Affirm the authority of local school boards to establish policies that regulate the use of cellphones on school premises, emphasizing the importance of their role in ensuring effective learning environments.
- ❑ **Recommendation for Minimizing Distractions:** Recommend minimizing distractions during instructional time as a critical step in promoting academic success and maintaining a focused, supportive learning environment for all students.
- ❑ **Policy Recommendation for Local School Boards:** Encourage each local school board to adopt a policy that restricts the use of cellphones and other electronic communication devices on school property during instructional hours, aligning with best practices for reducing distractions and enhancing the educational experience.

Consideration - Policy Guidance and Best Practices for Districts

Purpose

Definitions

Exemptions

Roles and Responsibilities

- NDE
- School Board
- Administrators
- Educators
- Students
- Families

Model Policies for Reference

- Examples of successful policies from Nebraska School Districts
- Sample policies from other states that follow best practices

Examples of Communication Messages

References

- Hanover Research- Executive Summary: Navigating Cellphone Policies in Modern Classrooms.
<https://bit.ly/40Kk8MB>
- Hatfield, J. “Cellphone Distraction Is a Major Problem in the Classroom.” Pew Research Center, 2024.
<https://www.pewresearch.org/short-reads/2024/06/12/72-percent-of-us-high-school-teachers-say-cellphone-distraction-is-a-major-problem-in-the-classroom/>
- Jacobson, L. “So Your School Wants to Ban Cellphones. Now What?” The74, 2024.
<https://www.the74million.org/article/so-your-school-wants-to-ban-cellphones-now-what/>
- Surgeon General Issues New Advisory About Effects Social Media Use Has on Youth Mental Health.” Office of the Assistant Secretary for Health (OASH), 2023.
<https://www.hhs.gov/about/news/2023/05/23/surgeon-general-issues-new-advisory-about-effects-social-media-use-has-youth-mental-health.html>
- Tutt, P. Cell Phone Bans. Edutopia, 2024.
<https://www.edutopia.org/article/cell-phone-bans-schools-principals-weigh-in/>





ESSER Achievements and Next Steps



Objectives

- Provide a high-level overview of ESSER funding
- Share successes and lessons learned
- Outline how ESSER funded projects are continuing
- Answer questions



Introduction



**Coronavirus Aid,
Relief, and
Economic Security
Act
(CARES)
March 2020**

**Coronavirus
Response and
Relief
Supplemental
Appropriations
Act (CRRSA)
December 2020**

**American
Rescue Plan
March 2021**

**Total
Allocation**

\$65 million

\$243 million

\$546 million

**Formula-
Based
Direct Aid
to Districts**

\$59 million

\$218 million

\$492 million

**NDE Set
Aside**

\$6 million

\$24 million

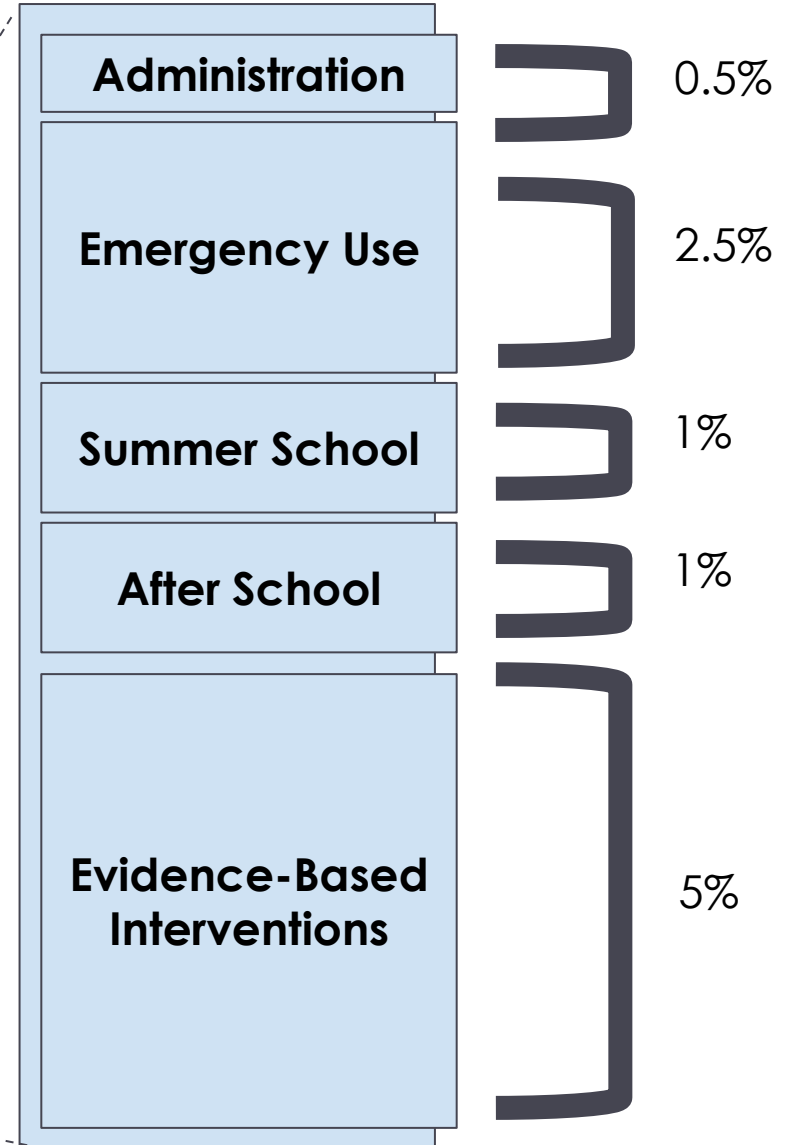
\$53 million



Set Aside Funds

	American Rescue Plan March 2021
Total Allocation	\$546 million
Flow Through to LEAs	\$492 million
NDE Set Aside	\$53 million

10% of total ARP allocation





Five Priority Areas

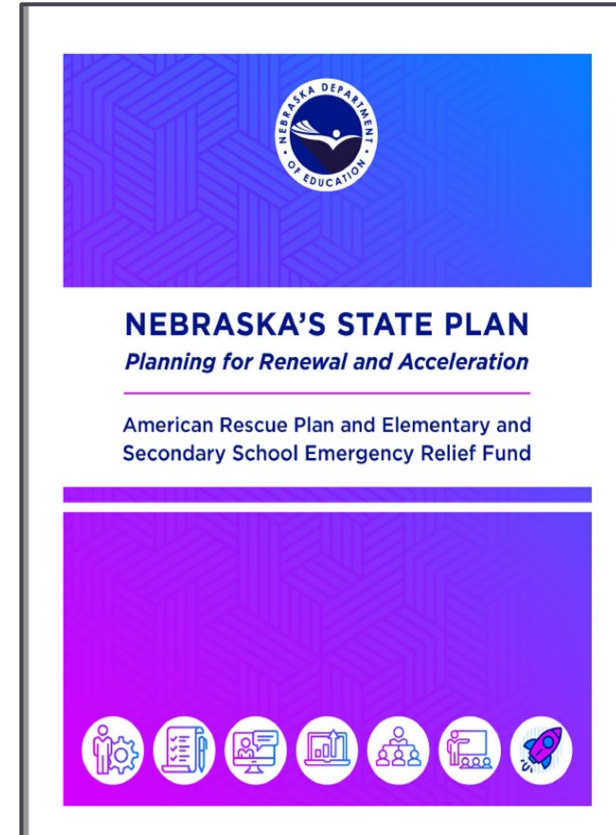
Across 14 roundtable discussions with myriad stakeholders and a survey of nearly 450 respondents yielded the following top priorities:

- Provide access to **comprehensive mental health services** for students, staff, and communities.
- Reimagine **family and community engagement**.
- Develop high-quality **professional learning** opportunities and bolster the **teacher pipeline**.
- Ensure all students have equitable access to grade-level instruction to **address unfinished learning and support learning acceleration**.
- Comprehensively **modernize information, data, technology, and process systems**



ESSER III Timeline

- March 2021 - Approved by Congress
- April 2021 - Survey and roundtables
- May 2021 - NDE internal planning and priority setting
- May/June 2021 - Plan submission
- June 2021 - NDE's ESSER webpage, Budget Roadmap, and resources created
- October 2021 - Plan approval
- September 2024 - Projects must be complete*
- January 2025 - Projects must be paid



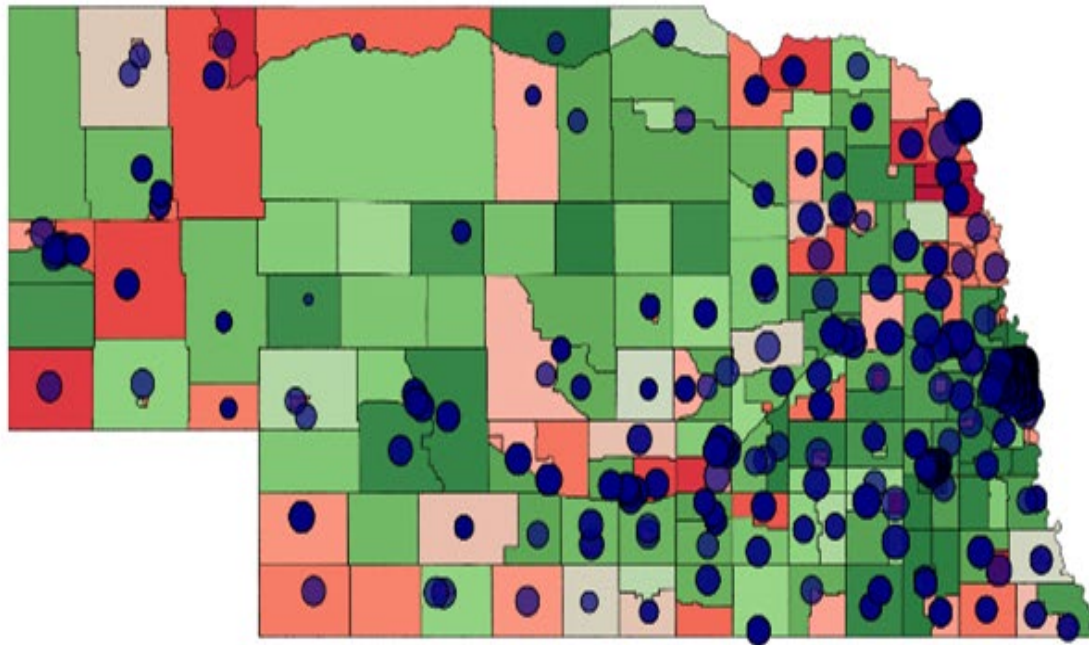


Targeting of Funds

Total COVID19 cases per Capita

School C..	F
DAKOTA	19,424.75
COLFAX	14,800.63
DODGE	13,376.18
YORK	12,595.95
JOHNSON	12,581.34
HALL	12,512.84
SALINE	12,376.41
PLATTE	12,213.92
DOUGLAS	12,206.67
DAWSON	12,180.55
MADISON	11,943.36
SARPY	11,858.69
CHASE	11,748.22
CUMING	11,700.20
NANCE	11,537.37
THURSTON	11,531.01
KIMBALL	11,398.68
SAUNDERS	11,272.38
SCOTTS BLUFF	11,241.51
RED WILLOW	11,236.48
CLAY	11,010.80
PHELPS	10,958.60
BUFFALO	10,938.60

Map of Nebraska Showing Social Vulnerability Index by Census Tract with TSI, ATSI, CSI and Needs Improvement Schools and Total Covid19 Positive Cases per Capita as of April 21, 2021.



School Status Filter

- (All)
- Null
- ATSI
- CSI
- NI
- TSI

Total Cases Per Capita Population

- 4,751.62
- 10,000.00
- 15,000.00
- 19,424.75

School Status Highlighter

Highlight Status

Highlight School County

Highlight School County



System Strategy Return on Investment

SSROI uses strategic decision making to maximize student outcomes.

Identify the Core Need

- What is the fundamental student and/or teacher need we are trying to improve?
- For which students and schools are we focusing on?

Consider a Broad Range of Strategies

- What are the specific strategies we are already using?
- What else could we do?

Define Metrics for Evaluating Success

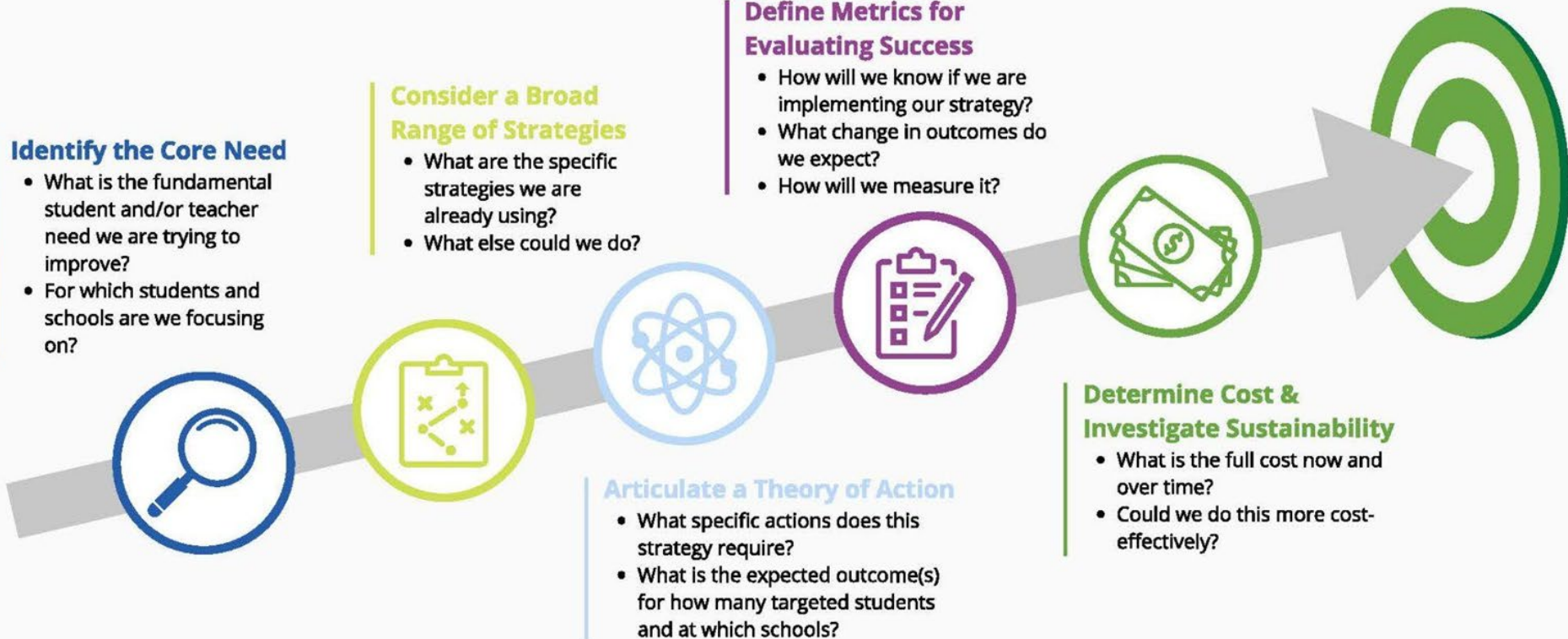
- How will we know if we are implementing our strategy?
- What change in outcomes do we expect?
- How will we measure it?

Articulate a Theory of Action

- What specific actions does this strategy require?
- What is the expected outcome(s) for how many targeted students and at which schools?

Determine Cost & Investigate Sustainability

- What is the full cost now and over time?
- Could we do this more cost-effectively?





Continuous Improvement

I want this to outlast me... and everyone that I'm currently working with, and it won't do that unless it's part of our system and just the way that we do business...my best hope in terms of sustainability is that this work continues, whether it morphs into more of just an MTSS conversation, and we have more comprehensive MTSS conversations with our districts and systematic supports in that way. But that's truly what a continuous improvement process is...those connections are made and the systems are stronger than any of the people that are a part of it.

-In school provider,
Mental Health Impact Report



Impact



Summer and After School

2022-2023 SITE LOCATIONS ESSER Collaborative ELO Communities

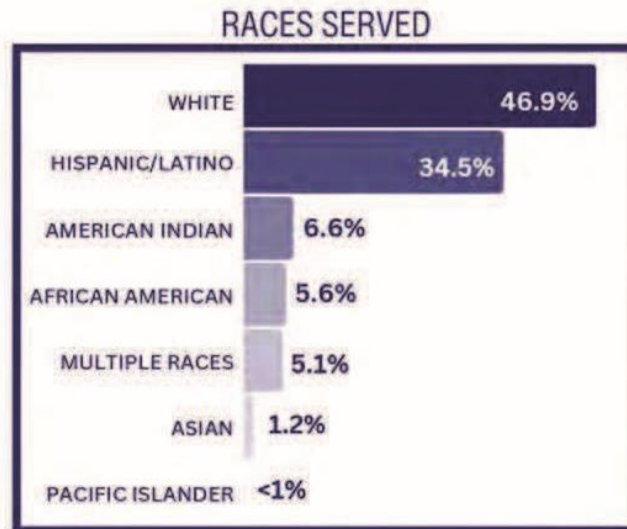
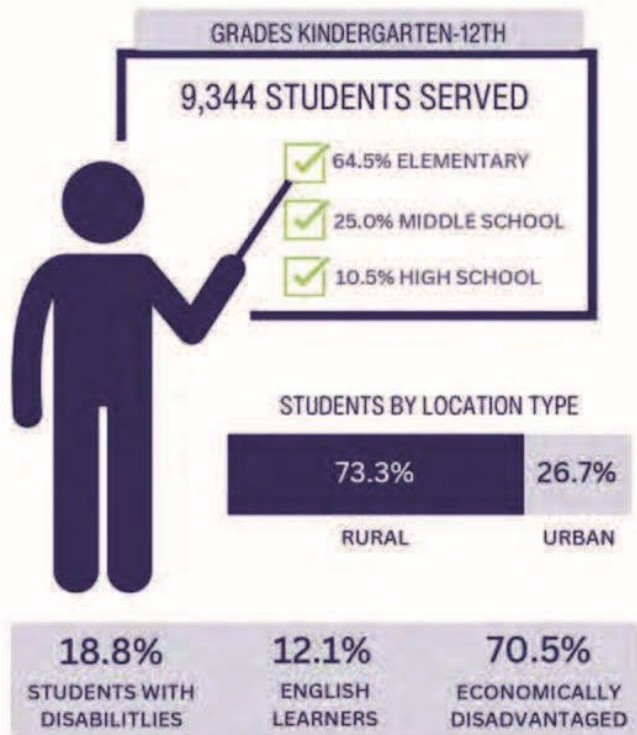




Summer and After School

WHO WE SERVED

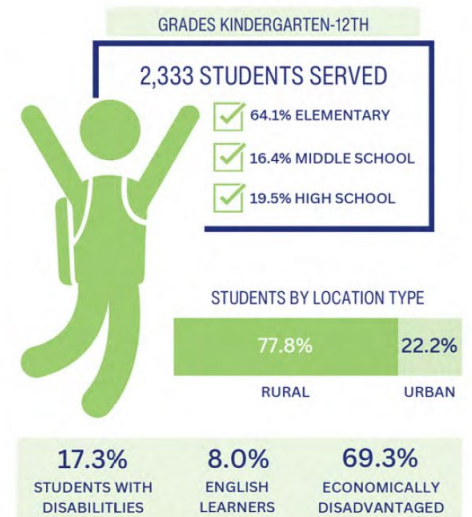
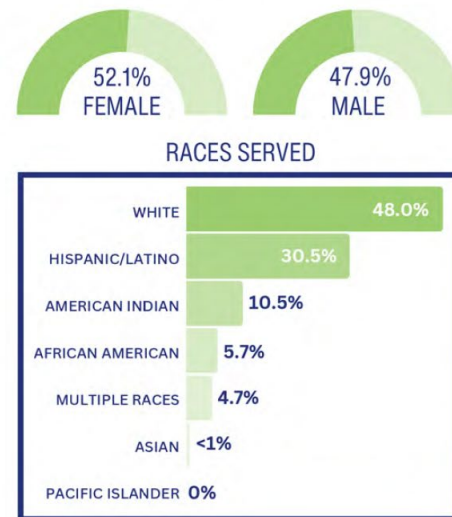
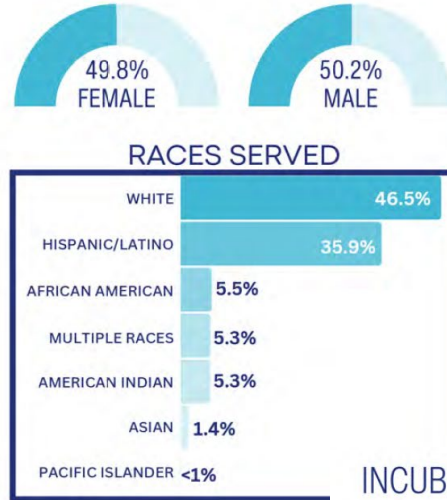
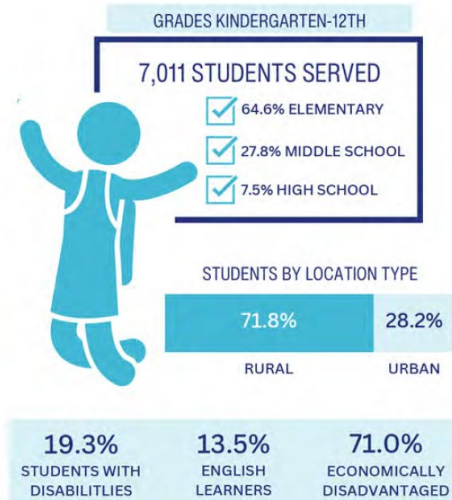
ALL ESSER-FUNDED SITES





Summer and After School

ACCELERATOR SITES



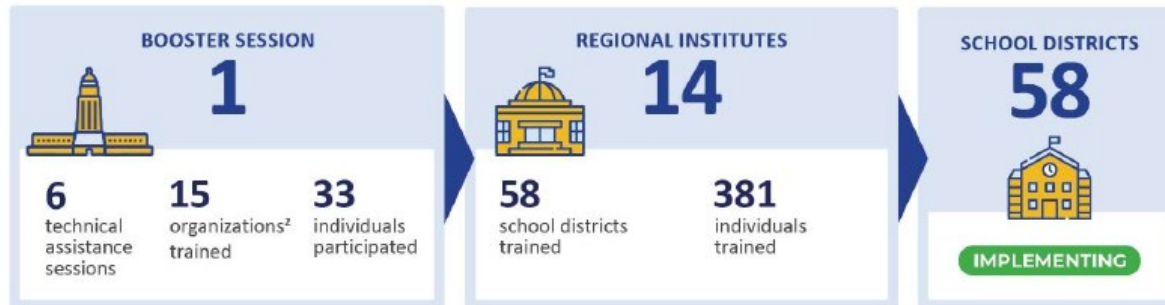


Mental Health Supports

YEAR 1



YEAR 2



YEAR 3





Testimonial: Mental Health Supports

School administration has appreciated having a mental health practitioner in the building on days when students had a crisis event or needed a quick check-in. The LMHP was able to turn students' poor days around quickly and get them back to class. Having an LMHP in the building has been a support for staff and has resulted in good problem solving for students. It has been a benefit to have someone in the building that students don't have an educational responsibility to. The LMHP has been able to connect to the students in ways other staff haven't been able to.

-In school provider,
Mental Health Impact Report



Nebraska Growing Readers

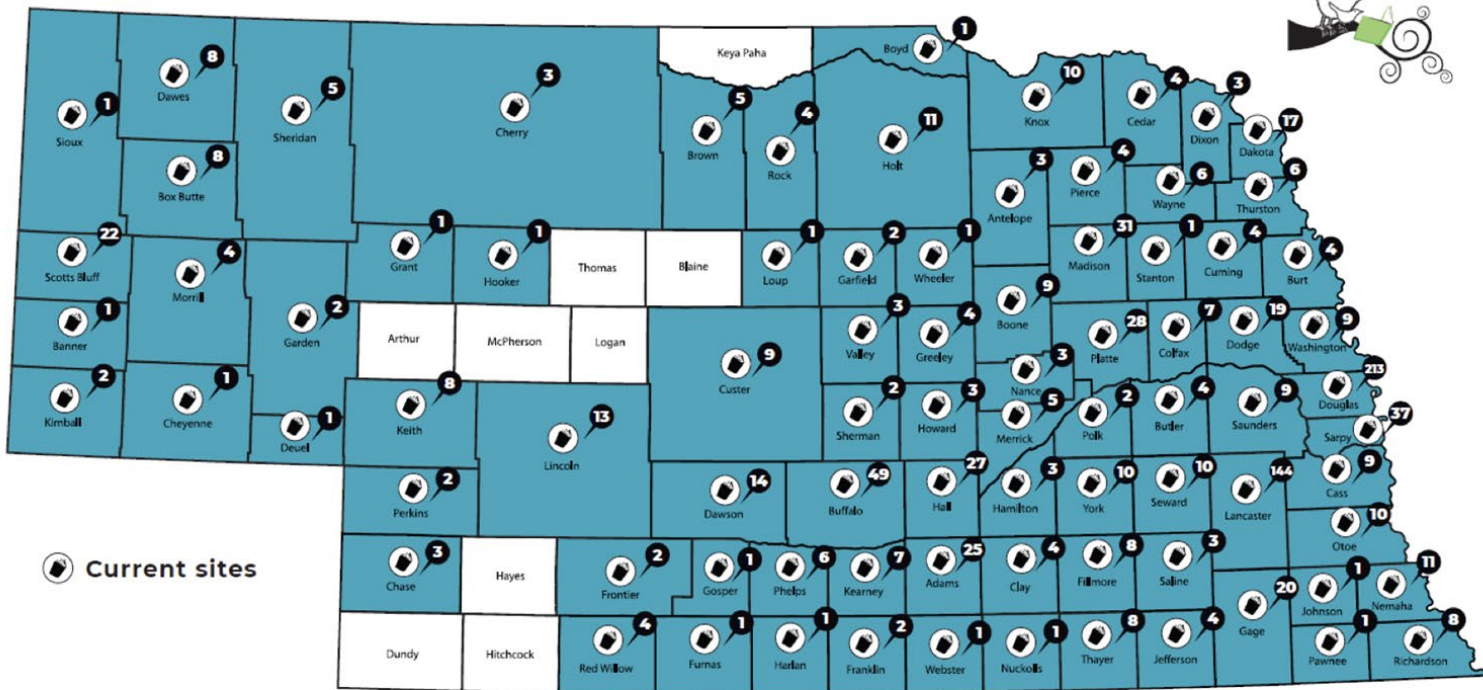
- Expand access to books for families through early care and education providers.
- Support the adoption of shared book reading in home, early care, and educational settings.
- Increase access to locally tailored content that reflects Nebraska's diverse population.





Nebraska Growing Readers

NEBRASKA GROWING READERS SITES



800,000
books!

1,117
sites

October 2024



Kindergarten Outreach

Goal: 3,000 students

Actual Number: **3,199 students**

-Over 2,000 were children attending child care centers.

Number of books mailed to Kindergarteners: **207,928 books**





Teacher Shortage Grants



DOANE
UNIVERSITY



CHADRON
STATE COLLEGE

UNK



UNIVERSITY OF NEBRASKA AT OMAHA

METROPOLITAN OMAHA EDUCATIONAL CONSORTIUM

MEETING OUR EDUCATION COMMITMENTS



Teacher Shortage Grants

- \$1.8 million
- Focused on recruitment, retention, and reparation
- Leveraged into additional funding for teacher apprenticeship
- Investments in lasting tools and resources





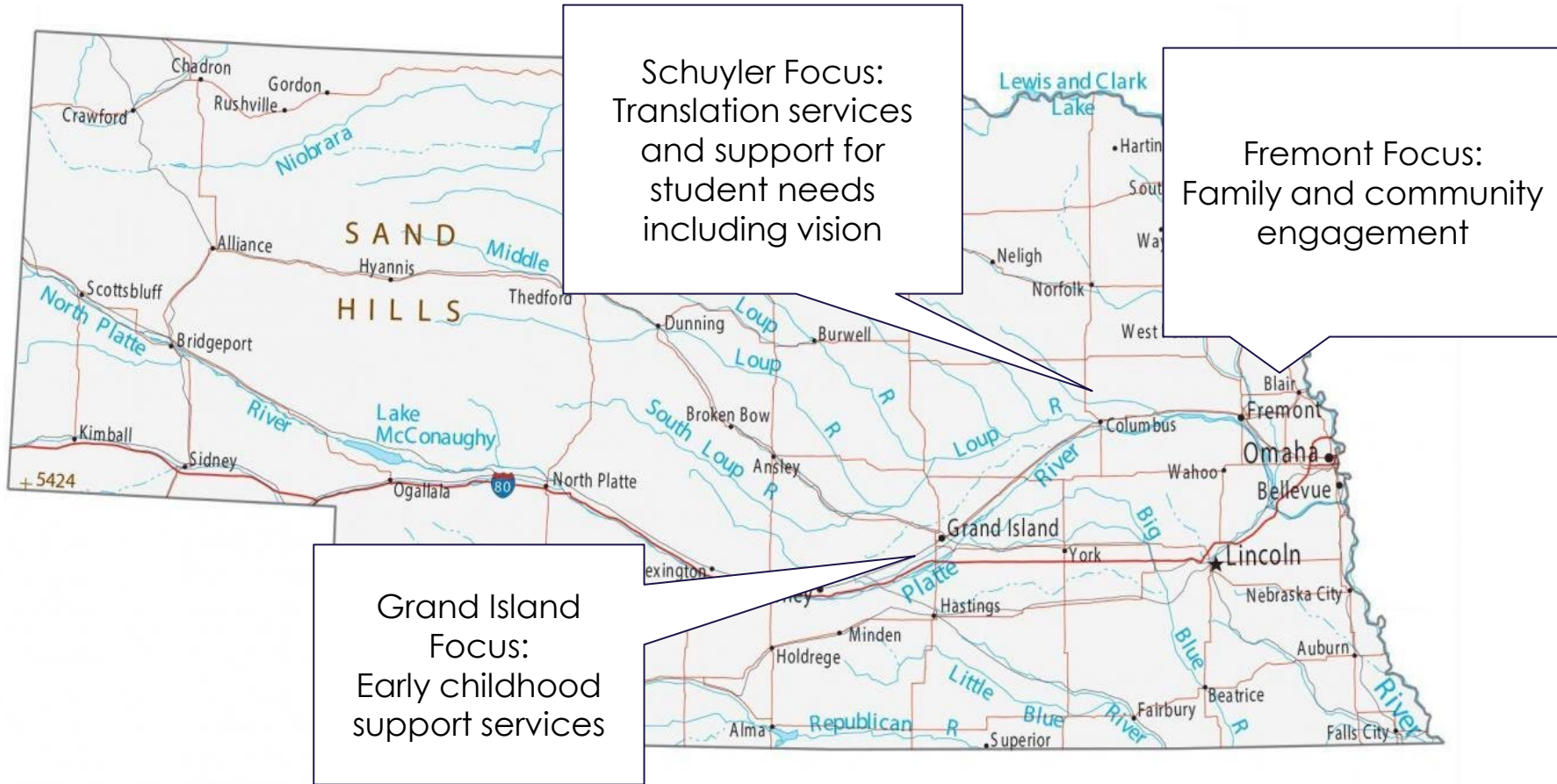
Community Schools Pilot

Four Pillars:

- Integrated Student Supports
- Expanded and Enriched Learning Opportunities
- Family Engagement
- Collaborative Leadership



Community Schools Pilot





Rural Community Schools Pilot

Rural Schools Initiative

2022-2024 Evaluation Report



Submitted: October 2024

Prepared by:
Nebraska Children and Families Foundation,
Research and Evaluation

Rebecca Monnier, Lead Scientist
Evaluation Processes and Systems

Corie Fleming, Senior Lead of Evaluation
for Communities and Collaboratives

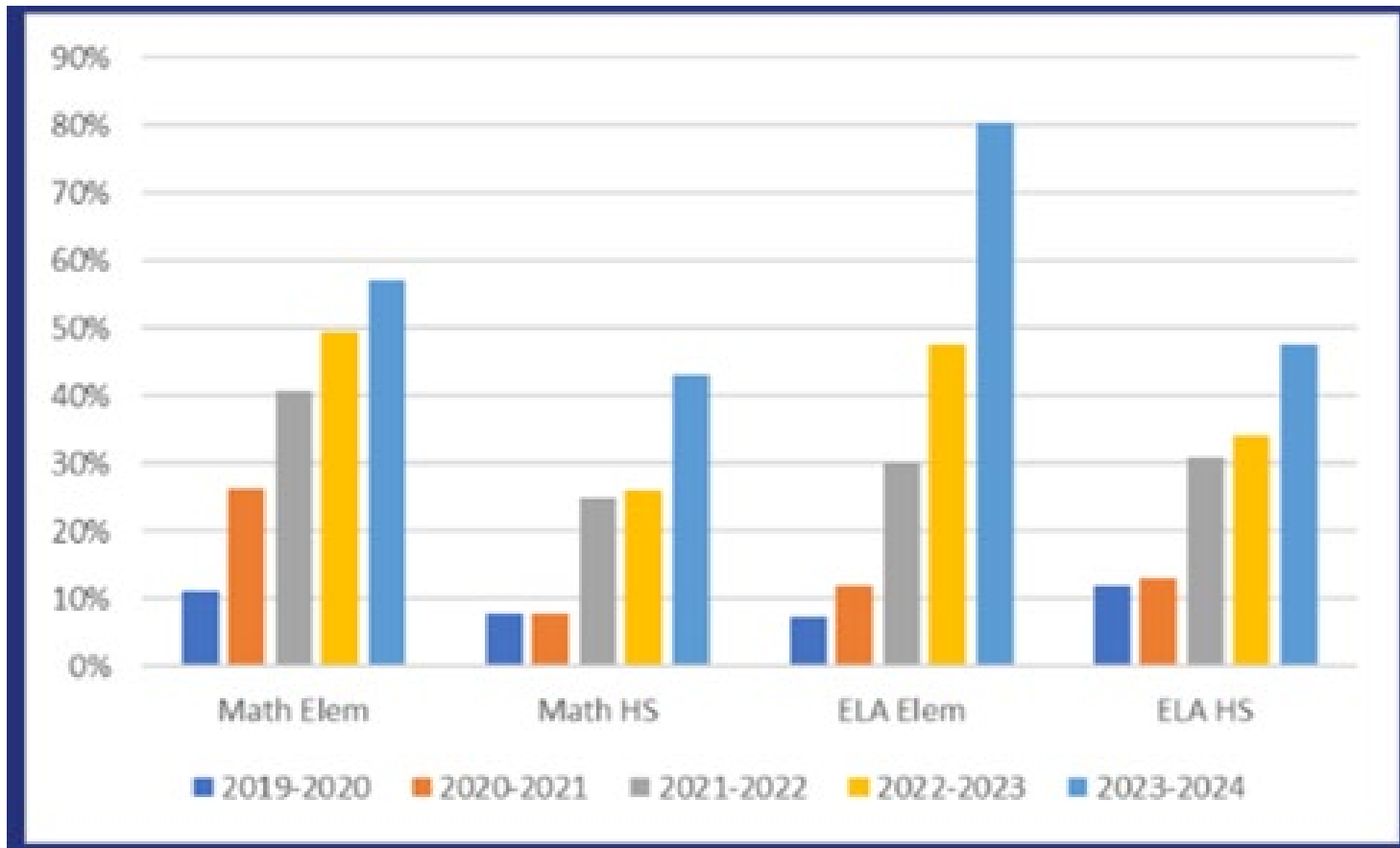
- Similar community school model, but regionally focused
- 24 school districts
- Holt, Boyd, Adams, Webster, Nuckolls, Clay, Johnson, Nemaha, Pawnee, and Richardson
- Expanded services to students and families



Acceleration

Access to HQIM:

2019 = 12,759 Students \longrightarrow 2024 = **99,840** Students





Acceleration



TNTP

→ EARN[®]



**INSTRUCTION
PARTNERS**



Cross-Agency Collaboration



NCECBVI

Ensuring access to transportation for students of all abilities, including those served by the NCECBVI.





Curriculum Support

- YRTC:
 - Purchased high-quality instructional materials across all YRTC campuses.
 - Purchased career exploration tools and technology for YRTCs and several Rule 18 schools.
- ESUs:
 - Focus on curriculum-based PL to support HQIM implementation



Expanding Capacity



Partnerships



nebraskachildren
AND FAMILIES FOUNDATION

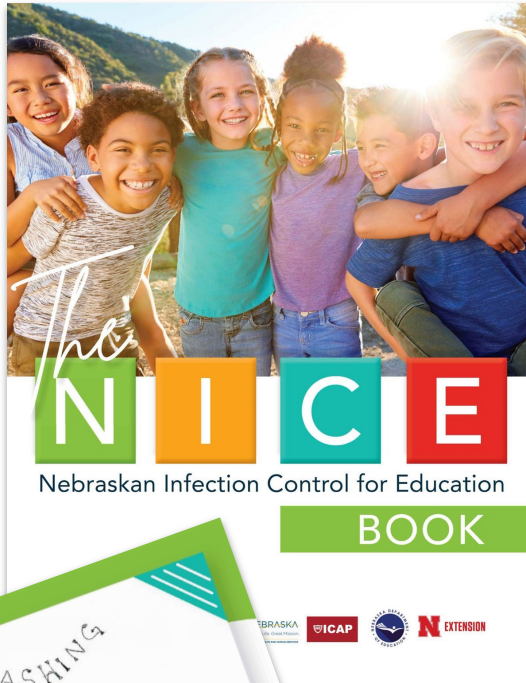
- Systems-Involved Youth Specialist
- Early Math Specialist
- Early Literacy Specialist
- Family Engagement Specialist



- Education and Workforce Alignment Specialist




Resources for Schools



LET US HELP..

 PART 3 IMMUNIZATION **71**

 PART 4 INFECTIOUS DISEASES AND PESTS **87**

 PART 1 PREVENTION **07**

 PART 5 BLOODBORNE PATHOGENS **183**

 PART 2 OUTBREAKS **43**

 PART 6 RESOURCES **199**

**TAKE THE GUESSWORK OUT
WITH THESE EASY-TO-USE
TOOLS AND RESOURCES**





Expanding the Timeline



Extension Overview

\$16,751,779 (30% of State Set Aside Obligations)

- An additional cohort of elementary principals developing best practices,
- Mental Health Supports through the '24-'25 school year,
- Distribution of 1 million books to **23,000 children**,
- Family and community engagement through Bring Up Nebraska,
- Literacy initiatives, and more!



Literacy Partnerships



UNK[®]

- Focus on early childhood education teachers
- Partnership with Teaching Strategies GOLD
- Stipend, undergrad, or graduate credit



- Nebraska Literacy Workshop
- 5 Asynchronous Sessions
- Follow Up Implementation Support
- Stipend or graduate credit



- WORDS Project
- Professional learning, coaching, and tutoring
- Pre-existing study in collaboration with NDE
- Stipend or graduate credit



Lasting Impact: CTE Infrastructure





ARP HCY

\$3,577,701 total

- Nearly \$3 million in pass-through aide to districts serving identified students.
- \$234,519 spent during Back to School and Winter Supplies events where an estimated **1,326 students** chose their new shoes, clothes, school supplies, coats, hygiene items, and more.



ARP HCY Extension

\$480,546 (13% of State Set Aside Obligations)

- Additional services to identified students across the state, especially where there are no shelters, housing, etc.
- Mental Health Support to students dislocated as the result of a tornado to a district that went from 0 to **80 identified students in one day.**





Next Steps

- Continue to evaluate student impact and return on investment.
- Leverage ARP ESSER investments to continue high-impact programs for Nebraska's students, educators, and families.

Out-State Travel Authorization Reports - December

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

Out-State Travel Authorization Reports - December

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



PROPOSED AGENDA ITEM RATIONALE

DATE: November 20, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to amend the contract with CN Resource for completion of Administrative and Procurement reviews of School Food Authorities (SFAs) participating in the USDA's National School Lunch Program (NSLP) and School Breakfast Program (SBP), and Compliance Reviews for the USDA's Summer Food Service Program (SFSP).

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

RATIONALE/BACKGROUND INFORMATION:

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

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

Two Administrative Reviews conducted in SY2023-24 had several corrective actions that require follow-up reviews in SY2024-25; this contract amendment includes the addition of two follow-up Administrative Reviews. Additionally, three schools that will receive Administrative Reviews in SY2024-25 operate multiple sites and require two on-site visits to comply with monitoring requirements. This contract amendment includes the addition of four site visits.

PROPOSED BOARD MEETING (MONTH/YEAR): December 2024

ESTIMATED COST: \$188,503.00

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA



PROPOSED AGENDA ITEM RATIONALE

DATE: November 25, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Authorize the Commissioner to amend the contract for the application and claims management functions and requirements of the USDA's Child Nutrition Programs (CNPs) (i.e., School Nutrition, Child and Adult Care Food Program, and Summer Food Service Program).

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

RATIONALE/BACKGROUND INFORMATION:

This is the second amendment to the FY2025 contract; this amendment requires board approval because of the value of the contract is increasing from \$157,766 to \$230,266.

In Fiscal Year 2021, the USDA issued non-competitive grants funds to support upgrades and enhancements to technology systems required to administer the CNPs. These funds will be used to purchase products that do the following:

- streamline the application steps for external customers and for internal staff responsible for annual review and approval of applications to participate in the CNPs;
- comply with federal requirements to make the results of compliance reviews publicly available;
- provide a tool for school food service staff that supports their adherence to and tracking of required professional development; and
- availability of a tool necessary for setting school student meal prices.

PROPOSED BOARD MEETING (MONTH/YEAR): December 2024

ESTIMATED COST: \$230,266.00

FOR CONTRACTS AND GRANTS:

- Funding Source: Federal non-competitive Technology Innovation Grant funds

- New or Renewal: renewal (third of up to three renewals; and second amendment for FY2025)
- If renewal, date of first approval: October 2021

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA



PROPOSED AGENDA ITEM RATIONALE

DATE: November 25, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Authorize the Commissioner to contract for up to three one-year agreements to complete the agreed upon audit procedures for for-profit institutions participating in the USDA's Child and Adult Care Food Program (CACFP).

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

RATIONALE/BACKGROUND INFORMATION:

The USDA requires that State agencies (i.e., the NDE) ensures audits of for-profit institutions participating in the CACFP occur annually. Hayes and Associates will be responsible for completing reviews and audits of CACFP records along with conducting and on-site visit to the assigned for-profit institutions identified each year. The goal of the audits and on-site visits is to ensure all aspects of the CACFP are operated in accordance with Federal regulations identified in 7 CFR 226.

Hayes and Associates was selected using formal procurement through a Request for Proposal process. The contract for calendar year 2025 is the first of three possible renewals. Their work will begin in January 2025 and will conclude by August 2025

PROPOSED BOARD MEETING (MONTH/YEAR): September 2024

ESTIMATED COST: \$55,000

FOR CONTRACTS AND GRANTS:

- Funding Source: Federal Child and Adult Care Food Program Audit Funds
- New or Renewal: Renewal (first of up to three renewals)
- If renewal, date of first approval: December 2023

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Method of procurement: Renewal after completing Request for Proposal
- Rationale for method of procurement: This is the first of three possible renewals
- Rationale for contractor selection: Proposal demonstrated competence and knowledge of CACFP regulations and audit requirements, offered the lowest cost.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA



PROPOSED AGENDA ITEM RATIONALE

DATE: November 26, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve the renewal of a grant to the Nebraska Children and Families Foundation to continue the Nurturing Healthy Behaviors/Rooted in Relationships program for up to three years

AGENDA ITEM TYPE: Consent – grant renewal

RATIONALE/BACKGROUND INFORMATION:

- During the 2014 legislative session, the Nebraska Legislature appropriated \$400,000 within the state budget for the Nebraska Department of Education (NDE) to expand the Nurturing Healthy Behaviors (NHB) program across the state.
- This annual appropriation was to be used to expand programs and services for early childhood mental health.
- No funding was appropriated for NDE to administer local grants; therefore, the NDE Office of Early Childhood issued a request for proposals for a single provider with the capacity to coordinate the project and to cultivate programs across the state.
- The Nebraska Children and Families Foundation (NCFF) was the chosen provider based on their application and organizational capacity. The NCFF successfully implemented the Nurturing Healthy Behavior program provider until grant re-competition in 2023.
- The NDE released a Request for Proposals (RFP) in August of 2023 for an entity to operate the Nurturing Healthy Behaviors program.
- One entity (the Nebraska Children and Families Foundation) responded with a proposal that met all requirements of the RFP.
- The proposal outlined the following:
 - Capacity of the organization to meet the requirement of the RFP.
 - Description of the services to be offered.
 - Budget.
- The Nebraska Children and Families Foundation has implemented the program successfully since the funding of the grant. The program is evaluated by the University of Nebraska Medical Center Munro- Meyer Institute.

- The Statewide Nurturing Healthy Behaviors/Rooted in Relationships initiative combines funds from the NDE (both state general funds and federal Child Care and Development Funds) with dollars from other sources (public and private grants).
- Nurturing Healthy Behaviors/Rooted in Relationships uses the Pyramid model for building social and emotional competence in young children.
- The Pyramid Model uses training of early childhood providers, followed by coaching in classroom settings to support the growth of children's learning.
- To ensure high quality coaching, coach consultation is available to the Pyramid coaches.
- Early Childhood providers are also able to join a peer learning community.
- During the 2023 year (the latest year of available data), 40 Pyramid Coaches were trained. There were 16 initiative hubs in communities across the state.
- The classrooms participating in Pyramid are evaluated through several assessments.
 - Benchmarks of Quality – a measure of program quality
 - Teaching Pyramid Observation Tool (TPOI)
 - Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)
- Evaluation measures showed growth in program quality.

PROPOSED BOARD MEETING (MONTH/YEAR): December 2024

ESTIMATED COST: \$550,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: State general funds and federal Child Care Development Funds
- New or Renewal: Renewal
- If renewal, date of first approval: 2014

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: Request for Proposals was issued in 2023, NCFE was the successful respondent. This is a renewal of the grant issued based on the 2023 RFP process.

**Updated 08.15.2023*

State Board of Education Work Session and Business Meeting.

Thursday-Friday October 3-4, 2024

Raising Nebraska Building, Pivot Room, 501 East Fonner Park Road, Suite 100, Grand Island, NE 68801

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#) October 4, 2024

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

STATE BOARD WORK SESSION, Thursday, October 3, 2024, 1:00 p.m.

1. CALL TO ORDER

President Tegtmeier called the meeting to order at 1:05 p.m.

1.1 Roll Call

Roll Call showed the following attendance:

Lisa Fricke

Patsy Koch Johns

Elizabeth Tegtmeier

Patti Gubbels

Sherry Jones

Deborah Neary

Commissioner Maher was also in attendance.

Absent: Jacquelyn Morrison and Kirk Penner

1.2. President Tegtmeier led the Pledge of Allegiance.

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

2. BUSINESS

2.1. Information on Statewide Accountability System

NDE Representative, Derek Ippensen, provided an update on the 2024 State and Federal Accountability.

3. ADJOURNMENT

President Tegtmeier adjourned the meeting at 2:26 p.m.

The State Board of Education will reconvene Friday, June 7, 2024, at 9:00 a.m. at Raising Nebraska Building, Pivot Room, 501 East Fonner Park Road, Suite 100, Grand Island, NE 68801.

STATE BOARD OF EDUCATION MEETING, Friday, October 4, 2024, 9:00 a.m.

1. CALL TO ORDER – President Elizabeth Tegtmeier called the meeting to order at 9:02 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Lisa Fricke
Patti Gubbels
Sherry Jones

Patsy Koch Johns
Kirk Penner (arrived at 10:12 a.m.)

Elizabeth Tegtmeier
Deborah Neary

Commissioner Maher was also in attendance.

Absent: Jacquelyn Morrison

1.2. President Tegtmeier led the Pledge of Allegiance.

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

2. SPECIAL PRESENTATIONS

(NONE)

3. COMMISSIONER'S REPORT

3.1. Agenda Overview and Consent Agenda Process

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

No items were requested to be removed.

Commissioner Maher delivered the Commissioner's report.

3.2. Presentation on the Nebraska Literacy Project

Commissioner Maher provided an overview on the Nebraska Literacy Project.

4. PRESIDENT'S REPORT

President Tegtmeier delivered the President's report.

5. PUBLIC COMMENT PERIOD

5.1. Public Comment

There were no requests for Public Comment.

5.2. Written Public Comment

No Written Public Comment was submitted.

6. CONSENT AGENDA

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

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

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

The motion passed.

Note: The consent agenda included the item to accept the resignation of Jacquelyn Morrison.

7. STANDING COMMITTEE REPORTS

7.1. **Executive Committee** – Elizabeth Tegtmeier, Chair, reported on the 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: Approve the Dyslexia Research Grant

Motion by Lisa Fricke, second by Patti Gubbels to approve the Dyslexia Research Grant.

Board Members requested a demonstration of the product funded by the grant.

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

The motion passed.

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.

Motion by Patsy Koch Johns, second by Patti Gubbels to 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.

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

The motion passed.

7.2.D. Action Item: Authorize the Commissioner to contract with additional State Complaint Investigators

Motion by Patsy Koch Johns, second by Patti Gubbels to contract with additional State Complain Investigators.

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

The motion passed.

7.2.E. Action Item: Authorize the Commissioner to expend funding through the Coronavirus State Fiscal Recovery Funds (CSFRF) for Multiple Purchases

Motion by Lisa Fricke, second by Patti Gubbels to expend funding through the Coronavirus State Fiscal Recovery Funds (CSFRF) for Multiple Purchases.

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

The motion passed.

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

Motion by Patti Gubbels, second by Sherry Jones to submit the 2024-2025 Deficit Budget Request.

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

The motion passed.

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

7.3.A. Action Item: 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

Motion by Deborah Neary, second by Patsy Koch Johns to 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.

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

The motion passed.

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

No additional discussion.

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

No additional discussion.

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

Committee members provided additional comments that this process is for college students in the speech language pathology and school psychology programs.

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

Committee members provided additional information about the draft model policy.

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

7.4.A. Report on Rules

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

7.4.B. Action Item: Approve proposed revisions to Rule 4

Motion by Deborah Neary, second by Patti Gubbels to approve proposed revisions to Rule 4.

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

The motion passed.

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

Committee members provided information on the proposed revisions and the committee recommended moving forward with all proposals except safety training for alternative program teaching permits.

8. ADDITIONAL BUSINESS

No additional business.

9. INFORMATION ITEMS AND REPORTS

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

10. GOOD OF THE ORDER

President Tegtmeier acknowledged the resignation of Jacquelyn Morrison and the contributions and unique perspectives provided.

Patti Gubbels congratulated Lisa Fricke on receiving the Distinguished Service Award from National Association of the State Boards of Education (NASBE) and will be presented the award at the Annual Conference held in Louisville KY October 22-25, 2024. Board Members along with NDE Staff plan to attend. NDE Staff Member Ryan Foor will present a session on Parliamentary Procedure. NDE Staff member Allyson DenBeste and Patti Gubbels will present a session on high quality instructional materials.

Patti Gubbels reported she was invited to serve as part of a general session at the 2024 National Forum to Advance Rural Education (NFARE) titled, From Polarization to Progress: Leading and Modeling in a Time of High Conflict.

Sherry Jones thanked the Board Members and NDE Staff who were able to make the school visits on Wednesday.

11. ADJOURNMENT

President Tegtmeier adjourned the meeting at 10:18 a.m.

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



PROPOSED AGENDA ITEM RATIONALE

DATE: November 21, 2024

TO: Brian L. Maher.
Commissioner of Education

FROM: Amy Rhone – Office of Special Education

PROPOSED AGENDA ITEM: Authorize the Commissioner to approve the 2024-25 Trust Fund Budget for The Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI).

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

RATIONALE/BACKGROUND INFORMATION: Nebraska Revised state Statute 79-318 (15) establishes the State Board's responsibility to administer any device, donation, or bequest to NCECBVI. The Budget and Finance Committee has been designated as the Board committee to review annually the staff recommendations for expenditure of the Department's trust funds. Approval of the Trust Fund Budget will allow the Department to access the trust funds during the 2024-2025 for support of the NCECBVI as outline the Trust Fund Budget Proposal (see supplemental document).

PROPOSED BOARD MEETING (MONTH/YEAR): December 2024

ESTIMATED COST:

Unrestricted Trust Funds: \$175,000
Williams Restricted Trust Funds: \$100,000
Markussen Restricted Trust Funds: \$500
Jay Restricted Trust Funds: \$20,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Individual Trust Funds as indicated above
- 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:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

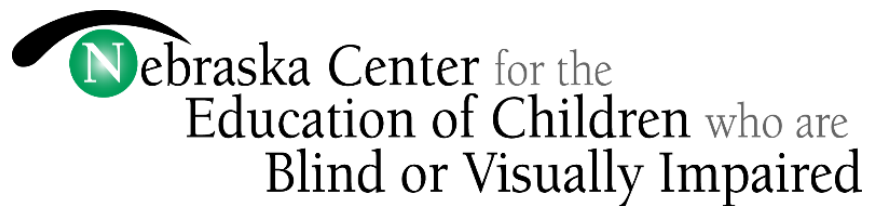
- Describe the grantee selection process:

NEBRASKA STATE BOARD OF EDUCATION

October 18, 2024

**TRUST FUND
BUDGET PROPOSAL**

2025



Tanya Armstrong, Ph.D.

UNRESTRICTED TRUST FUND 2025 BUDGET

Estates: Lucile E. Huber, James E. Labertew, Herman Wolf, Ralph E. Fulton, John S. Knepper, Eva M. Fischer, Lorraine L. Hight, Pansy M. Behrens, Louis A. Lembach, Merle M. Hargen, Irvin Schapaugh, Irma I. Scheitel, Mollie Schaefer, Lena Johnson, and Anna Wilcox

Purpose: No restrictions other than to benefit the Nebraska Center for the Education of Children who are Blind or Visually Impaired

Current Amount: \$522,458.88

Previous Projects Funded: Primarily facility improvements, repairs, and maintenance

Proposed Projects:

Facilities Maintenance, Repair, and Expenses	\$150,000
▪ Industrial Washer and/or Dryer	
▪ Wellness Room Updates—Backfill swimming pool, new flooring, furring out walls and adding new drywall or other wall treatment	
▪ Gymnasium—replace floor	
▪ Auditorium audio/visual equipment	
▪ Restroom remodels/upgrades	
 Emergency Expenses	 \$ 25,000
 TOTAL PROPOSED FUNDING:	 \$175,000

RESTRICTED (WILLIAMS) TRUST FUND 2025 BUDGET

Estate: F.D. Williams

Purpose: To contribute to the expense of poor and needy students and to worthy graduates who desire to continue their education upon graduation.

Current Amount: **\$1,086,943.77**

Previous Projects Funded: Educational and diagnostic equipment and supplies for students who are blind or visually impaired.

Proposed Projects:

Educational/Recreation Supplies \$ 5,000
 ▪ Includes Braille Library Books, Orientation & Mobility Supplies

Student Need Items--Learning Devices and Sensory Materials \$ 10,000

Low Vision Clinics \$ 8,000

Medical Supplies/Student Needs \$ 7,000

Assistive Technology \$ 53,000

Repair/Maintenance of Student Technology and Devices \$ 2,000

National Events for Students \$ 15,000
 ▪ Ex: Braille Challenge, APH Art Contest

TOTAL PROPOSED FUNDING: **\$100,000**

RESTRICTED (MARKUSSEN) TRUST FUND 2025 BUDGET

Estate: Karen Markussen

Purpose: To be used to assist Nebraska teachers who are pursuing their degree to teach children with visual impairments.

Current Amount: \$8,926.17

Projects Funded: Annual \$500 scholarship to be given to a Nebraska teacher.

Proposed Projects:

Scholarship \$ 500

TOTAL PROPOSED FUNDING \$ 500

UNRESTRICTED (JAY) TRUST FUND 2025 BUDGET

Estate: Lyle Dean Jay Trust

Purpose: No restrictions other than to benefit the Nebraska Center for the Education of Children who are Blind or Visually Impaired.

Current Amount: \$38,437.01

Proposed Projects:

Furniture \$ 4,000

Facility Expenses \$ 12,000

- Blinds/Window Treatments
- Mapes Panels

Technology Expenses \$ 4,000

TOTAL PROPOSED FUNDING: \$ 20,000



PROPOSED AGENDA ITEM RATIONALE

DATE: November 15, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

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

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

RATIONALE/BACKGROUND INFORMATION:

1. 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. Retirement Contribution Increase

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

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

3. 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): December 2024

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS: N/A

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

FOR GRANT SUBAWARDS: N/A

**Updated 08.15.2023*

**Requests Relative to the Budgeting Provisions
of the Tax Equity & Educational Opportunities Support Act
at the December 6, 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
17-0009	Potter-Dix Schools	\$10,000
24-0101	Sumner-Eddyville-Miller Public Schools	\$35,468
39-0060	Central Valley Public Schools	\$21,992
56-0007	Maxwell Public Schools	\$34,200
91-0047	Blue Hill Community Schools	\$12,000

Recommendation 2

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

County-District Number	School District Name	Amount to be Approved
17-0009	Potter-Dix Schools	\$53,367
19-0123	Schuyler Community Schools	\$330,023
24-0001	Lexington Public Schools	\$683,708
24-0101	Sumner-Eddyville-Miller Public Schools	\$63,306
27-0595	North Bend Public Schools	\$120,000
52-0100	Keya Paha County Schools	\$30,360
59-0002	Norfolk Public Schools	\$947,127
79-0016	Gering Public Schools	\$354,693
89-0003	Fort Calhoun Community Schools	\$135,914

Recommendation 3

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

County-District Number	School District Name	Amount to be Approved
17-0009	Potter-Dix Schools	\$18,000
19-0123	Schuyler Community Schools	\$93,333
27-0595	North Bend Public Schools	\$37,500
79-0016	Gering Public Schools	\$32,040



PROPOSED AGENDA ITEM RATIONALE

DATE: November 19, 2024

TO: Brian L. Maher
Commissioner of Education

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

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

AGENDA ITEM TYPE: Action

RATIONALE/BACKGROUND INFORMATION:

Context:

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

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

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

The NDE applied for \$5 million per year, for the next seven years. As part of the application process, the NDE was required to secure a dollar-for-dollar 50% match from partners, meaning the total potential impact is \$70 million. Additionally, the application required gubernatorial consultation, and a signature from Governor Pillen, which NDE secured.

Funding from the U.S. Department of Education was denied, so the NDE pursued opportunities to pilot GEAR UP services with local funding. The Susan T. Buffett Foundation has accepted the NDE's pilot proposal which consists of:

1. Research and pilot nationwide best practices, serving families and students better with innovative and evidence-based programs, resulting in an evaluation report that will provide strong evidence to support a future GEAR UP application by May 2027.
2. Build the capacity of NDE to successfully apply to future GEAR UP funding cycles by employing a staff devoted to GEAR UP initiatives, continuous improvement, and stakeholder engagement from January 1, 2025 through August 31, 2027.
3. Implement and translate best-practices to support English Learning (EL) students into actionable models that other districts can replicate from pilot school trials at South Sioux City Community Schools and Omaha Public Schools, and expanded pilots in Year 2.

Timeline:

- June – Information Item with Budget and Finance Committee
- August – State Board acceptance of funds, contracting, and granting pending notification from the USDOE.
- December – State Board acceptance of grant funds, slight change in scope and new source, contracting, and granting.

PROPOSED BOARD MEETING (MONTH/YEAR): December 2024

ESTIMATED COST: \$5 million.

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: Districts identified for CSI or CSI-ATSI in the federal accountability system, serving high percentage of students living in poverty, and meeting federal specifications for qualifications.
- New or Renewal: New
- If renewal, date of first approval: N/A



PROPOSED AGENDA ITEM RATIONALE

DATE: November 20, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Lindy Foley, Nebraska VR Office Administrator
Tobias Orr, Assistive Technology Partnership (ATP) Director

PROPOSED AGENDA ITEM: Authorize the Commissioner to approve the interagency agreement with the Nebraska Department of Health and Human Services (DHHS), Division of Medicaid and Long-Term Care, Home and Community Based Services.

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

RATIONALE/BACKGROUND INFORMATION:

For over 20 years the Assistive Technology Partnership (ATP) through an interagency agreement provides DHHS consumers on the Aged and Disabled Waiver with assistive technology and home/vehicle modification assessments, recommendations, contractor procurement, and project oversight. The partnership between ATP and DHHS helps consumers with disabilities remain independent in their homes instead of having to reside in a nursing home. This partnership ensures quality control and that the lowest cost, most appropriate modification or piece of technology is being provided.

The new Interagency Agreement will start 1/1/2025 with two annual renewals.

PROPOSED BOARD MEETING (MONTH/YEAR): 12/2024

ESTIMATED COST: \$1,651,395.80 to be received by NDE.

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal – Nebraska Dept. of Health and Human Services – Medicaid Aged and Disabled Waiver funds.
- New or Renewal: Renewal
- If renewal, date of first approval: 12/2024

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

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: November 18, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve the renewal of the Creek Valley Public Schools Rule 11 teacher waiver request.

AGENDA ITEM TYPE: Consent

RATIONALE/BACKGROUND INFORMATION:

- Operation of school district and Educational Service Unit (ESU) early childhood programs are governed by the Nebraska Department of Education Rule 11: Regulations for the Approval of Prekindergarten Programs Established by School Boards and Educational Service Units and for the Issuance of Early Childhood Education Grants (Title 92, Nebraska Administrative Code, Chapter 11).
- The Nebraska State Board of Education is charged with approving Prekindergarten (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 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.
- Creek Valley has had significant teacher turnover. The district is renewing their teacher waiver for three teachers.
- The district has provided the appropriate documentation to support the waiver renewal.

PROPOSED BOARD MEETING (MONTH/YEAR): December 2024

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: NA

FOR GRANT SUBAWARDS: NA

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: November 22, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Authorize the Commissioner to award funds to administer the Nebraska Teacher Apprenticeship Program

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

RATIONALE/BACKGROUND INFORMATION:

With the passage of LB705 in 2023, the Nebraska Department of Education has been charged with creating and administering the Nebraska Teacher Apprenticeship Program, meant to “recruit and increase the number of teachers throughout the state by utilizing an apprenticeship model for training.” (NRS 79-816). The legislature currently appropriates one million for this program annually.

In October of 2023, the State Board of Education authorized the Commissioner to implement the Nebraska Teacher Apprenticeship program, including the funding associated with the program. The funding went to three apprenticeship programs: (1) Midland University and Omaha Westside – Growing Our Own Educator Assistant (EA) to Teacher Ladder Program, (2) University of Nebraska Lincoln and Lincoln Public Schools – Building the Special Education Teacher Pipeline, and (3) Chadron State College and North Platte Public Schools – Panhandle Para to Teacher Academy.

The Nebraska Department of Education received the State Apprenticeship Expansion Formula 2 (SAEF2) grant from the United States Department of Labor in July of 2024. As part of the grant, the federal funds would be utilized to establish new teacher apprenticeship programs while state funds would be utilized to expand current apprenticeship programs. The Department opened a competitive grant application to educator preparation programs interested in utilizing grant funds to establish and grow apprenticeship programs and received applications from eight programs.

Authorizing the Commissioner to award funds to Administer the Nebraska Teacher Apprenticeship Program continues the work to recruit and increase the number of teachers throughout the state, utilizing an apprenticeship model.

PROPOSED BOARD MEETING (MONTH/YEAR): December 2024

ESTIMATED COST: Not to exceed one million.

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: State Appropriation – Education Futures Fund
- New or Renewal: Renewal
- If renewal, date of first approval: N/A

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: A competitive grant application process was established to award both state and federal funds. State funds will be awarded to continue the following programs:
 - Chadron State College; anticipated award amount: \$100,000
 - Midland University; anticipated award amount: \$200,000
 - University of Nebraska – Lincoln; anticipated award amount: \$700,000

**Updated 08.15.2023*



STATE BOARD OF EDUCATION EXECUTIVE COMMITTEE REPORT

Date: December 5, 2024

The Executive Committee reports on the December 5, 2024, meeting of the committee.

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

The committee reviewed one action item for a contract for State Board team building training. Nine proposals were received. The committee recommends the Board approve a contract with the National Association of State Boards of Education (NASBE) to perform this service.

The committee had two information items. First, the committee reviewed a report on systems-involved youth and discussed potential legislation to implement the findings from the report. The committee also 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.



NEBRASKA STATE BOARD OF EDUCATION
State Board Team Building Training
November 1, 2024

Section 1. General Information

Introduction. The Nebraska Department of Education (NDE) is seeking a vendor to perform team building training for the State Board of Education (State Board). Vendor applicants (vendors) shall meet the following requirements:

- Possess extensive experience providing team building training for elected or appointed leaders, nonprofit boards, local school boards, or similar organizations.
- Understand preK-12 education, vocational rehabilitation, and the work of the Nebraska Department of Education.
- Perform as a high-impact facilitator, eliciting meaningful engagement from all participants.

Key project deliverables. The successful vendor will work with the point of contact to coordinate all aspects of the team building training. Services to be provided shall include, but may not be limited to, the following:

- 1) Design a four-hour team building training for all (8) members of the State Board for the afternoon of Wednesday, January 8, 2025, in Lincoln, Nebraska.
- 2) The training shall include a personality profile assessment tool that is administered prior to the training. The personality profile assessment shall serve as the basis for the team building training.
- 3) The vendor will provide all materials for the training, including costs related to the administration of the personality profile assessment.

Point of contact. The point of contact for questions and all matters related to this request is:

Dr. Ryan Foor, Assistant Commissioner/Chief of Staff
Nebraska Department of Education
Telephone: 402-471-5030
Email: ryan.foor@nebraska.gov

Submittal instructions. Vendors must submit the following materials to the point of contact by the proposal deadline:

- 1) One (1) digital PDF copy of the proposal via email.

All proposals must be submitted in accordance with the specific terms of this request.

Proposal deadline. The deadline for receipt of proposals is **Friday, November 22, 2024, at 5:00 pm, Central Standard Time.** Any proposal received after the date listed above will not be considered. The timeline for the process is provided below. The NDE reserves the right to modify this schedule at any time.

<u>Event</u>	<u>Date</u>
Proposals requested	November 1, 2024
Proposal due date	November 22, 2024
Award of contract	On or about December 6, 2024

Section 2. Proposal Requirements

Proposals must be organized as outlined below and use the corresponding section titles and numbering in the body of the proposal. If information in the vendor's response is deemed to be insufficient for evaluation, the NDE reserves the right to request additional information or to reject the submission outright. Fulfillment of the requirements will be determined by the NDE, and such judgement shall be final.

A. Cover Letter

All proposals must include a cover letter submitted under the vendor's name on the vendor's letterhead, containing the following:

- 1) An executive summary of the proposal; claims of proprietary information must be included in the cover letter;
- 2) Vendor contract information; and
- 3) Original signature and title of a person or an official of the vendor who is authorized to commit the vendor to a potential contract with the NDE.

B. Qualifications

Describe the vendor's qualifications to provide the requested services, and include the following:

- 1) Description of the nature of the vendor's business; include a description of experience, competencies, and overall organizational capabilities;
- 2) Organization chart indicating key management team members;
- 3) Number of years in operation and number of years of experience providing team building facilitation services;
- 4) Description of the vendor's capabilities to provide the requested services; identify any third party or subcontractor proposed for any services and provide the corresponding

contact name, address, qualifications, phone number, and email address of the contact; and

- 5) Description of the project staff structure including the background, qualifications, length of time at the organization, and relevant experience of all staff involved in the project; list the responsibilities that each staff member will have during the execution of this project.

C. Project Plan

Provide a specific plan of operation, which includes delineation of project phases and specific activities, including those listed below.

- 1) Include a “lesson plan” for the four-hour team building training.
- 2) Describe the personality profile assessment tool that will be used for participants.
- 3) Describe any “pre-work” the participants may need to complete in advance of the on-site training.
- 4) Describe any resources required, including audio/visual equipment.
- 5) Identify any potential conflicts of interest in the vendor providing services to the NDE.

D. Cost of Proposed Services

Provide an itemized listing of proposed services and associated costs.

E. References

Provide three independent references from three different projects of similar scope, nature, and complexity to this request. References from educational, nonprofit, or governmental entities are preferred. Each of the references must include the following information:

- 1) Entity name;
- 2) Address, city, state; and
- 3) Contact name, title, phone number, and email address.

Section 3. Selection

Proposals will be evaluated based on the requirements stated above. Final selection of the vendor will be at the discretion of the State Board and will be based on the proposal that the State Board deems most appropriate in terms of previous experience, proposed services, and justification of cost.

November 21, 2024

Nebraska State Board of Education
ATTN: Dr. Ryan Foor, Assistant Commissioner/Chief of Staff
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987

Dear Ryan,

The National Association of State Boards of Education (NASBE) in collaboration with Byron Ernest of Leadery Global (and an Indiana State Board of Education member), is pleased to submit this proposal in response to the solicitation by the Nebraska State Board of Education for a vendor to perform team building training for the Board.

As the only membership association committed to meeting the needs of state boards of education, NASBE deeply understands the importance of team building in the interest of the effective functioning of boards. In many respects, all the activities of NASBE are done in the context of state boards functioning as effective teams in fulfilling their policymaking and oversight responsibilities.

NASBE and Byron Ernest will conduct a quality team building experience that will help launch the work of the Nebraska board as it begins a new term in January 2025 and set the stage for the effective functioning of the board addressing the strategic education needs of Nebraska.

Executive Summary of the Proposal

This submission proposes an experience designed to launch the process of team building for the Nebraska State Board of Education. Board members, individually and collectively, will emerge with the tools necessary to operate effectively and productively, and for the continued building of team dynamics. While the proposal specified below reflects our best thinking, we are committed to co-design and customization, recognizing that additional discussion with board leadership will be valuable in further refining the exact specifications of the team building experience.

The focal point of the NASBE project is the proposed lesson plan. The lesson plan has three key components, as follows:

- **Relationship Building:** This occurs in the process of a team building exercise, as well as a process of introductions, combined with an emphasis on continuing relationship building beyond the team building experience.
- **Board Member Strengths and Roles:** Anchored by the *CliftonStrengths®* personality assessment, this component helps each member, and the board, understand the

strengths they bring to the table, and how the various strengths integrate to support the whole.

- **Board Purpose and Processes:** Key to board success is a shared understanding of purpose and process. This element of the experience will stimulate discussion around shared vision, and an understanding of the technical aspects of how a board functions.

The experience concludes with a discussion of future activities that continue to serve a team building purpose and help gauge the extent to which the board is functioning effectively.

The proposal below includes more details about the project plan as well as information about NASBE's and Byron Ernest's experience, qualifications and capacity.

Vendor Contract Information

The following information may be used for purposes of contract execution:

Authorized Agent: Paolo DeMaria, President & CEO

Email: paolo.demaria@nasbe.org

Phone/Text: 614-357-8545 (cell)

Mail: 123 N. Pitt St., Ste. 350

Alexandria, VA 22314

We look forward to the opportunity to work with the Nebraska Board of Education to conduct the board teambuilding experience. As President & CEO of NASBE, I am authorized to commit NASBE to a potential contract with the Nebraska Department of Education for the purposes specified in this proposal.

Sincerely,



Paolo DeMaria
President & CEO

NASBE

National Association of
State Boards of Education

Team Building Experience for the Nebraska State Board of Education PROPOSAL

The National Association of State Boards of Education (NASBE) is pleased to submit this proposal in response to the solicitation by the Nebraska State Board of Education for a vendor to perform team building training for the State Board of Education on the afternoon of January 8, 2025, in Lincoln, Nebraska.

NASBE's goal is to conduct a quality experience for Nebraska board members that will launch the new term of the board and its eight members in a manner that creates the culture, collegiality and collaboration important to the successful functioning of the state board of education, and its positive impact on the education system of Nebraska.

A. Cover Letter

The cover letter is presented as the first page (above) of this document. It provides an executive summary of the proposal, vendor contract information, and the original signature and title of an official authorized to commit NASBE to a potential contract with the Nebraska Department of Education.

B. Qualifications – Information About NASBE

B.1 Description of NASBE – Experience, Competencies and Capabilities

The National Association of State Boards of Education (NASBE) will serve as the project lead. NASBE develops, supports, and empowers citizen leaders on state boards of education to strengthen public education systems so students of all backgrounds and circumstances are prepared to succeed in school, work, and life. NASBE prides itself on being a non-partisan, non-profit association singularly focused on meeting the needs of state boards of education. NASBE offers to its members a wide range of services designed to support success in board activity, policy development, system improvement and impact. To this end NASBE's competencies and capabilities are centered on the following.:

- Creating opportunities for state board members to network and learn from each other, and share interests, advice, lessons and goals as they seek to advance excellence in education.
- Building state board members' understanding of key education issues, practices, and challenges and the role of state boards in addressing them.

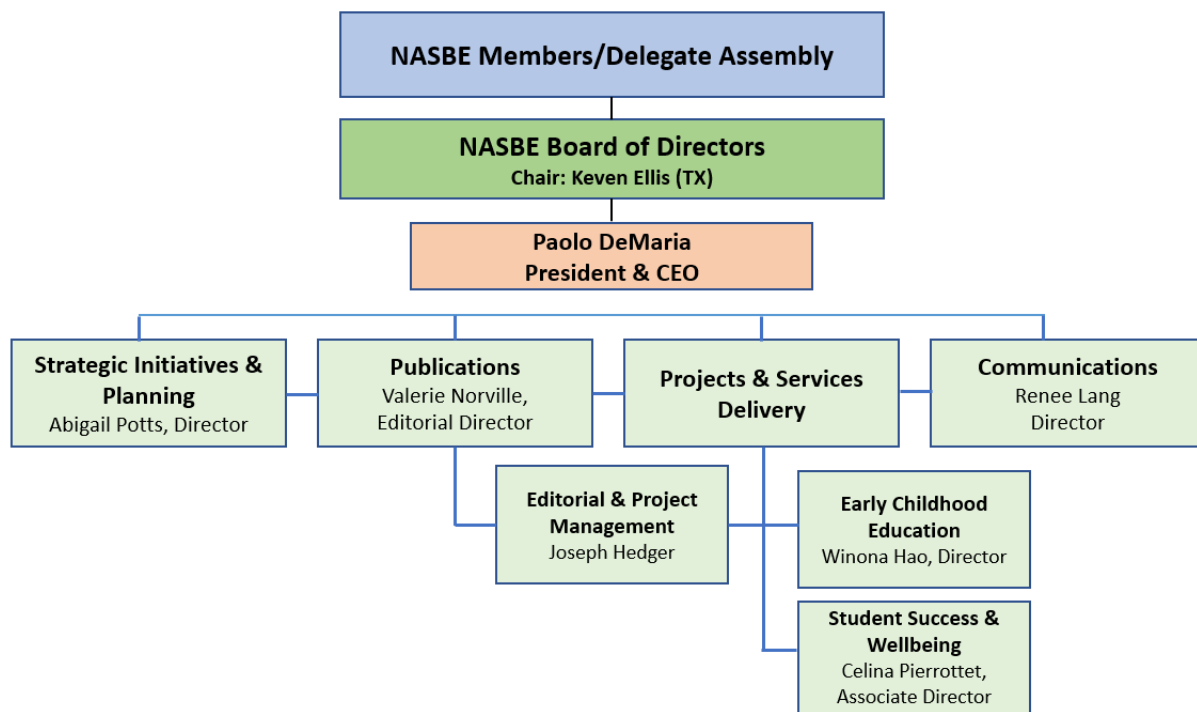
- Inspiring boards to identify priorities, engage partners, ask questions, examine data and evidence, identify strategies and actions, and support implementation to improve state education systems; and
- Providing direct services and training to boards to build their capacity to operate effectively through strategic planning, board member training, support for board retreats, board self-assessment and other similar activities.

While we are a small organization (7 full time staff, and three interns) we are well positioned to meet the needs of the Nebraska Board of Education. NASBE brings unique knowledge and experience consisting of the following:

- NASBE has a unique understanding of state boards of education, as state boards are the sole focus of our activity.
- NASBE values collaboration and the need for collective action and collective voice in the work of state boards, all while acknowledging and respecting various individual viewpoints and perspectives of board members.
- NASBE understands the political environment in states, state education policies and their implementation, and the unique attributes that state board members have to contribute to success in each state’s context.
- NASBE has a proven track record of successful project execution and is committed to delivering high-quality services on time and within budget.

B.2. Organizational Chart

NASBE’s organizational chart is as follows:



B.3 Operating History, Experience and Prior Team Building Experiences

NASBE has been in operation for over 60 years, since 1958, and has multiple years of successful experience conducting team building experiences. Since the effective operation of teams functioning as state boards of education is fundamental to the work of state education systems, our attention and activities are often focused on team building. This includes in such settings as our New Member Institute, which focuses on equipping new state board of education with the knowledge and skills to function successfully in teams, our Annual Conference, which often provides opportunities for teams of board members to listen, learn, grow and plan together, and in the context of customized retreats and consultations provided to boards.

NASBE will be collaborating and expanding our in-house capability with facilitation services provided by Dr. Byron Ernest. Dr. Ernest is the founder and CEO of Leadery Global providing leadership and team building consulting services in the education sector since 2021. . He brings practical experience, a track record of successfully building and leading teams, and expertise as an effective facilitator of learning. Dr. Ernest serves as a member of the Indiana State Board of Education, is the chair-elect of the NASBE Board of Directors and is a nationally recognized leadership consultant.

Recently, the following specific team building experiences are illustrative of the proposed team's capacity:

- **Illinois State Board of Education (2023 & 2024):** NASBE recently completed the facilitation of a board retreat with the Illinois State Board of Education. The purpose of the retreat was to reflect on a board self-assessment designed to explore and gauge the various aspects of board functioning. The experience was also designed to explore the actions necessary to onboard expected new members of the board and integrate them into the board's culture and practices.
- **Connecticut State Board of Education (2024):** NASBE supported a day-long retreat of the Connecticut State Board of Education in August 2024. The retreat was designed to build stronger relationships among board members, and, in particular, acclimate new board members to the work of the board and its processes. The experience was anchored in the Connecticut Comprehensive Plan for Education.
- **Washington State Board of Education (2023 & 2024):** NASBE virtually facilitated the state board's review of a self-assessment conducted by NASBE. The board was presented with data from the assessment and was engaged to reflect on its implications and to contemplate actions to be pursued in the year ahead.
- **District of Columbia State Board of Education (2023):** NASBE facilitated a day-long retreat for the District of Columbia State Board of Education focused on sharpening the Board's strategic plan and creating clearer understanding of board processes and procedures. This work led to improvements in the board's practices, and a stronger aligned focus on key objectives.
- **National Future Farmers of America (FFA): Teacher Ambassador Program**
Since 2019 Dr. Ernest has served as the facilitator for all the National FFA

Organization's Teacher Ambassador Program development and training. his training contains a team building component.

B.4 Capabilities

NASBE's capability to provide the requested services is evidenced by its success at having provided similar services in the recent past. Because of NASBE's deep understanding of boards, and activity in support of teambuilding, our small staff complement can design and deliver a meaningful and successful experience.

It is common for NASBE to supplement its in-house staff capacity with noted and highly qualified experts like Dr. Ernest. As a former teacher/department head, FFA Advisor, principal, and superintendent, Dr. Ernest has spent his entire career building and depending on high performing teams. He has a deep practical understanding of building and leading teams and an understanding of talent pools, diversity, and providing space for psychological safety (trust and challenge). He teaches the characteristics of teams, advantages of teams, and team challenges to aspiring leaders in several states and internationally. Through his experience he has synthesized a list of the requirements of a high performing team including 1) the right people, 2) appropriate skills, 3) responsibilities, 4) commitment, 5) performance, 6) support, and 7) psychological safety. Dr. Ernest brings significant value-added to the engagement for the Nebraska State Board of Education and NASBE, and for this project using creativity and collaboration to contribute professional expertise and multi-level support for board members to realize their full potential and become a highly effective team.

Contact information for Dr. Ernest is as follows:

Address: 4535 West State Road 38; Sheridan, IN 46069

Phone: 317-379-8533

Website: www.byronernest.com

Email: byronernest10@gmail.com

B.5. Project Team Structure

The following individuals will be assigned to the project:

- **Paolo DeMaria:** *Mr. DeMaria is NASBE's President & CEO, a position he has held for three years. He is a former State Superintendent of Public Instruction in Ohio (2016-2021) appointed by the Ohio State Board of Education. During his service he worked with over 40 different board members. Additionally, he served in other positions in Ohio state government including as Executive Vice Chancellor of the Department of Higher Education, Associate Superintendent of School Options and Finance at the Department of Education and Chief Policy Advisor to Ohio Governor Bob Taft. In his various roles he has engaged in team building activities of many different varieties. Specifically, DeMaria led the entire management team of the Ohio Department of Education through a team building exercise anchored in the book *The Culture Code* by Daniel Coyle. He has also used the book *The Five Dysfunctions of a Team* by Patrick Lencioni to catalyze team building activity. Mr. DeMaria will serve as the Project Manager. He will oversee all aspects of the project and be the primary point of contact and facilitator.*

- **Byron Ernest:** *Dr. Byron Ernest is the founder and CEO of Leadery Global which provides customized leadership development programs to academic organizations and individuals in a unique and engaging way through custom tailored packages for clients in education all around the world. Dr. Ernest has made a significant impact globally in the field of education and received the Education Excellence Award in Dubai as part of the 2024 Impact Leadership Awards.*

Dr. Ernest has experienced diverse business contexts and engaged in cultural exchanges with colleagues from around the world, while tackling international issues related to education and other industries.

Dr. Ernest began his career as an agricultural science teacher and Future Farmers of America chapter advisor. In Lebanon, Indiana he led the establishment of a new agriculture program that became known for teaching science in the context of agriculture. This program quickly became one of the largest in the state with four agriculture science teachers. The program continues to function to this day. Dr. Ernest's innovative approach to teaching and his ability to inspire and motivate students sets him apart as a standout educator. He was the 2010 Indiana Teacher of the Year and 2011 Christopher Columbus Foundation Outstanding National Agriscience Teacher.

As a principal, Dr. Ernest transformed a failing high school in Indianapolis, Indiana, Emmerich Manual High School, into a high performing school. This involved recruiting and hiring an entirely new staff and creating a culture of continuous improvement and excellence.

Dr. Ernest is also serving in his ninth year as a member of the Indiana State Board of Education. In this role, he has made significant contributions to setting the direction of education in Indiana. In particular, he led a very successful statewide systemic change to Indiana's graduation requirements. He chaired the Graduation Pathways Pathway's Panel created by the Indiana Legislature to study and make recommendations to the Indiana State Board of Education.

Joseph Hedger: *Mr. Hedger is a NASBE project manager. He has been with NASBE for six years. In this role, he is involved in supporting various organization projects ranging from publications development and issuance to study group management. He has a proven track record of supporting NASBE member services projects including board self-assessments, board retreats, and NASBE's New Member Institute. He will assist in preparing materials and other tasks related to the team building experience.*

Additional staff will be engaged as needed to effectively design and conduct the Project Plan described below.

C. Project Plan

The following are the major components and activities that constitute the project plan.

C.1. Lesson Plan

The following is the proposed lesson plan for the four-hour team building session on January 8, 2025. (This plan assumes a four-hour period from 1:00 p.m. to 5:00 p.m. and can be altered as necessary to the exact time.) This plan is submitted based on our best understanding of the request. If awarded the contract for this work, we expect to engage with board leadership to refine and contour it more specifically to the board's needs.

1:00 – 1:15 p.m. Welcome and Objectives (15 Minutes)

Elizabeth Tegtmeier, Board President

Paolo DeMaria/Byron Ernest, Facilitators

This short segment is designed to welcome participants, and to set the expectations for the team building experience.

1:15 – 1:45 p.m. Spaghetti Tower Challenge (30 Minutes)

Lead: DeMaria

The Spaghetti Tower Challenge is a fun, non-threatening way to start a discussion about teambuilding and what makes teams successful. The group will be split into two groups of four members. Each team is given some spaghetti, tape, string, and a marshmallow. The challenge is to build the tallest structure with the marshmallow at the top. The challenge is followed by a discussion and debrief about key team attributes, dispositions and inhibition.

Outcomes:

- Participants will experience the challenges of team-building.
- Participants will reflect on team-centered dispositions, and inhibitions, and understand the value of deliberate efforts to build team effectiveness.

1:45 – 2:25 p.m. Introductions (40 Minutes)

Lead: DeMaria

Since this may be the first time some of these individuals are meeting each other, taking time with introductions is important. We use a "What Defines Me" graphic organizer designed to allow each participant to specify the various experiences, attributes, and contexts that define them. It is completed by each participant prior to the meeting and used to facilitate conversations in pairs. Each member of a pair will introduce the other member based on the discussion. Ideally pairs are individuals who don't know each other very well.

Outcomes:

- Participants will emerge with increased awareness of their fellow teammates, their various experiences, and the contexts that define them.
- Participants will see teammates as individuals who bring their own life experiences and characteristics to the team.

2:25 – 2:45 p.m.
Lead: DeMaria

Features and Enablers of Effective Teams (20 Minutes)

This short presentation reviews the key concepts synthesized from research and experts regarding the nature of effective teams. Goals, roles, processes and interpersonal relationships, are essential to developing highly functioning teams. Other attributes are important as well. The concepts included here help provide context and connection to the personality assessment review process.

Outcomes:

- Participants will gain an understanding of key dispositions and behaviors that support effective teams.
- Participants will understand the contexts in which effective teams function including the importance of goals, roles, processes and relationships.

2:45 – 3:00 p.m.

Break (15 Minutes)

3:00 – 4:00 p.m.
Lead: Ernest

CliftonStrengths® Profiles (60 Minutes)

This section will focus on roles and interpersonal relationships by using the CliftonStrengths® Top 5 personality assessment. The results are designed to help members understand their strengths, and what they bring to the board table. It will include an explanation of the assessment, the various strengths assessed (34 in all), and the significance of the Top 5. Participants will be guided in reviewing their own CliftonStrengths®-Signature Themes Report which presents their “top five” most dominant strengths.

Outcomes:

- Participants will identify their top five personality strengths.
- Participants will understand the personality strengths of other team members.
- Participants will have an increased awareness of how individuals with different strengths can support the overall effectiveness of the team.

4:00 – 4:30 p.m.
Lead: Ernest

Purpose (30 Minutes)

Shared purpose is one of the most important keys to effective teams. It is important for the team to understand why it exists. This segment is designed to begin the process of bringing the team together around a common vision for the Nebraska education system. It will include an activity designed to help members find congruency between their own values, the values of other team members, and the board as a whole.

Outcomes:

- Participants will understand the importance of a share purpose as a foundation for the work of an effective team.
- Participants will have the opportunity to engage around the question of a vision for Nebraska's education system.

4:30 – 4:50 p.m.

Lead: Ernest

Process (20 Minutes)

Understanding organizational processes is another important key to successful team building. This segment is designed to help board members understand the various elements of board process, and the role they play in leading with a common purpose and specific goals. Board members will also come away understanding team efficacy, a managed level of conflict, and team accountability.

Outcomes:

- Participants will understand the importance of processes to effective team functioning, including protocols and the orderly conduct of business.
- Participants will understand key concepts of collective accountability and healthy conflict.

4:50 – 5:00 p.m.

Lead: DeMaria

Wrap-Up; Future Action Steps (10 Minutes)

This segment is designed to be future oriented – how will the team know if it is functioning effectively six months from now, and beyond. It includes a short discussion of how to gauge progress, and some assignments.

Outcomes:

- Participants will understand and commit to key activities and continued learning for the medium- and long-term.
- Participants will understand the importance of continued relationship building and deliberate attention to team functioning.

C.2. Personality Profile

We propose to use the CliftonStrengths® Top 5 personality assessment. The Top 5 is delivered digitally and requires about 45 minutes to complete. Participants can complete it at a time convenient to them. Participants will be e-mailed personal access codes which will allow them to access the complete the assessment. This assessment reveals the top five strengths in each individual's CliftonStrengths® profile.

The CliftonStrengths® Top 5 assessment, developed by Gallup, has been supported by extensive research demonstrating its effectiveness in enhancing individual and team performance. Studies indicate that understanding and leveraging one's strengths can lead to increased engagement, productivity, and overall well-being. A meta-analysis of multiple studies found that individuals who focus on their strengths are more likely to achieve their goals and report higher levels of job satisfaction and lower turnover rates (Harter et al., 2002). Furthermore, organizations that implement strengths-based development programs experience improved team dynamics and better business outcomes, as employees are encouraged to contribute their unique talents towards common objectives. By utilizing the CliftonStrengths® Top 5 assessment, teams can foster a culture of appreciation for diverse skills and create a supportive environment that drives success.

C.3. Participant Pre-Work

The following are the suggested participant pre-work assignments:

- Complete the *CliftonStrengths®* personality assessment and review and reflect upon the individual results. Nebraska board members will be given the assessment link and individual login. Results will come directly to participants, and also be made available to facilitators.
- Complete the “*What Defines Me*” graphic organizer.
- Read the following materials which will be provided via email:
 - StrengthsFinder 2.0 (e-book) extract.
 - NASBE Boardsmanship Reviews: *Five Steps to Being a Better Board Member* (July 2015) and *New Member Orientation* (July 2015).

C.4. Required Resources

For purpose of the lesson plan described above, the following resources will be required:

- PowerPoint slide projection capability (computer and projector, or connection to a video screen).
- Two flip charts on sturdy easels.

We will also require, in advance of the session, the following:

- Two pre-meetings with Board President and Board Executive during December 2024. This time will be used to refine the lesson plan and better understand contextual information regarding the team-building experience.
- Biographical information for all Board members.
- Copies of all materials distributed to new board members in advance of the meeting, including onboarding information, board policies and practices information, etc.
- Clarity relative to the specific features of Nebraska open meeting and open records laws.

C.5. Conflicts of Interest

NASBE does not believe any conflicts of interest exist relative to the provision of the services described in this proposal.

D. Cost of Proposed Services

NASBE proposes to complete the work described in the workplan above for **\$3,500**. This price includes the following.

- All labor, materials, supplies and associated overhead costs necessary to execute all elements of the above workplan as well as prepare, produce and deliver the described team building experience.
- The cost of the CliftonStrengths® Top-5 personality assessment for each team member.
- The cost of travel, lodging, and related expenses for the two project facilitators to be present in Nebraska to conduct the team building experience.

E. References

The following is a list of references that can speak to the capacity of the project team, and its effectiveness with similar activities. Letters from those listed can be secured on request.

State of Illinois – State Board Retreat

Entity Name: Illinois State Board of Education
Address: 100 North First St., S-405; Springfield, IL 62777
Contact Name/Title: Steven Isoye, Chair
Contact Phone/Email: (217) 557-6626; SISOYE@isbe.net

State of Connecticut – State Board Retreat

Entity Name: Connecticut State Board of Education
Address: 450 Columbus Boulevard - Suite 606; Hartford, CT 06103
Contact Name/Title: Erin Benham, Vice-Chair
Contact Phone/Email: 860-713-6504; edb22@sbcglobal.net

District of Columbia– State Board Retreat

Entity Name: District of Columbia State Board of Education
Address: Marion S. Barry, Jr. Building; 441 4th St., NW, Suite 530S; Washington, DC 20001
Contact Name/Title: Bernice Butler, Executive Director
Contact Phone/Email: 202-431-5369; bernice.butler@dc.gov

National FFA Organization – National FFA Teacher Ambassador Training

Entity Name: National FFA Organization
Address: 6060 FFA Drive, Indianapolis, IN 46278
Contact Name/Title: Ambra Tennery, Associate Director, Educational Development & Evaluation Programs, Programs and Events Division
Contact Phone/Email: 317-442-3423; atennery@ffa.org



STATE BOARD OF EDUCATION BUDGET AND FINANCE COMMITTEE REPORT

Date: December 5, 2024

The Budget and Finance Committee reports that at its Thursday, December 5th meeting, members present were Patsy Koch Johns, Lisa Fricke, Sherry Jones and Patti Gubbels. The Committee reviewed one action item for two contracts related to the State Assessment award, enhancing the instructional value of statewide assessments. The Committee recommends board approval of this item.

The Committee reviewed two discussion items including the monthly board travel expenses noting no concerns. The other discussion item was an update from NDE staff related to a contract for the improvement grant learning platform. The Committee supported the NDE staff recommendation to not move forward with a contract at this time.

Last, the Committee reviewed two information items including an update on the implementation of the Computer Science and Technology Education funds and a potential contact that may come to the board in February after the procurement process is complete. The other item reviewed was the first quarter monthly budget status update.

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

\$2,885
Average

Annual Spending

\$34,600
Projected

Expenditures

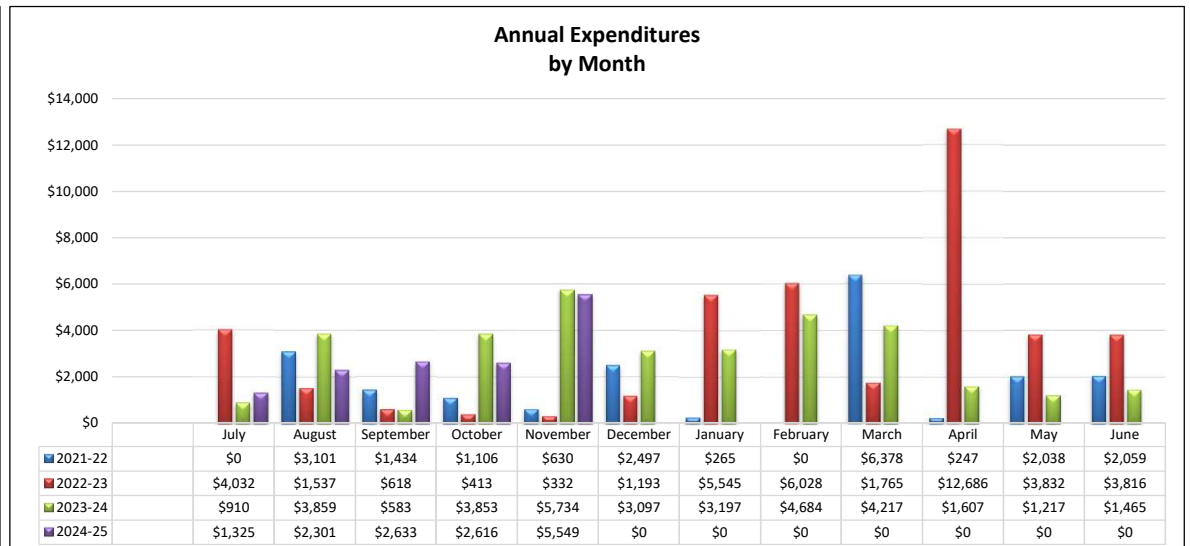
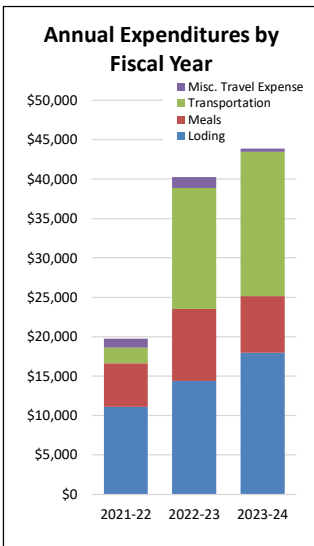
Lodging
Meals
Mileage



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			Prior Year July 2023-June 2024			Variance	
	November	Year-To-Date		November	Year-To-Date		November	Year-To-Date
1	\$92	\$376		\$337	\$502		-\$245	-\$126
2	\$1,012	\$2,483		\$1,695	\$3,845		-\$682	-\$1,363
3	\$1,034	\$2,335		\$1,200	\$3,557		-\$167	-\$1,222
4	\$274	\$956		\$61	\$957		\$213	-\$1
5	\$509	\$548		\$355	\$614		\$154	-\$66
6	\$833	\$2,456		\$1,066	\$1,762		-\$233	\$694
7	\$1,710	\$4,463		\$833	\$3,216		\$877	\$1,247
8	\$86	\$455		\$185	\$485		-\$99	-\$30
	\$5,549	\$14,072	71%	\$5,731	\$14,938	76%	(\$182)	(\$866)
Annual Budget		\$19,754			\$19,754			
Over/(Under) Budget		(\$5,682)	29%		(\$4,816)	24%		



In-State Travel Authorization Reports -December

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

In-State Travel Authorization Reports - December

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Patsy Koch Johns	(NONE)			
Patti Gubbels	Commissioner's Recognition for Excellence in Career and Technical Education	November 25, 2024	Lincoln, NE	E
Elizabeth Tegtmeier	Announcement - Teacher Apprenticeship Program Expansion	November 6, 2024	Omaha, NE	E
	New Building Open House	December 8, 2024	Cozad, NE	E
	Lexington Public School Visit	December 12, 2024	Lexington, NE	E
Sherry Jones	Meeting with Sara Skretta and NDE Staff regarding NCTE	October 22, 2024	Lincoln, NE	E
	Adopt-A-Door Program at Randolph Public Schools	December 10, 2024	Lincoln, NE	E



PROPOSED AGENDA ITEM RATIONALE

DATE: November 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: Authorize the Commissioner to enter into contracts using US Department of Education Competitive Grants for Statewide Assessment (CGSA) funds to carry out grant activities.

AGENDA ITEM TYPE: Action

RATIONALE/BACKGROUND INFORMATION:

CGSA is a discretionary grant program of the US Department of Education whose purpose is to enhance the quality of assessment instruments and assessment systems used by States for measuring the academic achievement of elementary and secondary schools students. The program is authorized by the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA).

Performance period: October 1, 2024 to September 30, 2028

- At the October 4, 2024 state board meeting, the board accepted the Competitive Grants for State Assessments award, Enhancing the Instructional Value of Statewide Assessments: Coherence and Alignment for Educators and Families (CAEF) Grant awarded by the U.S. Department of Education.
- CAEF 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.
- 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.

- To complete the work of the grant the Nebraska Department of Education will contract with an organization that will engage with the stakeholders, and others, in an equitable design process. Education First, a national, mission-driven strategy and policy organization with expertise in education improvement, specifically in assessment design, was one of the first national organizations to research through-year assessment designs in the 13 states that launched this test design in response to the Every Student Succeeds Act's support for innovative statewide test design. When Nebraska decided to apply for a CGSA grant based on the feedback from the Request for Information regarding usability of score reports, Nebraska anticipated building the reports and items for a through-year design. Education First has specific expertise in this area, which is why Education First was written into the grant as the facilitator.
- To complete the work of the grant the Nebraska Department of Education will contract with an organization to evaluate the processes employed to implement the project strategies and activities, as well as the outcomes of this work to assess the progress toward the project's goals. Marzano Research is a national organization that supports educators and system leaders through education research and consulting with a collaborative, small-business approach. They conducted the evaluation of the feedback we collected during the Request for Information cycle, from which they wrote the Request for Proposal with input from the Technical Advisory Committee. Because of their expertise in evaluation of systems, Marzano Research was written into the grant as the grant evaluator.
- Members of the assessment team applied to the U.S. Department of Education's Competitive Grants for Statewide Assessment, Enhancing the Instructional Value of Statewide Assessments: Coherence and Alignment for Educators and Families (CAEF) Grant in collaboration with the vendors who will add capacity to the NDE to perform the work. The U.S. Department of Education reviewed the grant and selected it to be funded.

PROPOSED BOARD MEETING (MONTH/YEAR): December 2024

ESTIMATED COST: Education First - \$340,000
Marzano Research - \$400,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal CGSA Grant
- 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 the 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



PROPOSED AGENDA ITEM RATIONALE

DATE: November 25, 2024

TO: Brian L. Maher
Commissioner of Education

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

Jessica Javorsky
Strategic Initiatives Grant Specialist

PROPOSED AGENDA ITEMS: Authorize the Commissioner to Contract for the Improvement Grant Learning Platform

Review process and update on the Improvement Grant Learning Platform.

AGENDA ITEM TYPE: Discussion

RATIONALE/BACKGROUND INFORMATION:

Statutory Context:

The Legislature amended statutes with respect to use of lottery funds for education in 2023 and 2024 to include use of improvement grant funds for a grant program that uses a statewide learning platform(s). See below for relevant excerpts of statutory language Nebraska Revised Statute §79-1054:

(b) For purposes of this subsection, learning platform means a three-dimensional, game-based learning platform for use by middle school and high school students.

(c)(i) The State Board of Education shall establish a grant program to procure or purchase an annual license for learning platforms for use in schools to engage students in coursework and careers in science, technology, engineering, and mathematics. Such grants shall be funded using lottery funds pursuant to section 79-3501.

(ii) The State Board of Education shall establish standards that a learning platform shall meet in the subject areas of chemistry, physical science, and mathematics. The state board shall develop the criteria to prioritize the grant applications.

Recommendation:

At this time, neither applicant meets the criteria as it stands. As such, the NDE does not recommend either of the applicants for the grant.

PROPOSED BOARD MEETING (MONTH/YEAR): December 2024

ESTIMATED COST: \$2,016,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Improvement Grant (Lottery)
- New or Renewal: New
- If renewal, date of first approval: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: RFI, grant application, virtual demonstration
- Rationale for method of procurement: RFI to expand on statutory requirements and learn about current available technology; Grant application as statutorily required
- Rationale for contractor selection: No grants have been awarded at this time.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: Application criteria to be determined by the Board
- New or Renewal: New
- If renewal, date of first approval: N/A



STATE BOARD OF EDUCATION PLANNING AND EVALUATION COMMITTEE REPORT

Date: December 5, 2024

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

The committee reviewed three action items with NDE staff providing summaries and answering questions related to a Rule 11 teacher waiver request, assessment and reporting plan and assessment technical report, and model policy for authorized security personnel carrying firearms. The committee recommends board approval on these three items.

The committee reviewed an action item related to the Nebraska Literacy Project Plan. The committee recommends no action at this time to allow additional time to answer questions and address concerns which have recently arisen.

The committee reviewed informational items related to Rule 11 teacher waiver requests for two school districts. NDE staff will bring these items to a future meeting for discussion and subsequent approval.

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: November 18, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

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

AGENDA ITEM TYPE: Rule 11 teacher waiver - Action

RATIONALE/BACKGROUND INFORMATION:

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

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: November 5, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Action Item: Adopt the Assessment and Reporting Plan and Assessment Technical Report for 2024-2025

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

RATIONALE/BACKGROUND INFORMATION:

- The Assessment and Reporting Plan and Assessment Technical Report for 2024-2025 provides information on: the categories of achievement, nationally normed referenced test, confidentiality of student information, the technical reports, and performance data.
- Section 79-760.03(2) requires the State Board to adopt a plan for an assessment and reporting system annually, and submit that plan to the Governor, Clerk of the Legislature, and Chair of the Education Committee.
- This work serves a statutory requirement to inform the legislature and the Governor regarding the assessment plan for the state of Nebraska.
- The assessment plan must be approved and submitted annually. Since the last assessment plan was submitted in 2023, the assessment plan must be submitted in 2024. Data shared in this report was not available until late October; therefore, the plan was not available for adoption until December.

PROPOSED BOARD MEETING (MONTH/YEAR): December 2024

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: N/A
- New or Renewal: N/A

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

FOR GRANT SUBAWARDS: N/A

**Updated 08.15.2023*

Summative Assessment Administration and Reporting Plan

The Nebraska Department of Education Summative Assessment Administration and Reporting Plan includes information for the Nebraska Student-Centered Assessment System (NSCAS) for the 2024-2025 school year.

- The State Board of Education has adopted Nebraska College and Career Ready (CCR) standards for English Language Arts, Mathematics, and Science. The assessment plan reflects the transition of the statewide summative assessments to measure Nebraska’s College and Career Ready Standards.
- Per ESSA and 79-760.03, the statewide summative assessment must measure the students’ knowledge and skills according to the standards adopted by the Nebraska State Board of Education.
 - English Language Arts assessments transitioned to measure CCR in spring 2017. The State Board of Education approved the updated standards in 2021 and they were first assessed in Spring 2023.
 - Mathematics assessments transitioned to measure CCR in spring 2018. The State Board of Education approved the updated standards in 2022 and they were first assessed in Spring 2024.
 - Science assessments transitioned to measure CCR in spring 2022. Implementation was delayed due to the cancellation of assessments in the spring 2020 due to the COVID-19 pandemic. The State Board of Education approved the updated standards in 2024 and they will be first assessed in Spring 2026.
- All Nebraska statewide assessments are reported in three categories of achievement.
 - Assessments that have transitioned to measure Nebraska’s College and Career Ready Standards for general assessment, at grades 3-8 and for alternate assessment at grades 3-8 and High School, report three performance levels:
 - **Developing:** Developing learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student may need additional support for academic success at the next grade level.
 - **On Track:** On track learners **demonstrate proficiency** in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.
 - **Advanced:** Advanced learners **demonstrate high levels of proficiency** in the knowledge and skills necessary at this grade level, as specified in the Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.
 - Content area assessments that are measured with the ACT report three performance levels:
 - Developing
 - On Track
 - ACT Benchmark

Summative Assessment Administration and Reporting Plan

Note: Students who score in the On Track and ACT Benchmark levels are identified as meeting expectations.

- Districts are required to test students on a nationally normed referenced test for the purpose of comparing Nebraska student achievement to other states.
 - MAP Growth data has been the nationally normed reference test data districts have used to meet the Rule 10 requirement. While items may be aligned to Nebraska state standards, they are not written to specific Nebraska content standards.
 - NSCAS Growth provided national normed percentile information for this purpose for the first time in spring 2022 for districts not using MAP Growth.
 - NSCAS Growth provides comparison data for Nebraska students as compared to national norms determined by NWEA’s MAP Growth assessment.
 - The percentage of students at the 50th percentile or higher are included in this report on pages 6 and 7.
 - Students that perform at the 50th percentile perform the same or better than 50% of students that take the test nationally.
- Pages three and four cover two items:
 - NDE protects the confidentiality of student information.
 - NDE assures inclusion of all students in statewide summative assessments, including students with disabilities and English learners. Nebraska schools have high participation rates, easily meeting the 95% federal requirement with many schools at 100%.
- At the top of page six is a link to the Statewide Summative Assessment Technical Reports, including the General, Alternate and College Reportable (i.e., ACT) assessments’ Technical Reports. These reports include hundreds of pages explaining item validity, reliability of scoring, use of universal design, test administration and security, and hundreds of other technical requirements of large-scale testing.
- Pages six and seven include tables showing how Nebraska students perform on norm-referenced assessments compared to national norms.

Summative Assessment Administration and Reporting Plan

Nebraska Department of Education				
Summative Assessment Administration and Reporting Schedule 2024-2025				
Name of Summative Assessment	Grades Tested	Administration Dates	Performance Levels Reported	Released on Nebraska Education Profile
English Language Proficiency Assessment for the 21st Century (ELPA21)	Kindergarten-12	January 27 - March 14, 2025	Proficient Progressing Emerging	Fall 2025
NSCAS Growth English Language Arts and Mathematics	3-8	March 24 - May 2, 2025	Advanced On Track Developing	Fall 2025
NSCAS Alternate English Language Arts and Mathematics	3-8 and 11 (third-year cohort)	March 24 - May 2, 2025	Advanced OnTrack Developing	Fall 2025
NSCAS General Science	5 and 8	March 24 - May 2, 2025	Advanced On Track Developing	Fall 2025
NSCAS Alternate Science	5, 8, and 11 (third-year cohort)	March 24 - May 2, 2025	Advanced On Track Developing	Fall 2025
ACT English Language Arts Mathematics Science	11 (third-year cohort)	March 25 - May 2, 2025 Dependent on mode	ACT Benchmark On Track Developing	Fall 2025
Nationally Norm-Referenced Assessment	At least one grade in each of the following two levels: grades 2-5; grades 6-8	March 24 - May 2, 2025	Percent of Students at or above the 50 th Percentile	Fall 2025

Summative Assessment Administration and Reporting Plan

- **Nebraska Department of Education provides measures to protect confidentiality of student information.**

NDE shall utilize various procedures and security measures to ensure the confidentiality of student records collected and maintained by the agency. These procedures shall include assignment of a unique identifier to each student, a system of restricted access to data, and statistical cutoff procedures.

 - A unique student identification number (Student State ID) is assigned to each Nebraska student. The Student State ID is computer-generated and contains no embedded meaning. After being checked for duplicates, it becomes permanently assigned.
 - Security protocols shall be designed and implemented by NDE. They shall limit who may have access to the data and for what purposes.
 - NDE has adopted masking rules to ensure that confidentiality is maintained in all public reporting of personally identifiable student information from educational records.
 - All NDE personnel collecting or using personally-identifiable student information shall be provided instruction regarding procedures adopted in accordance with this policy.
 - NDE shall maintain a current listing of agency personnel who have access to personally-identifiable student information through authentication and internal links.

- **Nebraska Department of Education provides measures to assure inclusion of students with disabilities, students who are English Learners, and students entering school for the first time.**
 - Students with Disabilities
 - All students with disabilities are expected to participate in the statewide summative assessments. No student, including students with disabilities, may be excluded from the state assessment and accountability system. All students are required to have access to grade-level content, instruction, and assessment.
 - Students with disabilities may be included in state assessment and accountability in the following ways:
 - Students may be tested on the statewide tests without accommodations.
 - Students may be tested on the statewide tests with accommodations specified in the student's IEP. Accommodations appropriate for the statewide tests are found in the [Nebraska Student-Centered Assessment System Accessibility Manual](#)
 - Students may be tested on alternate statewide summative assessment measures.
 - Students Learning the English Language
 - Both state and federal laws require the inclusion of all students in the statewide summative assessments; therefore, English Learner students must be tested on statewide summative assessments.
 - ESEA requirements allow appropriate testing accommodations for all EL students.
 - In determining appropriate accommodations for students, districts should use the [Nebraska Student-Centered Assessment System Accessibility Manual](#)

Summative Assessment Administration and Reporting Plan

- Recently Arrived Limited English Proficient Students
 - A Recently Arrived Limited English Proficient Student is defined by the U.S. Department of Education as a student with limited English proficiency who has attended schools in the United States for less than twelve months.
 - Under NCLB, students who had a U.S. school for less than 12 months could be granted a waiver from the NSCAS-ELA assessment. Under the Every Student Succeeds Act (ESSA), all ELs in Nebraska must participate in all statewide summative assessments.
 - For the purpose of state accountability:
 - In Year 1: students are included in participation calculations, but results are excluded on the English language arts and math assessments in the state accountability system.
 - In Year 2: students are included in participation calculations and results are used in growth measures but not achievement indicators in the state accountability system.
 - In Year 3: students are included in all accountability calculations.

Technical Reports for Administration of Statewide Summative Assessment

- The department shall conduct studies to verify the technical quality of assessment instruments.

All Technical Reports of summative statewide assessment are available on the Nebraska Department of Education website.

<https://www.education.ne.gov/assessment/technical-reports/>

- The department shall conduct studies to demonstrate the comparability of assessment instrument results.
 - NSCAS Growth English Language Arts and Mathematics provide a RIT score for each student. The RIT is reflective of the score a student would have likely received if they had taken NWEA's MAP Growth Reading or Mathematics assessments.

Comparison of National Assessment Instruments (NAI) and Nebraska Student-Centered Assessment System (NSCAS) NSCAS Growth-ELA-2024

Percentile is a comparison score between a particular score and the scores of the rest of the group. It shows the percentage of scores that a particular score surpassed. For example, a score at the 50th percentile means that the score is above 50% of the scores. The table below indicates the percentage of Nebraska students that scored at or above the 50th percentile when compared to national norms for the same time period.

Nebraska Student Achievement as Determined by National Norms on MAP Growth Reading		
NSCAS Growth English Language Arts- RIT		
GRADE	Percent of Students at or above the 50th Percentile	Number of Tests
3	61%	23355
4	57%	23580
5	54%	23338
6	47%	23295
7	44%	23341
8	43%	23936

The results in the table represent that at least half of Nebraska students perform better than the national average with the exception of students in Grades 6-8.

**Comparison of National Assessment Instruments (NAI) and
 Nebraska Student-Centered Assessment System (NSCAS)
 NSCAS Growth-Mathematics-2024**

Percentile is a comparison score between a particular score and the scores of the rest of the group. It shows the percentage of scores that a particular score surpassed. For example, a score at the 50th percentile means that the score is above 50% of the scores. The table below indicates the percentage of Nebraska students that scored at or above the 50th percentile when compared to national norms for the same time period.

Nebraska Student Achievement as Determined by National Norms on MAP Growth Mathematics		
	NSCAS Growth Mathematics- RIT	
GRADE	Percent of Students at or above the 50th Percentile	Number of Tests
3	59%	23321
4	55%	23580
5	57%	23301
6	55%	23258
7	48%	23222
8	51%	23847

The results in the table represent that at least half of Nebraska students perform better than the national average with the exception of Grade 7.



PROPOSED AGENDA ITEM RATIONALE

DATE: November 22, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Allyson DenBeste
Academic Officer

PROPOSED AGENDA ITEM: Action Item: Nebraska Literacy Project state plan

AGENDA ITEM TYPE: Action

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 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.

- **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.

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

ESTIMATED COST: \$0

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

**Updated 08.15.2023*



Nebraska Literacy Project Plan

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 to 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 was sent to all public and private school superintendents in Nebraska and 	<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. 	<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.

<p>sought information regarding previous and/or existing SOR work in Nebraska schools (Sept. 2024)</p> <ul style="list-style-type: none"> ○ Current materials ○ 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 	<ul style="list-style-type: none"> ● The NDE will collaborate with other organizations (e.g., higher education, corporate funding sources, Nebraska school districts) to pilot and evaluate professional learning options related to SOR for both public and nonpublic schools. Initial pilots will include the University of Nebraska Omaha Literacy Workshop, the University of Nebraska Lincoln WORDS Project and the University of Nebraska Kearney preK workshop. ● The NDE will provide a menu of SOR professional learning options for schools to include: <ul style="list-style-type: none"> ○ NDE Approved Programs <ul style="list-style-type: none"> ■ WORDS Project (UNL) ■ Lexia LETRS ■ UNO Early Literacy Workshop ■ UNK (PreK) ○ Other SOR training would be recognized as meeting Nebraska Reading Improvement Act requirements based upon review from the NDE Literacy Advisory Panel. ● Additional funding support for 	
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	<p>professional development in SOR may be available through CLSD grant funding via request for application.</p>	
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Tenet 2: Curriculum and teacher preparation aligned with evidence-based reading instruction		
<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>		
Current Practice 2024	Infrastructure Development 2024-2030	Sustainability Plan 2030...
<ul style="list-style-type: none"> • Prior to 2024, institutions of higher education have had autonomy in the development of curriculum for teacher preparation in the science of reading and evidence-based reading instruction. • 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 	<ul style="list-style-type: none"> • Coordinate communication of NDE Rule 20 updates with Nebraska educator preparation programs, including information about the science of reading. • Curate information regarding alignment studies related to the science of reading and available curriculum and professional development materials. 	

<p>reading and writing skills through the application of the science of reading, and to apply knowledge in meaningful ways..."</p> <ul style="list-style-type: none"> • 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. 		
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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 17 Educational Service Unit areas (Nebraska Revised Statute 79-1204). The role of the ESUs is to 	<ul style="list-style-type: none"> • Review data from the 2024 Statewide Early Literacy Survey to evaluate the needs of Nebraska districts for support from Regional 	<ul style="list-style-type: none"> • Collaborate with Statewide Literacy Coach Coordinator, Literacy Advisory Panel, and SOR Professional Learning pilot leaders

<p>serve as educational service providers for their member Pk-12 school districts. ESUs collaborate with their member districts to prioritize services and professional development.</p>	<p>Literacy Coaches.</p> <ul style="list-style-type: none"> ● Collaborate with Nebraska ESUCC to develop an MOU that establishes a plan for hiring and coordinating the use of Regional Literacy Coaches per Nebraska Revised Statute 79-2607. ● Develop job descriptions and hiring timelines. ● Collaborate with the NDE Literacy Officer, the NDE Literacy Advisory Panel, and SOR Professional Learning pilot leaders to establish processes that support an effective coaching model and deliver targeted professional development for literacy coaches. 	<p>to establish sustainable processes that will continue to support and provide professional learning for coaches.</p> <ul style="list-style-type: none"> ● Explore funding options that will provide sustained resources extending beyond existing grant funding.
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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 	<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 	<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>students in kindergarten through grade three. Assessments are funded through the district and as of 2024 a range of assessment 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>and outcomes for teacher practice and teacher efficacy.</p> <ul style="list-style-type: none"> WORDS: Cooperative efforts between UNL and the NDE have been used to evaluate student reading outcomes and outcomes for teacher practice. 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. <ul style="list-style-type: none"> 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.

Context:

Family literacy is a model supporting the intergenerational nature of literacy learning. Under the federal Adult Education and Family Literacy Act, family literacy programs include four components:

- Interactive literacy activities between parents and children (sometimes called Parent and Child Together Time, or PACT)
- Training in parenting activities
- Literacy training for parents and/or adult education
- And age-appropriate education for the children themselves

Family literacy ensures parents, guardians, and educational decision-makers are supported as the first teachers of their children. Some programs build literacy skills of parents themselves, and extend learning opportunities.

NRS 79-2607 requires NDE to include family literacy efforts noting, *"The professional learning system shall include information and tips for teachers related to helping children and families work with local family literacy centers to strengthen home and family literacy programs and better instruct children in reading."* The NDE has already incorporated family literacy efforts in two ways:

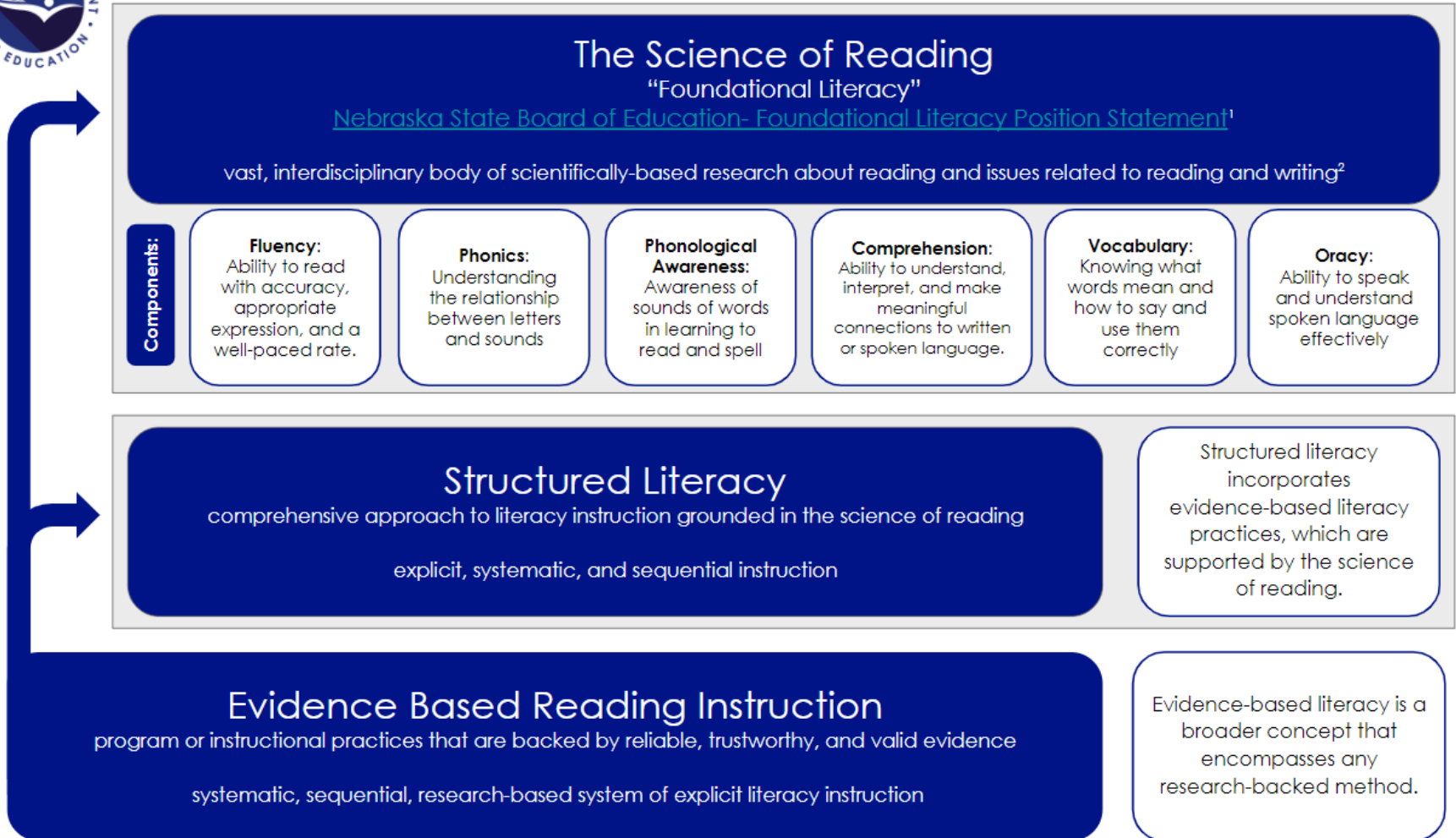
- Partnering with the National Centers for Families Learning to establish the Nebraska Statewide Family Engagement Centers, which have established family literacy centers across the state - More information at <https://www.nebraskafec.com>.
- Establishing the Nebraska Growing Readers initiative to support the distribution of books and resources to parents and families across the state - More information at <https://nebraskagrowingreaders.org/>

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 	<ul style="list-style-type: none"> ● In partnership with the Nebraska Children and Families Foundation (NCFE) and National Center for Families Learning 	<ul style="list-style-type: none"> ● Develop a comprehensive long-term strategic plan for literacy initiatives, including

<p>address family literacy, there is a need for greater alignment and coordination.</p> <ul style="list-style-type: none"> • 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. 	<p>(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 identify current literacy initiatives, identify gaps, and develop joint strategies for expansion and improvement of family literacy opportunities. The NDE will work with the NCFE and NCFL to identify a digital platform and compile a resource repository that families and communities can access. Resources will support family and children's development and literacy skills.</p> <ul style="list-style-type: none"> • The NDE will continue investing in the Growing Reading initiative by partnering with the Nebraska Children and Families Foundation to ensure the dissemination and use of books with young children and their families and by marketing the initiative to ensure communities and families are aware of the opportunity. 	<p>clear goals, timelines, and metrics for success.</p> <ul style="list-style-type: none"> • 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.
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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 Specific Learning Disability (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)

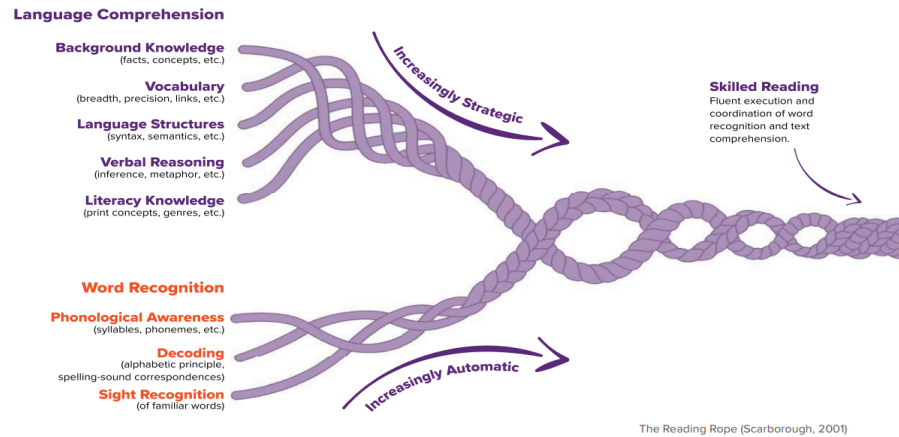
Phonics: An approach to teaching reading that emphasizes the systematic relationship between the sounds of language and the graphemes (i.e., letters or letter combinations) that represent those sounds. Learners apply this knowledge to decode printed words.

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 /boʊk/, (2) by onsets and rimes, as /b/ and /oʊk/, or (3) by phonemes, as /b/ and /oʊ/ 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?”
- Graphophonetic: 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: December 3, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Action Item-Approve the Model Policy 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): December 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 and
Private, Denominational, or Parochial Schools

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 or governing body of the _____ school to carry a firearm 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.
 - 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 or Administrator of the Private, Denominational, or Parochial School.
 - 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 or his/her designee or Administrator of the Private, Denominational, or Parochial School is responsible for verifying letters of recommendation.
2. **Firearms Storage:** An ASP may store their firearm 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.

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 or Administrator of the Private, Denominational, or Parochial School 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 or Administrator of the Private, Denominational, or Parochial School 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 and pass 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 a rapport with all first responders to include the local fire & rescue, local & 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	
<p>Completed Conceal Carry Permit Requirements.</p> <p>Including but not limited to the following:</p> <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: December 5, 2024

The Rules and Regulations Committee reports on the December 5, 2024, meeting of the committee. Members present were chair Lisa Fricke and Elizabeth Tegtmeier.

Committee members reviewed the rules report on their own.

A public hearing was held on December 3, 2024, for revisions to Rule 21 (Certification). NDE Staff shared the hearing summary and testimony. Public input did not change the process or Commissioner's recommendation. The committee, having no concerns, recommends approval of the hearing draft.

A public hearing was held on December 3, 2024, for revisions to Rule 24 (Endorsements). NDE Staff shared the hearing summary, testimony, and non-substantive changes that would continue special education endorsements that were proposed to be eliminated in the hearing draft. Committee members discussed the non-substantive changes and recommends approval of the draft that includes the non-substantive revisions.

NDE Staff provided an update on Rule 3, High Ability Learning, providing the public input draft for committee review. The committee recommended staff move forward with soliciting public input on the public input draft.

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: November 20, 2024
Subject: Report on Rules

Rules Recently Signed by the Governor

Title 92, Nebraska Administrative Code, Chapter 4, *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
Reapproved by the State Board of Education with non-substantive modification:	October 4, 2024
Reapproved by Attorney General:	October 8, 2024
Approved by Governor:	November 5, 2024
Effective:	November 10, 2024

Public Hearing on 12-3-24

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)

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

- Update to match federal requirements and recent practices

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

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

- Update to match federal requirements and recent practices

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

Title 92, Nebraska Administrative Code, Chapter 8, *Regulations for School Finance and Budgeting / State Funding of Educational Service Units and Learning Communities*

- Response to legislation

Title 92, Nebraska Administrative Code, Chapter 13, *Regulations and Procedures for Exempting Schools for which Parents Elect Not to Meet Legal Requirements for School Approval and Accreditation*

- Response to legislation (LB 1027)

Title 92, Nebraska Administrative Code, Chapter 19, *Regulations Regarding School Enrollment*

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



PROPOSED AGENDA ITEM RATIONALE

DATE: November 25, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Action Item: Approve revisions to Rule 21 (Certification)

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

RATIONALE/BACKGROUND INFORMATION:

The State Board of Education approved revisions to Rule 21 (Educator Certification) in June of 2023 which became effective in February 2024 (Rule 21). In June of 2023, the Rules and Regulations Committee of the State Board signaled a need for additional revisions to certification 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 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 four 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). 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 and additional input from NCTE was discussed by the Rules and Regulations Committee at the October meeting. Revisions to the public input draft of Rule 21 were made based on the public input received as directed by the State Board Rules and Regulations Committee. The revisions led to the Rule 21 public hearing draft which was reviewed by the Commissioner and the Rules and Regulations Committee before a public hearing was

scheduled for December 3, 2024 at 9AM. Results of the public hearing will be shared with Board members prior to the December 6, 2024 State Board of Education meeting.

This agenda item allows for a potential approval vote on revisions to Rule 21 at the December 2024 Board meeting. The public hearing drafts and summaries of the substantive changes are attached.

PROPOSED BOARD MEETING (MONTH/YEAR): 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*

DATE: November 20, 2024

RE: **Executive Summary** of Proposed Revisions of Title 92, Nebraska Administrative Code, Chapter 21 (Rule 21) Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools.

Attached is a copy of Title 92, Nebraska Administrative Code, Chapter 21 (Rule 21), *Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools*. You will find an executive summary of the process and substantive revisions below.

The State Board of Education approved revisions to 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) in June of 2023 which became effective in February 2024. In June of 2023, the Rules and Regulations Committee of the State Board of Education signaled a need for additional revisions to certification regulations. The Nebraska Department of Education staff 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, total of 48 members (16 members per group). NCTE has met four 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 Rule 21. The public input draft was posted on the department website on August 16, 2024, which allowed for public input through September 13, 2024. The feedback from the public input draft, including NCTE, was discussed at the October 2024 State Board meeting.

Revisions to Rule 21 were made based on the public input received as directed by the State Board Rules and Regulations Committee. The revisions made to the public input draft include:

- A. 02.15, add a definition for “equivalent professional development”
- B. Created one set of renewal requirements for regular teaching certificates and one set of renewal requirements for administrative certificates regardless of the amount of time the certificate has expired

The revisions aim to: (1) remove certification barriers, (2) ensure alternative pathways, (3) retain quality, (4) simplify the system, and (5) align regulations with recent statutory changes.

A summary of the substantive changes from the current Rule 21 contained in the draft rule revision include:

1. 002.08, 002.13, and 002.30, add definitions to operationalize Neb. Rev. Stat. 1505, Interstate Teacher Mobility Compact;
2. 002.15, add a definition for “equivalent professional development”;
3. 003.01, elimination of transcripts from Nebraska standard institutions of higher education when a certification officer provides a recommendation to the Department for the purpose of certification;
4. 004.06 and 004.07, provides for equivalent professional development to be considered toward renewal requirements of administrative certificates while also simplifying the renewal requirements, making no distinction to the length of time the certificate has expired;
5. 005.04, 005.09, and the elimination of 005.10, provides for equivalent professional development to be considered toward renewal requirements of regular teaching certificates while also simplifying the renewal requirements, making no distinction to the length of time the certificate has expired;
6. 005.10 through 005.12, simplifies the alternative program teaching permit from seven pathways to one inclusive pathway;
7. 005.13 through 005.15, operationalizes the alternative teaching certificate as identified in Neb. Rev. Stat. 79-8,145.01;
8. 005.26, aligns the credit hour requirement for local substitute permit holders to an equivalent level required for a temporary certificate as outlined in Neb. Rev. Stat. 79-8,145;
9. 005.28 through 005.30, creates a Paraprofessional Substitute Teaching Permit allowing paraprofessionals who hold this permit the ability to substitute teach with a limited scope of practice;
10. 005.26 through 005.30, eliminates the Nebraska Entry Teaching Permit as the permit type does not provide any additional flexibility given the combination of revisions made to this chapter;
11. 006, revisions made to align temporary certificates to Neb. Rev. Stat. 79-808 and 79-8,145; and
12. 009.03, revisions to align Military Permit with Neb. Rev. Stat. 79-813.

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION

CHAPTER 21 - REGULATIONS FOR THE ISSUANCE OF CERTIFICATES AND PERMITS TO TEACH, PROVIDE SPECIAL SERVICES, AND ADMINISTER IN NEBRASKA SCHOOLS

001 Scope and Authority

001.01 Statutory Authority. This chapter is adopted pursuant to Neb. Rev. Stat. §§ 79-318, 79-806 through 79-815, and 79-8,145, **79-8,145.01** and 79-1505.

001.02 Scope and Application. This chapter provides procedures for the issuance of Teaching, Administrative, and Special Services certificates and permits for use in accredited or approved Nebraska school systems. **Except as otherwise provided in this subsection (001.02), any certificate or permit issued prior to the effective date of this rule will continue to be governed by the provisions of this chapter and the governing statutes as they existed at the time the certificate or permit was issued. Any certificate or permit valid on the effective date of this act with an August 31 expiration date will be considered valid until September 30 of the same year as the original August 31 expiration date.**

001.03 Related Chapters. Throughout this chapter, reference is made to other Nebraska Department of Education regulations that relate to certification. Title 92, Nebraska Administrative Code, Chapter 20 (92 NAC 20), contains regulations for teacher education program approval. Title 92, Nebraska Administrative Code, Chapter 22 (92 NAC 22), contains regulations for the approval of credentialing organizations for teachers. Title 92, Nebraska Administrative Code, Chapter 24 (92 NAC 24), contains regulations relating to endorsements.

002 Definitions. As used in this chapter:

002.01 Administer means to manage or direct one or more of the offices, departments, or services of a Nebraska school system, or a comparable school system in another state;

002.02 Application means, unless otherwise required by the context, the Application for a Nebraska Educator Certificate or Permit **Form**, ~~form~~, found **on the Educator Certification website** ~~in Appendix A of this chapter~~, which is properly signed by the applicant, all professional conduct and professional fitness questions are completed with answers that allow the issuance of a Nebraska certificate or permit under this chapter, is accompanied

by the payment of the prescribed fee as provided in ~~section~~ ~~Section~~ 003.05 of this chapter, and is filed and recorded by the Department;

002.03 Approved program means a teacher education or educator preparation program approved pursuant to 92 NAC 20, approved in another state or country pursuant to standards which are comparable and equivalent to 92 NAC 20, or a program capable of meeting such standards;

002.04 Board means the Nebraska State Board of Education;

002.05 Certificate has the same meaning as in Neb. Rev. Stat. § 79-807;

002.06 Certification Officer means an employee designated by the chief academic officer or unit administrator of each standard institution of higher education with an approved program to receive correspondence regarding this chapter from the Department and to provide certified records, ~~transcripts~~, reports, and/or recommendations to the Department, as required, for the purpose of certification and/or endorsement;

002.07 Commissioner means the Nebraska Commissioner of Education;

002.08 Comparable and equivalent certificate means ~~an unencumbered certificate, an administrative or special services~~ a certificate issued by another state, ~~or a teaching, administrative or special services certificate issued by the U.S. Department of Defense; or by a foreign country pursuant to standards comparable and equivalent to those in this chapter. The certificate, for the purpose of supporting or justifying the initial issuance of a Nebraska certificate or permit, will be given the same consideration as if it were a Nebraska certificate;~~

002.09 Content area means college coursework taken by an individual for the purpose of gaining a college recommended endorsement on their Administrative, Teaching or Special Services certificate or permit;

002.10 Department means the Nebraska State Department of Education, which is comprised of the Board and the Commissioner;

002.11 Education-related coursework means any education preparation course from a standard institution of higher education, coursework in an applicant's content area, or human relations training;

002.12 Educational service agency has the same meaning as in 20 U.S.C. § 1401(5). Educational service units are the educational service agencies in Nebraska.

002.13 ~~002.12~~ Employment experiences means work by an individual as an employee (a) in an approved, accredited, or otherwise legally operated school while holding or qualifying to hold an unencumbered certificate or a regular certificate issued by ~~another state,~~ by the U.S. Department of Defense; or ~~by~~ a foreign country based upon the successful completion of an approved program; (b) in postsecondary education; or (c) in a community organization or agency that provides services to students;

002.14 ~~002.13~~ Endorsement means an area of specialization indicated on a certificate issued pursuant to this chapter signifying that the individual has met specific requirements contained in 92 NAC 24;

002.15 Equivalent professional development means (a) structured professional development learning that supports teacher or administrator practices and improvements in student learning outcomes with fifteen (15) contact hours of such professional development verified by a Nebraska school administrator being equivalent to one semester hour or (b) two (2) years of full-time employment as a teacher or administrator being equivalent to three (3) semester hours;

002.16 ~~002.14~~ Faculty member means a person who is employed to teach three credit hours or more per school year in an educator preparation program of a standard institution of higher education~~professional education courses in an approved program;~~

002.17 ~~002.15~~ Governing body means the school board of a public school district, a board elected or appointed to provide direction to a nonpublic school, or an individual or corporate owner of a nonpublic school;

002.18 ~~002.16~~ Human relations training has the same meaning as in Neb. Rev. Stat. § 79-807;

002.19 ~~002.17~~ Nebraska school system means an institution that is accredited or approved by the Department to provide instruction at any grade level prekindergarten through grade twelve (12), an educational service unit accredited by the Department, or a special education service agency approved by the Department;

002.20 ~~002.18~~ Permit means restricted authorization issued by the

Commissioner to an individual who does not yet meet the qualifications for a regular certificate;

002.21 ~~002.19~~ Postsecondary educational entity means a community college, a state college or university, or a regionally accredited nonprofit private postsecondary educational institution;

002.22 ~~002.20~~ Regular certificate means an Initial, Standard, or Professional Nebraska certificate, or a comparable and equivalent certificate ~~from another state~~;

002.23 ~~002.21~~ Resident means an individual who has established a home where the individual is habitually present and to which having departed therefrom, intends to return;

002.24 ~~002.22~~ Service provider means an individual or service agency, excluding a school district or approved cooperative, provisionally approved by the Nebraska Department of Education or similar entity in another state;

002.25 ~~002.23~~ Special education training has the same meaning as in Neb. Rev. Stat. § 79-807;

002.26 ~~002.24~~ Standard institution of higher education has the same meaning as in Neb. Rev. Stat. § 79-807;

002.27 ~~002.25~~ Teaching means, but is not limited to, the following responsibilities: (a) The organization and management of the classroom or the physical area in which the learning experiences of pupils take place; (b) the assessment and diagnosis of the individual educational needs of the pupils; (c) the planning, selecting, organizing, prescribing, and directing of the learning experiences of pupils; (d) the planning of teaching strategies and the selection of available materials and equipment to be used; and (e) the evaluation and reporting of student progress;

002.28 ~~002.26~~ Teach or Administer full-time day means any day during which more than three (3) hours is spent teaching or in administration; **and**

002.29 ~~002.27~~ Teach or Administer half-time day means any day during which three (3) hours or less is spent teaching or in administration. For computation under this chapter, two (2) half-time days equal one (1) full-time day; **and**

002.30 Unencumbered certificate means an unencumbered license as defined in the Interstate Teacher Mobility Compact (Neb. Rev. Stat. § 79-1505, which is a current, valid authorization issued by another state allowing an individual to serve as a teacher in P-12 educational settings. An unencumbered license is not a restricted, probationary, provisional, substitute, or temporary credential.

003 General Provisions

003.01 Transcripts. An applicant must submit an official transcript of all college credit earned at a postsecondary institution outside of the state of Nebraska and used to fulfill the requirements of this chapter. Unless an official transcript is specifically required under this chapter for a certificate, permit, or renewal, an official transcript is not required from a Nebraska standard institution of higher education when a certification officer provides a recommendation to the Department for the purpose of certification. ~~All transcripts submitted pursuant to certification or renewal requirements must be sufficiently legible so that microfilm copies of them are readable.~~

003.02 Application, Good Moral Character, and Lawful Presence. To be issued a certificate or permit, the applicant must complete the application found on the Educator Certification website, be of good moral character, and meet the requirements of lawful presence in the United States as set forth in Neb. Rev. Stat. §§ 4-108 through 4-114, including, if necessary, completion of the United States Citizenship Attestation form, which is also found on the Educator Certification website.

003.03 ~~003.02~~ Armed Forces Extension. Upon application, the Commissioner may extend the term of any certificate or permit of any person who has served in the armed forces of the United States or the spouse of such person as provided in Neb. Rev. Stat. § 79-803.

003.04 ~~003.03~~ False Information. Failure by an applicant to submit accurate information in support of an application is cause for denial or revocation of such certificate or permit.

~~003.04 Conversion of Certificates. Any person holding a certificate or permit valid only in Nebraska nonpublic school systems may convert such certificate or permit to one valid in all Nebraska school systems, both public and nonpublic, upon request and payment of a fee. Alternatively, a certificate or permit valid in both public and nonpublic Nebraska school systems may be converted to a certificate or permit valid only in Nebraska nonpublic school systems upon request and payment of a fee. In either case, the expiration date of the converted certificate or permit is the same as that of the original certificate or permit.~~

003.05 Fees. Applicants for a certificate or permit must pay the fees as set by the Commissioner.

003.06 Statement Signed by Certification Officer. A statement signed by a certification officer on forms provided by the Department may be accepted as evidence of completion of the academic requirements for issuance of a certificate or permit pursuant to this chapter or of an endorsement pursuant to 92 NAC 24. A recommended form (Institutional Verification) is available on the Educator Certification website.

003.07 Certificates Issued on The Basis of Equivalency. The Commissioner may issue any certificate or permit provided for herein to an applicant who files with the office of the Commissioner evidence of the required qualifications or of education and experience equivalent to the required qualifications.

003.08 Life or Permanent Certificates. ~~For purposes of Nebraska certification, Life or Permanent certificates issued in another state will be considered to have expired five (5) years after the date of the applicant's last regular employment as a teacher or administrator under that certificate.~~ The holder of a Life or Permanent certificate issued by the Department that submits an application seeking additional endorsement(s) shall have the Life or Permanent certificate converted to a Professional certificate with an expiration date of August 31 in the tenth year following the issuance of the converted certificate.

003.09 Master of Arts in Teaching. The Master of Arts in Teaching (MAT) will be accorded equivalence with a baccalaureate degree when used for initial certification purposes in this chapter.

003.10 Mental Fitness. To be issued a certificate or permit, an applicant must not have an emotional or mental incapacity to practice the profession as evidenced by a legal adjudication or determination thereof by other lawful means. Such evidence shall be any of the following:

003.10A The applicant is, at the time of the consideration of the applicant's fitness to hold a certificate or permit, a mentally ill and dangerous person under Neb. Rev. Stat. § 71-908 as evidenced by a declaration or order to that effect by a mental health board of this state, or as evidenced by a similar finding by a similar body of another state.

003.10B The applicant is, at the time of the consideration of the applicant's fitness to hold a certificate or permit, a mentally ill individual as defined in Neb. Rev. Stat. § 20-162, or a similar determination has been made by similarly qualified mental health professional(s) of another state.

003.10C The applicant has been declared by a court as mentally incompetent in relation to standing trial for a criminal charge pursuant to Neb. Rev. Stat. §§ 29-1822 or 29-1823, or similar laws of another state, and has not been found by a court to have recovered from such incompetency.

003.10D The applicant has been acquitted of a criminal charge on the basis of a finding of insanity under Neb. Rev. Stat. § 29-2203 or similar laws of another state, unless a court, subsequent to such an acquittal, has found that the applicant is not dangerous to himself, herself, or others by reason of mental illness or defect and has released such person from court ordered treatment pursuant to Neb. Rev. Stat. §§ 29-3702 and 29-3703, or similar laws of another state.

003.10E A court has found the applicant to be an incapacitated person in need of a court appointed guardian pursuant to Neb. Rev. Stat. §§ 30-2601 and 30-2620, or similar laws of another state, and no court order has been entered that the applicant's incapacity has terminated.

003.10F A court has appointed a conservator or made other protective order(s) in relation to the estate and property affairs of the applicant pursuant to Neb. Rev. Stat. § 30-2630 or similar laws of another state, and no court order has been entered that the disability of the applicant has ceased.

003.11 Denied, Suspended, or Revoked Certificates and Convictions. To be issued a certificate or permit, the applicant must not have:

003.11A An application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction

003.11B Any pending investigations or complaints against any certificate or permit; or

003.11C Any felony conviction, or any misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in sections 003.13 through

003.16 of this chapter.

003.12 Each applicant who is seeking the first issuance of a Nebraska certificate or permit and who has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application, must submit a complete, legible set of the applicant's fingerprints and pay the prescribed fee established by the Board to the Department for processing a criminal history record check.

003.13 ~~003.11~~ Felony Convictions. For purposes of this chapter, felony conviction means any felony offense under the laws of any jurisdiction, including misdemeanor convictions in other jurisdictions that would constitute a felony if committed in Nebraska.

003.14 ~~003.12~~ Misdemeanor Convictions. For purposes of this chapter, a misdemeanor conviction involving abuse, neglect, or sexual misconduct means an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors (with the applicable sections of the Revised Statutes of Nebraska in parentheses):

003.14A ~~003.12A~~ Abandonment; cruel neglect; harassment of a police animal (28-1009);

003.14B ~~003.12B~~ Abandonment of Spouse, Child, or Dependent Stepchild (28-705);

003.14C ~~003.12C~~ Assault (third degree) (28-310);

003.14D ~~003.12D~~ Child Abuse (28-707);

003.14E ~~003.12E~~ Child/Vulnerable Adult Contact with Methamphetamine (28-457);

003.14F ~~003.12F~~ Contributing to the Delinquency of a Child (28-709);

003.14G ~~003.12G~~ Debauching a Minor (28-805);

003.14H ~~003.12H~~ Domestic Assault (28-323);

003.14I ~~003.12I~~ Failure to Report Child Abuse/Neglect (28-717);

003.14J ~~003.12J~~ False Imprisonment (28-315);

003.14K ~~003.12K~~ Hazing (28-311.06);

003.14L ~~003.12L~~ Indecency with an Animal (28-1010);

003.14M ~~003.12M~~ Intimidation by Phone Call (28-1310);

003.14N ~~003.12N~~ Obscene Literature Distribution (28-813);

003.14O ~~003.12O~~ Obscene Motion Picture Show, Admitting Minor (28-809);

003.14P ~~003.12P~~ Prostitution (28-801);

003.14Q ~~003.12Q~~ Public Indecency (28-806);

003.14R ~~003.12R~~ Resisting Arrest (28-904), when the conviction involves use or threat of physical force or violence against a police officer;

003.14S ~~003.12S~~ Sale of Obscene Material to Minor (28-808);
003.14T ~~003.12T~~ Sexual Assault (third degree) (28-320);
003.14U ~~003.12U~~ Sexually Explicit Conduct (28-813.01);
003.14V ~~003.12V~~ Solicitation of Prostitution (28-801.01);
003.14W ~~003.12W~~ Stalking (28-311.03);
003.14X ~~003.12X~~ Unlawful Intrusion (28-311.08);
003.14Y ~~003.12Y~~ Violating a Harassment Protection Order (28-311.09);
003.14Z ~~003.12Z~~ Violating a Protection Order (42-924); and
003.14AA ~~003.12AA~~ Violence on a Service Animal (28-1009.01).

003.15 ~~003.13~~ Other Convictions. For purposes of this chapter, in addition to the offenses listed above, felony convictions, and misdemeanor convictions involving abuse, neglect, or sexual misconduct will also include convictions related to such crimes, including (with the applicable sections of the Revised Statutes of Nebraska in parentheses):

003.15A ~~003.13A~~ Accessory to a Felony (28-204);
003.15B ~~003.13B~~ Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206);
003.15C ~~003.13C~~ Attempt to Commit a Crime (28-201); and
003.15D ~~003.13D~~ Criminal Conspiracy (28-202).

003.16 ~~003.14~~ Pardons or Convictions Set Aside. Convictions which have been set aside, nullified, expunged, or pardoned are not to be considered convictions for purposes of this chapter, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of a certificate or permit to teach, administer, or provide special services in schools. However, the applicant must report such convictions on the Criminal Charges Self-Reporting Form, found on the Educator Certification website in Appendix A of this chapter; as part of his or her application filed with the Department.

003.17 ~~003.15~~ Withdrawal of Application. An applicant may request in writing that his or her application be withdrawn without refund of any fees submitted. The Department must notify the applicant in writing if the request will be granted. Any request granted by the Department ends consideration of that application; and will not be subject to appeal pursuant to this chapter.

003.18 ~~003.16~~ Expiration Dates.

003.18A The expiration date on a valid certificate or permit that was issued by the Department prior to January 1, 1964, is subject to the

provisions of Neb. Rev. Stat. § 79-815.

003.18B A Professional Teaching certificate issued prior to July 11, 1977, is valid for the life of the holder unless otherwise converted as provided in section 003.08 of this chapter.

003.18C A Temporary Teaching, Special Services, or Administrative certificate, issued pursuant to section 006.02A of this chapter, expires 180 days after issuance.

003.18D Except as provided in section 003.18A through 003.18C of this chapter, unless another certificate or permit replaces the certificate or permit or another action is taken affecting the certificate or permit, the expiration date for any certificate or permit is September 30 of the calendar year in which the certificate or permit expires. **The calendar year in which a certificate or permit expires is:**

003.18D1 For (a) a Conditional Administrative, Teaching, or Special Services permit or (b) a Provisional Special Services permit, the first calendar year following the calendar year during which the certificate or permit was issued or renewed;

003.18D2 For (a) an Alternative Teaching certificate, (b) a Temporary Teaching certificate issued pursuant to section 006.02B, 006.02C, or 006.02D of this chapter, or (c) an Alternative Program Administrative or Teaching permit, the second calendar year following the calendar year during which the certificate or permit was issued or renewed;

003.18D3 For (a) a Nebraska Entry Administrative permit, (b) a Career Education Teaching permit, (c) a Postsecondary Teaching permit, or (d) a Military, Administrative, Teaching, or Special Services permit, the third calendar year following the calendar year during which the certificate or permit was issued or renewed;

003.18D4 For (a) a Standard Teaching, Administrative, or Special Services certificate, (b) an Initial Teaching certificate, (c) a State or Local Substitute Teaching permit, or (d) a Special Services permit, the fifth calendar year following the calendar year during which the certificate or permit was issued or renewed;

003.18D5 For a Life or Permanent Teaching, Administrative, or Special Services certificate issued by another state, for purposes of Nebraska certification, the fifth calendar year after the calendar year

in which the applicant's last regular employment as a teacher or administrator occurred under the certificate; and

003.18D6 For a Professional Teaching or Administrative certificate, the tenth calendar year following the calendar year during which the certificate or permit was issued or renewed.

004 Administrative Certificates and Permits

004.01 Administrative Certificates and Permits, Types, General Requirements. The Department may issue Standard or Professional Administrative certificates, and Alternative Program or Nebraska Entry Administrative permits. Each applicant for any such Administrative certificate or permit may, depending on the type of certificate or permit, be required to:

~~004.01A~~ Complete the application and meet the requirements of lawful presence in the United States as set forth in Neb. Rev. Stat. §§ 4-108 through 4-114 including completion of the United States Citizenship Attestation Form, found on the in Appendix C of this chapter;

~~004.01B~~ Submit an official transcript of all college credit earned in fulfillment of the requirements of this chapter;

~~004.01C~~ Pay the prescribed fee as provided in Section 003.05 of this chapter;

~~004.01D~~ Not have an application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction, and not have any felony conviction, or any misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.11 through 003.14 of this chapter;

004.01A ~~004.01E~~ Qualify for or hold a Nebraska Standard or Professional teaching certificate or a comparable and equivalent certificate;

~~004.01F~~ Be of good moral character;

~~004.01G~~ Not have an emotional or mental incapacity to practice the profession as defined in Section 003.10 of this chapter;

~~004.01H~~ Submit verified evidence of two (2) years of teaching

~~experience or employment as an administrator, school counselor or school psychologist in an approved, accredited, or otherwise legally operated prekindergarten through grade twelve (12) school;~~

004.01B ~~004.01H~~ Submit evidence of human relations training as defined by this chapter;

004.01C ~~004.01J~~ Submit evidence of special education training as defined in this chapter; and

~~004.01K~~ Submit a complete, legible set of the applicant's fingerprints and pay the prescribed fee established by the Board to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate or permit and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application; and

004.01D ~~004.01L~~ Qualify for or be eligible to have one or more endorsements to administer pursuant to 92 NAC 24.

004.02 Standard Administrative Certificate. A Standard Administrative certificate is valid for teaching and administration in all Nebraska school systems, except that such certificate is valid for the position of superintendent of schools only if so endorsed. ~~If requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. Each Standard Administrative certificate expires on August 31 in the fifth year following the year of issuance or renewal.~~

004.03 Standard Administrative Certificate Requirements. Each applicant for a first Nebraska Standard Administrative certificate must:

004.03A Fulfill the requirements in section ~~Section~~ 004.01 of this chapter;

004.03B Have received a Master's degree in Educational Administration or Educational Leadership, or received a subject area Master's degree with completion of additional coursework in an approved program in the area(s) of endorsement sought by the applicant; and

004.03C Within five (5) years prior to the date of application:

004.03C1 Have received six (6) semester hours of graduate

~~credit for coursework recognized in 92 NAC 24 as meeting all or part of the requirements for an Administrative endorsement or equivalent professional development; however, if the applicant has never held a regular Administrative certificate in any state and applies more than five (5) years after completion of an approved program, then the applicant meets this requirement with fifteen (15) semester hours of graduate credit as described in this chapter; or~~

004.03C2 Have administered half-time or more for two (2) consecutive school years in the same accredited, approved, or otherwise legally operated school or educational service agency unit in another state wherein the applicant qualified for or held a Standard Administrative certificate or its equivalent.

004.04 Professional Administrative Certificate. A Professional Administrative certificate is valid for teaching and administration in all Nebraska school systems, except that such certificate is valid for the position of superintendent of schools only if so endorsed. ~~If so requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. Each Professional Administrative certificate expires August 31 in the tenth year following the year of issuance or renewal.~~

004.05 Professional Administrative Certificate Requirements. Each applicant for a Professional Administrative certificate must:

004.05A Fulfill the requirements in section ~~Section~~ 004.01 of this chapter;

004.05B Hold a Master s Degree;

004.05C Qualify for or hold a Standard Nebraska Teaching Certificate;

004.05D Qualify for or hold a Standard Nebraska Administrative certificate; ~~Certificate~~;

004.05E Complete:

004.05E1 A minimum of sixty (60) graduate hours in an approved Educational Administration or Educational Leadership program;

004.05E2 An Educational Specialist or doctorate program; or

004.05E3 A state approved program for the preparation of a Superintendent; and

004.05F Within five (5) years prior to the date of application:

004.05F1 Have received six (6) semester hours of graduate credit for coursework recognized in 92 NAC 24 as meeting all or part of the requirements for an Administrative endorsement; or

004.05F2 Have for two (2) consecutive school years:

004.05F2a Administered in the same accredited, approved, or otherwise legally operated school system or educational service agency unit;

004.05F2b Been employed as a faculty member in the educator preparation program of a standard institution of higher education as defined in section Section 002 of this chapter with employment verified by a written statement from the administrator of the teacher education preparation program; or

004.05F2c Been employed in the Department.

004.06 Standard and Professional Administrative Certificates. Renewal Prior to Expiration or Less Than Five (5) Years After Expiration Requirements. Each applicant for renewal of a Standard or Professional Administrative certificate prior to or less than five (5) years after the date of expiration of such certificate must:

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

004.06B Hold or have held a Nebraska Standard or Professional Administrative certificate which has not expired or which expired less than five (5) years prior to the date of application; 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 ~~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 coursework or equivalent professional development credit in areas related to Educational Administration or Educational Leadership from a standard institution of higher education taken after the completion of the baccalaureate degree.

~~004.07 Standard and Professional Administrative Certificates. Renewal Five (5) or More Years After Expiration. Requirements Each applicant for renewal of a Standard or Professional Administrative certificate five (5) or more years after the date of expiration of such certificate must:~~

~~004.07A Fulfill the requirements in subsections 004.01A through 004.01G, of this chapter;~~

~~004.07B Have qualified for or held a Standard or Professional Administrative certificate which has expired five (5) or more years prior to the date of application; and~~

~~004.07C Either:~~

~~004.07C1 Hold a current Administrative certificate from another state and have administered one (1) year within the past five (5) years; or~~

~~004.07C2 Within five (5) years prior to the date of application;~~

~~received fifteen (15) semester hours of graduate coursework in areas related to Educational Administration or Educational Leadership.~~

004.07 ~~004.08~~ Alternative Program Administrative Permit. An Alternative Program Administrative permit is valid for teaching and administration in all Nebraska school systems, except that such certificate is valid for the position of superintendent of schools only if so endorsed. ~~If requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. Each Alternative Program Administrative permit expires August 31 in the second year following the year of issuance.~~ An Alternative Program Administrative permit may not be renewed.

004.08 ~~004.09~~ Alternative Program Administrative Permit Requirements. Each applicant for an Alternative Program Administrative permit must:

004.08A ~~004.09A~~ Fulfill the requirements in subsections 004.01A through **004.01C** ~~004.01K~~ of this chapter;

004.08B ~~004.09B~~ Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the Nebraska school system in which the applicant intends to administer;

004.08C ~~004.09C~~ Submit a signed and dated Alternative Program Administrative Permit **form**, ~~Form~~, found **on the Educator Certification website**. in Appendix D of this chapter, to fulfill the remaining requirements needed for issuance of a regular certificate.

004.08D ~~004.09D~~ Fulfill the requirements of one of the following pathways:

004.08D1 ~~004.09D1~~ For pathway one, the applicant must have:

004.08D1a ~~004.09D1a~~ Completed at least fifty (50) percent of the credit hours required for completion of an approved program for the endorsement of curriculum supervisor or principal, or seventy five (75) percent of an approved program for an endorsement as superintendent sought by the applicant; or

~~004.08D2~~ ~~004.09D2~~ For pathway two, the applicant must have:

~~004.08D2a~~ ~~004.09D2a~~ Completed an approved program at a standard institution of higher education; and

~~004.08D2b~~ ~~004.09D2b~~ Held a regular administrative certificate that has not been expired more than five (5) years; and

~~004.08D2c~~ ~~004.09D2c~~ Prior to the expiration of the Alternative Program Administrative permit, submit an official transcript or other proof showing the completion of six (6) semester hours of graduate coursework or equivalent professional development in the areas of Educational Administration or Educational Leadership from a standard institution of higher education taken after the completion of a the baccalaureate degrees as outlined in subsection ~~004.06C4~~, or

~~004.08D3~~ ~~004.09D3~~ For pathway three, the applicant must have:

~~004.08D3a~~ ~~004.09D3a~~ Completed an approved program at a standard institution of higher education; and

~~004.08D3b~~ ~~004.09D3b~~ Held a regular administrative certificate that has been expired more than five (5) years; and

~~004.08D3c~~ ~~004.09D3c~~ Prior to the expiration of the Alternative Program Administrative permit, submit an official transcript or other proof showing the completion of fifteen (15) semester hours of graduate coursework or equivalent professional development in the areas of Educational Administration or Educational Leadership from a standard institution of higher education taken after the completion of a the baccalaureate degree as outlined in subsection ~~004.07C2~~.

~~004.09~~ ~~004.10~~ **Nebraska Entry Administrative Permits.** A Nebraska Entry Administrative permit Permit is valid for administration in the school system, public or private, that requests the issuance of the permit. A Each Nebraska Entry Administrative permit Permit expires on August 31 in the third year following the year of issuance and may not be renewed. No individual may hold a Nebraska Entry Administrative permit Permit for a cumulative total of more than three (3) school years. A Nebraska Entry Administrative permit

Permit may be transferred to a different school system pursuant to sections Sections 004.12 and 004.13 and ~~004.14~~ of this chapter.

004.10 ~~004.11~~ Nebraska Entry Administrative Permit Requirements. Each applicant for a Nebraska Entry Administrative permit Permit must:

004.10A ~~004.11A~~ Fulfill the requirements in subsections 004.01A and 004.01D through ~~004.01H~~ and ~~004.01E~~ of this chapter;

004.10B ~~004.11B~~ Have received a Master's degree in Educational Administration or Educational Leadership, or received a subject matter Master's degree with completion of additional coursework in an ~~approve~~ approved program in the area(s) of endorsement sought by the applicant;

004.10C ~~004.11C~~ Hold a valid certificate or permit to administer that:

004.10C1 ~~004.11C1~~ Is currently in force in another state; and

004.10C2 ~~004.11C2~~ Has been held by the applicant for at least one (1) year;

004.10D ~~004.11D~~ Not have any pending investigations or complaints against any certificate or permit to teach or administer held by the applicant;

004.10E ~~004.11E~~ Submit a statement signed by a certification officer, or the equivalent in another state, as evidence of completion of the academic requirements for issuance of the applicant's certificate or permit to administer in another state. A recommended form (Institutional Verification) is available on the Educator Certification website; and

004.10F ~~004.11F~~ Submit a written request for the issuance of a Nebraska Entry Administrative permit Permit to the applicant from the superintendent of schools or the governing body of the school system in which the applicant intends to administer.

004.11 ~~004.12~~ Nebraska Entry Administrative Permit Holder Requirements to Qualify for a Regular Certificate. To qualify for a regular (Standard; or Professional) administrative certificate at the expiration of a Nebraska Entry Administrative permit, Permit, a permit

holder must:

004.11A ~~004.12A~~ Fulfill the requirements in subsection ~~subsections~~ 004.01A through ~~004.01G~~ of this chapter;

004.11B ~~004.12B~~ If the permit holder had two (2) or more years of verified administrative experience prior to the issuance of the Nebraska Entry Administrative permit, ~~Permit~~, submit evidence of:

004.11B1 ~~004.12B1~~ The verified administrative experience that occurred prior to the issuance of the permit; and

004.11B2 ~~004.12B2~~ Either:

004.11B2a ~~004.12B2a~~ Half-time or more employment as an administrator for three (3) consecutive years while holding a Nebraska Entry Administrative permit ~~Permit~~ in the school system that requested the issuance of the permit; or

004.11B2b ~~004.12B2b~~ Completion of fifteen (15) semester hours of graduate level coursework in the areas related to Educational Administration or Educational Leadership while holding the Nebraska Entry Administrative permit; ~~Permit~~;

004.11C ~~004.12C~~ If the permit holder did not have two or more years of verified administrative experience prior to the issuance of the Nebraska Entry Administrative permit, ~~Permit~~, submit evidence of:

004.11C1 ~~004.12C1~~ Fulfillment of the requirements in subsection 004.01D ~~004.01E~~ of this chapter; and

004.11C2 ~~004.12C2~~ Completion of fifteen (15) semester hours of graduate level coursework in the areas related to Educational Administration or Educational Leadership while holding the Nebraska Entry Administrative permit. ~~Permit~~.

004.12 ~~004.13~~ Nebraska Entry Administrative Permit Holder Transfer to Another School System. A Nebraska Entry Administrative permit ~~Permit~~ holder may apply to transfer the permit to another school system. The transfer of a Nebraska Entry Administrative permit ~~Permit~~ does not change the permit's expiration date or any requirements for a permit holder to subsequently qualify for a standard certificate.

~~004.13~~ ~~004.14~~ Nebraska Entry Administrative Permit Holder Transfer to Another School System Requirements. Each Nebraska Entry Administrative ~~permit~~ Permit holder applying to transfer the permit to another school system must:

~~004.14A~~ Fulfill the requirements in subsections ~~004.01A~~ through ~~004.01G~~ of this chapter;

~~004.13A~~ ~~004.14B~~ Submit a statement of assurance signed by the permit holder that the permit holder will not abrogate any contract with the original school system if the transfer of the permit is granted; and

~~004.13B~~ ~~004.14C~~ Submit a written request for the transfer of the applicant's Nebraska Entry Administrative ~~permit~~ Permit from the superintendent of schools or the governing body of the school system to which the permit would be transferred and in which the applicant intends to administer.

005 Teaching Certificates and Permits

005.01 Teaching Certificates and Permits. Types. General Requirements. The Department may issue Initial, ~~Alternative~~, Standard, and Professional ~~Teaching~~ teaching certificates. The Department may also issue Alternative Program, Career Education, Postsecondary, State Substitute, Local Substitute, ~~and Military, and Nebraska Entry teaching~~ ~~Teaching~~ permits. Each applicant for any such ~~teaching~~ certificate or permit may, depending on the type of certificate or permit, be required to:

~~005.01A~~ Complete the application and meet the requirements of lawful presence in the United States as set forth in Neb. Rev. Stat. §§ 4-108 through 4-114 including completion of the United States Citizenship Attestation Form if necessary, found in Appendix ~~C~~ of this chapter;

~~005.01B~~ Submit an official transcript of all college credit earned in fulfillment of the requirements of this chapter;

~~005.01C~~ Pay the prescribed fee as provided in Section ~~003.05~~ of this chapter;

~~005.01D~~ Not have an application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction, and not have any felony conviction, or any misdemeanor conviction

~~involving abuse, neglect, or sexual misconduct as defined in Sections 003.11 through 003.14 of this chapter;~~

~~005.01E Be of good moral character;~~

~~005.01F Not have an emotional or mental incapacity to practice the profession as defined in Section 003.10 of this chapter;~~

~~005.01G Submit a complete, legible set of the applicant's fingerprints and pay the prescribed fee established by the Board to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate or permit and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application;~~

005.01A ~~005.01H~~ Submit evidence of human relations training as defined by this chapter;

005.01B ~~005.01I~~ Submit evidence of special education training; and

005.01C ~~005.01J~~ Submit evidence of qualifying for or be eligible to have placed on a certificate or permit one (1) or more endorsements pursuant to 92 NAC 24.

005.02 Initial Teaching Certificate. An Initial teaching certificate is valid for teaching in all Nebraska school systems. ~~, except that if requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. Each Initial teaching certificate expires August 31 in the fifth year following the year of issuance or renewal.~~

005.03 Initial Teaching Certificate Requirements. Each applicant for an Initial teaching certificate shall:

005.03A Fulfill the requirements in **section** ~~Section~~ 005.01 of this chapter;

005.03B Have received a baccalaureate degree;

005.03C Have completed the academic program requirements of an approved program; and

005.03D Either:

005.03D1 Within five (5) years prior to the date of application, have:

005.03D1a Taught for one (1) school year in an accredited, approved, or otherwise legally operated school or service provider in any state; or

005.03D1b Received six (6) semester hours of college credit in education-related coursework or equivalent professional development; or

~~005.03D1c Received fifteen (15) semester hours of college credit as set forth in subsection 005.10C3 of this chapter if the applicant, more than five (5) years after completion of an approved program, has never held a regular teaching certificate and verified employment in another state; or~~

005.03D2 Be a person participating in an approved teacher exchange program; or

005.03D3 Hold a comparable and equivalent certificate.

~~005.04 Initial Teaching Certificate. Renewal Prior to Expiration or Less than Five (5) Years after Expiration. Requirements. Each applicant for renewal of an Initial teaching certificate prior to the date of expiration or less than five (5) years after the date of expiration of such certificate must:~~

~~005.04A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;~~

005.04A ~~005.04B~~ Hold or have held a Nebraska Initial teaching certificate which has not expired or expired less than five (5) years prior to the date of application; and

005.04B ~~005.04C~~ Either:

005.04B1 ~~005.04C1~~ Have taught or held a position requiring a certificate half time or more for one (1) school year in an accredited, approved, or otherwise legally operated school or service provider during the past five (5) years; or as a faculty member in a postsecondary educational entity; or

005.04B2 ~~005.04C2~~ Within five (5) years prior to the date of application, have received six (6) semester hours of coursework or equivalent professional development credit from a standard institution of higher education in education-related

coursework.

005.05 Standard Teaching Certificate. A Standard teaching certificate is valid for teaching in all Nebraska school systems, ~~except that if requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. Each Standard teaching certificate expires August 31 in the fifth year following the year of issuance.~~

005.06 Standard Teaching Certificate Requirements. Each applicant for a Standard teaching certificate must:

005.06A Fulfill the requirements in ~~section~~ Section 005.01 of this chapter;

005.06B Qualify for or hold a Nebraska Initial teaching certificate or a comparable and equivalent teaching certificate; and

005.06C Within five (5) years prior to the date of application, have:

005.06C1 Taught half-time or more for two (2) consecutive school years while holding a regular certificate:

005.06C1a In a Nebraska school system or service provider;

005.06C1b In an accredited, approved, or otherwise legally operated school, educational service agency, or service provider in another state;

005.06C1c In a U.S. Department of Defense school system;

005.06C1d As a faculty member in a postsecondary educational entity;

005.06C1e In a pre-kindergarten early childhood program which is required by law to employ certificated teachers or which requires its teachers to hold a certificate; or

005.06C1f As a Nebraska certified teacher providing distance learning or dual enrollment instruction to students in a Nebraska school system as defined in Neb. Rev. Stat. § 79-1201.01;

005.06C2 Taught half-time or more for two (2) consecutive

school years in a nonpublic school in a state that does not require certification of nonpublic school teachers; or

005.06C3 Been employed by the Department.

005.07 Professional Teaching Certificate. A Professional teaching certificate is valid for teaching in all Nebraska school systems. ~~, except that if requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. Each Professional teaching certificate expires August 31 in the tenth year following the year of issuance or renewal, except that Professional teaching certificates issued prior to July 11, 1977, are valid for the life of the holder unless otherwise converted as provided in Section 003.08 of this chapter~~

005.08 Professional Teaching Certificates Requirements. Each applicant for a Professional teaching certificate must:

005.08A Fulfill the requirements in **section** ~~Section~~ 005.01 of this chapter;

005.08B Qualify for or hold a Nebraska Standard teaching certificate, or a comparable and equivalent certificate, or verify having taught half-time or more for two (2) consecutive years during the period of validity of a regular certificate; and

005.08C Either:

005.08C1 Within ten (10) years prior to the date of application, have received a Master s degree from an approved standard institution of higher education in Curriculum and Instruction, Educational Technology, Special Education, or in the applicant s content area;

005.08C2 Hold current credentials from a credentialing organization approved by the Department pursuant to 92 NAC 22; or

005.08C3 Have received a six (6) year specialist s certificate or a doctorate degree from a standard institution of higher education in an area related to the applicant s content area completed at the Master s degree level.

005.09 Standard and Professional Teaching Certificates. Renewal Prior to Expiration or Less than Five (5) Years after Expiration.

Requirements. Each applicant for renewal of a Standard or Professional teaching certificate ~~prior to or less than five (5) years after the date of expiration~~ must:

~~005.09A~~ Fulfill the requirements in subsections ~~005.01A through 005.01F~~ of this chapter;

~~005.09A~~ ~~005.09B~~ Hold or have held a Nebraska Standard or Professional teaching certificate or a comparable and equivalent certificate ~~which shall not have expired or which expired less than five (5) years prior to date of application; and~~

~~005.09B~~ ~~005.09C~~ Within five (5) years prior to the date of application, have:

~~005.09B1~~ ~~005.09C1~~ Been employed to teach or administer half-time or more for one (1) school year:

~~005.09B1a~~ ~~005.09C1a~~ In a Nebraska school system or service provider;

~~005.09B1b~~ ~~005.09C1b~~ In an accredited, approved, or otherwise legally operated school, educational service agency, or service provider in another state;

~~005.09B1c~~ ~~005.09C1c~~ In a nonpublic school in a state that does not require certification of nonpublic school teachers;

~~005.09B1d~~ ~~005.09C1d~~ In a U.S. Department of Defense school system;

~~005.09B1e~~ ~~005.09C1e~~ As a faculty member in the educator preparation program of a standard institution of higher education with employment verified by a written statement from the administrator of the teacher preparation program;

~~005.09B1f~~ ~~005.09C1f~~ In a pre-kindergarten early childhood program which is by law required to employ certificated teachers or which requires its teachers to hold a certificate;

~~005.09B1g~~ ~~005.09C1g~~ As a Nebraska certified teacher providing distance learning or dual enrollment instruction to students in a Nebraska school system as defined in Neb. Rev. Stat. § 79-1201.01; or

~~005.09B1h~~ ~~005.09C1h~~ As a Nebraska certified teacher employed by a service provider;

~~005.09B2~~ ~~005.09C2~~ Been employed or contracted by the Department; or

~~005.09B3~~ ~~005.09C3~~ Received six (6) semester hours of credit in education-related coursework or equivalent professional development from a standard institution of higher education.

~~005.10 Initial, Standard, and Professional Teaching Certificate. Renewal Five (5) or More Years After Expiration. Requirements~~ Each applicant for renewal of an Initial, Standard, or Professional certificate five (5) or more years after the date of expiration of such certificate must:

~~005.10A~~ Fulfill the requirements in subsections ~~005.01A~~ through ~~005.01F~~ of this chapter;

~~005.10B~~ Have held a Nebraska Initial, Standard, or Professional teaching certificate which expired five (5) or more years prior to the date of application; and

~~005.10C~~ Either:

~~005.10C1~~ Hold a current regular certificate from another state and have taught for one (1) year out of the past five (5) years:

~~005.10C1a~~ In an accredited, approved, or otherwise legally operated school or service provider in another state;

~~005.10C1b~~ In a U.S. Department of Defense school system; or

~~005.10C1c~~ In a prekindergarten early childhood program which is, by law, required to employ certificated teachers or which requires its teachers to hold a certificate;

~~005.10C2~~ Within five (5) years prior to the date of application, have been employed to teach or administer half-time or more for one (1) school year as a faculty member in the educator preparation program of a standard institution of higher education with employment verified by a written statement from the administrator of the teacher preparation program; or

~~005.10C3~~ Within the five (5) years prior to the date of

~~application, have received fifteen (15) semester hours of education-related coursework. Such coursework or professional development must have been taken after completion of the baccalaureate degree which includes (a) a course in instructional techniques, (b) a field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting, fifty (50) percent of which shall consist of performing instructional duties, (c) a course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law, and (d) the remaining course work be directly related to the applicant's content area on the expired certificate.~~

005.10 ~~005.11~~ **Alternative Program Teaching Permit** An Alternative Program teaching permit is issued to applicants who do not meet all requirements for a regular certificate and is valid for teaching in all Nebraska school systems. ~~; except that if requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. Each Alternative Program teaching permit expires August 31 in the second year following the year of issuance~~

005.11 ~~005.12~~ **Alternative Program Teaching Permit Requirements** Each applicant for an Alternative Program **Teaching** teaching permit must:

~~005.12A Fulfill the requirements in subsections 005.01A through 005.01G of this chapter;~~

~~005.12B Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the school system in which the applicant intends to teach;~~

005.11A ~~005.12C~~ Have received a baccalaureate degree;

005.11B ~~005.12D~~ Submit a signed and dated Alternative Program Teaching Permit Form, **found on the Educator Certification website in Appendix D of this chapter,** to fulfill the remaining requirements needed for issuance of a regular certificate; and

005.11C ~~005.12E~~ **Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the school system in which the applicant intends to teach. ; and Fulfill the requirements of one of the following pathways:**

~~005.12E1 For pathway one, the applicant must have:~~

~~005.12E1a Completed at least one half of the pre-student teaching requirements, including a course in teaching methods, of an approved program, and~~

~~005.12E1b Fulfilled at least three fourths of the requirements for at least one subject or field endorsement pursuant to 92 NAC 24;~~

~~005.12E2 For pathway two, the applicant must have~~

~~005.12E2a Completed a state approved alternative program for teaching, which includes some education related coursework;~~

~~005.12E2b Hold a current regular teaching certificate in another state; and~~

~~005.12E2c Submit evidence of employment of at least one year of teaching experience in the last five years in an approved, accredited or otherwise legally operated school in another state. A recommended form (Verification of Employment Experience) is available on the Educator Certification website;~~

~~005.12E3 For pathway three, the applicant must have:~~

~~005.12E3a Completed a teacher education program at a standard institution of higher education; and~~

~~005.12E3b Currently possess a certificate to teach in good standing from another state;~~

~~005.12E4 For pathway four, the applicant must have:~~

~~005.12E4a Earned and been awarded a baccalaureate degree, graduate degree, or professional degree from a college or university accredited by an accrediting organization recognized by the U.S. Department of Education; and~~

~~005.12E4b Passed any appropriate subject area examination as designated by the Board;~~

~~005.12E5 For pathway five, the applicant must have:~~

~~005.12E5a~~ A baccalaureate degree which includes at least three-fourths of the course requirements for preparation in the endorsement area, pursuant to ~~92 NAC 24~~, that addresses the teacher position to be filled by the applicant; and

~~005.12E5b~~ Submitted a written plan from the school system for mentoring and supervision of the applicant;

~~005.12E5c~~ Completed a pre-teaching seminar offered by an educational service unit or standard institution of higher education that includes information and skill development in the areas of diversity, classroom management, curriculum planning, and instructional strategies; and

~~005.12E5d~~ Submitted a written agreement with an educator preparation program from a Nebraska standard institution of higher education to complete the program for an Initial teaching certificate which includes a commitment by the standard institution of higher education to provide at least one (1) supervisory visit each semester to the school system and classroom of the applicant; or

~~005.12E6~~ For pathway six, the applicant must have:

~~005.12E6a~~ Completed an approved program at a standard institution of higher education; and

~~005.12E6b~~ Held a regular teaching or administrative certificate that has not been expired for more than five (5) years; and

~~005.12E6c~~ Prior to the expiration of the Alternative permit, submit an official transcript showing the completion of six (6) semester hours of education-related coursework from a standard institution of higher education taken after the completion of the baccalaureate as outlined in subsection ~~005.09C3~~; or

~~005.12E7~~ For pathway seven, the applicant must have:

~~005.12E7a~~ Completed an approved program at a standard institution of higher education; and

~~005.12E7b~~ Held a regular teaching or administrative certificate that has been expired for more than five (5) years; and

~~005.12E7c~~ Prior to the expiration of the Alternative permit, submit an official transcript showing the completion of fifteen (15) semester hours of education-related coursework from a standard institution of higher education taken after the completion of the baccalaureate as outlined in subsection ~~005.10C3~~.

005.12 ~~005.13~~ Alternative Program Teacher Permit Renewal Requirements. Each applicant for renewal of an Alternative Program teacher permit must:

005.12A ~~005.13A~~ Fulfill the requirements in section 005.11 ~~Section 005.12~~ of this chapter;

005.12B ~~005.13B~~ Submit a transcript documenting completion of at least fifteen (15) semester hours towards completion of a program outlined in subsection 005.11B ~~005.12D~~ of this chapter for the current Alternative Program teacher permit; and

005.12C ~~005.13C~~ Submit evidence of human relations training as required in subsection 005.01A ~~section 005.01H~~ of this chapter.

005.13 Alternative Teaching Certificate. An Alternative teaching certificate is issued to applicants who have completed an alternative teacher program that meets the requirements of section 005.14 of this chapter. An applicant must participate in a school district clinical experience for the first semester of employment as a teacher under an Alternative Teaching certificate. An Alternative Teaching certificate is valid only for teaching in the subject and educational levels for which the individual has successfully completed an alternative teacher program.

005.14 Alternative Teaching Certificate Requirements. Each applicant for an Alternative Program teaching permit must:

005.14A Have received a baccalaureate degree;

005.14B Have successfully completed an alternative teacher program operated by an organization that:

005.14B1 Operates in at least five states;

005.14B2 Has operated an alternative teacher certification program for at least ten (10) years; and

005.14B3 Requires candidates to pass a subject area examination and a pedagogy examination to receive a documentation of successful completion of such program.

005.15 Alternative Teaching Certificate Renewal Requirements. To renew an Alternative Teaching certificate, the holder must have completed the requirements of sections 005.13 and 005.14 of this chapter.

005.16 ~~005.14~~ Career Education Teaching Permit. A Career Education teaching permit may be issued to an applicant who does not meet the Nebraska requirements for a regular certificate and shall be valid only in the Nebraska school system requesting the issuance of such permit and only in the career education endorsement areas described in 92 NAC 24. ~~Each Career Education teaching permit expires August 31 in the third year following the year of issuance.~~

005.17 ~~005.15~~ Career Education Teaching Permit Requirements. Each applicant for a Career Education teaching permit must:

005.17A ~~005.15A~~ Fulfill the requirements in subsections 005.01A through ~~005.01H~~ and 005.01C ~~005.01J~~ of this chapter; and

005.17B ~~005.15B~~ Submit verification from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach. The recommended form (Career Education Permit Verification) is available on the Educator Certification website.

005.18 ~~005.16~~ Career Education Teaching Permit Renewal Requirements. Each applicant for renewal of a Career Education teaching permit must:

~~005.16A~~ Fulfill the requirements in subsections ~~005.01A~~ through ~~005.01F~~ of this chapter;

005.18A ~~005.16B~~ Submit verification for the renewal of such permit from the Superintendent of Schools or the governing body of the school system in which the applicant intends to teach. A recommended form (Career Education Permit Verification) is available on the Educator Certification website; and

005.18B ~~005.16C~~ Hold or have held a Nebraska Career Education teaching certificate or permit.

005.19 ~~005.17~~ Postsecondary Teaching Permit. A Postsecondary teaching permit is valid only for teaching courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses and only in the applicant's postsecondary subject area. ~~Each Postsecondary teaching permit expires August 31 in the third year following the year of issuance.~~

005.20 ~~005.18~~ Postsecondary Teaching Permit Requirements. Each applicant for a Postsecondary teaching permit must:

005.20A ~~005.18A~~ Fulfill the requirements in subsection ~~subsections~~ 005.01A through ~~005.01H~~ of this chapter; and

005.20B ~~005.18B~~ Be eligible to teach courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses as documented by the Nebraska postsecondary educational entity. A recommended form (Employment Verification for a Postsecondary Permit) is available on the Educator Certification website.

005.21 ~~005.19~~ Postsecondary Teaching Permit Renewal Requirements. Each applicant for renewal of a Postsecondary teaching permit must:

~~005.19A~~ Fulfill the requirements in ~~subsections 005.01A through 005.01F~~ of this chapter;

005.21A ~~005.19B~~ Hold or have held a Postsecondary teaching permit;

005.21B ~~005.19C~~ Continue to be eligible to teach courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses as documented by the Nebraska postsecondary educational entity. A recommended form (Employment Verification for a Postsecondary Permit) is available on the Educator Certification website; and

005.21C ~~005.19D~~ Within three (3) years prior to the date of

application, have:

005.21C1 ~~005.19D1~~ Taught one (1) or more courses that generate college credit and have been approved for high school credit in Nebraska school systems requesting the delivery of such; or

005.21C2 ~~005.19D2~~ Received three (3) semester hours of graduate credit in the applicant's postsecondary content area.

005.22 ~~005.20~~ State Substitute Teaching Permit. A State Substitute teaching permit is valid for teaching in all teaching endorsement areas in all Nebraska school systems. A State Substitute permit holder may be employed to teach by a school system only on a non-contractual basis. ~~If requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. Each State Substitute teaching permit expires August 31 in the fifth year following the year of issuance.~~

005.23 ~~005.21~~ State Substitute Teaching Permit Requirements. Each applicant for a State Substitute teaching permit must:

005.23A ~~005.21A~~ Fulfill the requirements in subsection ~~subsections~~ 005.01A through ~~005.01H~~ of this chapter; and

005.23B ~~005.21B~~ Have held a Nebraska regular teaching certificate or a comparable and equivalent certificate in another state that has expired, or qualify for or hold a comparable and equivalent certificate.

005.24 ~~005.22~~ State Substitute Teaching Permit Renewal Requirements. Each applicant for renewal of a State Substitute teaching permit must:

~~005.22A~~ Fulfill the requirements in ~~subsections~~ ~~005.01A~~ through ~~005.01F~~ of this chapter; and

005.24A ~~005.22B~~ Within five (5) years prior to the date of application, have taught in one (1) or more school systems for at least fifty (50) full-time days; or

005.24B ~~005.22C~~ Within five (5) years prior to the date of application, have received three (3) semester hours of education related coursework.

~~005.25 005.23~~ Local Substitute Teaching Permit. The Local Substitute teaching permit is valid for substitute teaching in all Nebraska school systems. The permit holder may substitute teach no more than ninety (90) full-time days in the same school system. Additional days may be authorized by the Commissioner upon written request from the Nebraska school system that demonstrates a need for additional days. ~~The permit expires August 31 in the fifth year following the year of issuance of the permit.~~

~~005.26 005.24~~ Local Substitute Teaching Permit Requirements. Each applicant for a Local Substitute teaching permit must:

~~005.26A 005.24A~~ Fulfill the requirements in ~~subsection~~ subsections 005.01A through ~~005.01H~~ of this chapter; and

~~005.26B 005.24B~~ Have at least ~~forty-eight (48)~~ forty-eight (48) ~~sixty (60)~~ semester hours of college credit with credit in education-related coursework.

~~005.27 005.25~~ Local Substitute Teaching Permit Renewal Requirements. The Local Substitute teaching permit can be renewed upon meeting the requirements in ~~section 005.26~~ section 005.26 ~~Section 005.24~~ of this chapter.

~~005.28~~ Paraprofessional Substitute Teaching Permit. A Paraprofessional Substitute Teaching permit must be requested in writing by a school system for an applicant and is valid for substitute teaching only in the requesting school system. The permit holder may substitute teach no more than forty-five (45) full-time days in a school year and no more than five (5) of those days may be consecutive school days. Additional days may be authorized by the Commissioner upon written request from the Nebraska school system that demonstrates a need for additional days.

~~005.29~~ Paraprofessional Substitute Teaching Permit Requirements. Each applicant for a Paraprofessional Substitute Teaching permit must be employed as a paraprofessional or paraeducator in the requesting school system.

~~005.30~~ Paraprofessional Substitute Teaching Permit Renewal Requirements. A Paraprofessional Substitute Teaching permit may be renewed upon written request by the requesting school system.

~~005.26~~ Nebraska Entry Teaching Permit. A Nebraska Entry Teaching Permit is ~~valid for teaching in the school system, public or private, that requests the issuance of the permit~~. Each Nebraska Entry Teaching Permit ~~expires on August 31 in the third year following the year of issuance~~

~~and may not be renewed. No individual may hold a Nebraska Entry Teaching Permit for a cumulative total of more than three school years. A Nebraska Entry Teaching Permit may be transferred to a different school system pursuant to Sections 005.29 and 005.30 of this chapter.~~

~~005.27 Nebraska Entry Teaching Permit Requirements. Each applicant for a Nebraska Entry Teaching Permit must:~~

~~005.27A Fulfill the requirements in subsections 005.01A through 005.01G and 005.01J of this chapter;~~

~~005.27B Have received a baccalaureate degree;~~

~~005.27C Hold a valid certificate or permit to teach or administer that:~~

~~005.27C1 Is currently in force in another state; and~~

~~005.27C2 Has been held by the applicant for at least one (1) year;~~

~~005.27D Not have any pending investigations or complaints against any certificate or permit to teach or administer held by the applicant;~~

~~005.27E Submit a statement signed by a certification officer, or the equivalent in another state, as evidence of completion of the academic requirements for issuance of the applicant's certificate or permit to teach in another state. A recommended form (Institutional Verification) is available on the Educator Certification website; and~~

~~005.27F Submit a written request for the issuance of a Nebraska Entry Teaching Permit to the applicant from the superintendent of schools or the governing body of the school system in which the applicant intends to teach.~~

~~005.28 Nebraska Entry Teaching Permit Holder Requirements to Qualify for a Regular Certificate. To qualify for a regular (Initial, Standard, or Professional) teaching certificate at the expiration of a Nebraska Entry Teaching Permit, a permit holder must:~~

~~005.28A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;~~

~~005.28B If the permit holder had two or more years of verified~~

~~teaching experience prior to the issuance of the Nebraska Entry Teaching Permit, submit evidence of:~~

~~005.28B1 The verified teaching experience that occurred prior to the issuance of the permit; and~~

~~005.28B2 Either:~~

~~005.28B2a Half-time or more employment as a teacher for three (3) consecutive years while holding a Nebraska Entry Teaching Permit in the school system that requested the issuance of the permit; or~~

~~005.28B2b While holding the permit, completion of fifteen (15) semester hours of education-related coursework taken after the completion of the baccalaureate degree that includes (i) a course in instructional techniques; (ii) a field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting, fifty (50) percent of which must consist of performing instructional duties; and (iii) a course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law, with the remaining coursework directly related to the applicant's content area on the permit;~~

~~005.28C If the permit holder did not have two or more years of verified teaching experience prior to the issuance of the Nebraska Entry Teaching Permit, submit evidence of:~~

~~005.28C1 Fulfillment of the requirements in subsection 005.01J of this chapter; and~~

~~005.28C2 While holding the permit, completion of fifteen (15) semester hours of education-related coursework taken after the completion of the baccalaureate degree that includes (i) a course in instructional techniques; (ii) a field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting, fifty (50) percent of which must consist of performing instructional duties; and (iii) a course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law, with~~

~~the remaining coursework directly related to the applicant's content area on the permit.~~

~~005.29 Nebraska Entry Teaching Permit Holder Transfer to Another School System. A Nebraska Entry Teaching Permit holder may apply to transfer the permit to another school system. The transfer of a Nebraska Entry Teaching Permit does not change the permit's expiration date or any requirements for a permit holder to subsequently qualify for a regular certificate.~~

~~005.30 Nebraska Entry Teaching Permit Holder Transfer to Another School System Requirements. Each Nebraska Entry Teaching Permit holder applying to transfer the permit to another school system must:~~

~~005.30A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;~~

~~005.30B Submit a statement of assurance signed by the permit holder that the permit holder will not abrogate any contract with the original school system if the transfer of the permit is granted; and~~

~~005.30C Submit a written request for the transfer of the applicant's Nebraska Entry Permit from the superintendent of schools or the governing body of the school system to which the permit would be transferred and in which the applicant intends to teach.~~

006 Temporary Certificates

~~006.01 Temporary Certificates, General Provisions Temporary Teaching, Special Services, or Administrative Certificates Validity Restrictions Temporary certificates and permits are issued to allow an applicant time to complete the requirements for another certificate or permit. The Department may issue a Temporary certificate to allow the applicant time to complete the Human Relations requirement. A temporary This certificate or permit is valid in all Nebraska school systems. The Temporary certificate expires one-hundred eighty (180) days after the date of issuance. The A Temporary certificate or permit is not renewable.~~

~~006.02 Temporary Teaching, Special Services, or Administrative Certificate Requirements. Each applicant for a temporary certificate must meet:~~

~~006.02A Complete the application, found in Appendix A, and meet the requirements of lawful presence in the United States as set forth in Neb. Rev. Stat. §§ 4-108 through 4-112 including completion of the~~

~~United States Citizenship Attestation Form if necessary, found in Appendix C, and~~

~~006.02A~~ ~~006.02B~~ ~~Meet all~~ **All** the requirements for an Administrative, Special Services, or **Teaching** ~~teaching~~ certificate or permit pursuant to this chapter, except the requirement for human relations training as specified in this chapter;

~~006.02B~~ The requirements as set forth in subdivision (1)(a) of Neb. Rev. Stat. § 79-8,145 for an applicant who possesses a certificate to teach from another state;

~~006.02C~~ The requirements as set forth in subdivision (1)(b) of Neb. Rev. Stat. § 79-8,145 for an applicant who has passed an appropriate subject area examination as designated by the Board; or

~~006.02D~~ The requirements as set forth in subdivision (1)(c) of Neb. Rev. Stat. § 79-8,145 for an applicant who is employed as a paraprofessional or paraeducator.

007 Special Services Certificates and Permits

~~007.01~~ **Special Services Certificates and Permits, Types, General Requirements.** The Department may issue Standard Special Services certificates, Special Services permits and Provisional Special Services permits. Each applicant for any such Special Services certificate or permit must **submit**:

~~007.01A~~ Complete the application and meet the requirements of lawful presence in the United States as set forth in Neb. Rev. Stat. §§ 4-108 through 4-114 including completion of the United States Citizenship Attestation Form if necessary, found in Appendix C of this chapter;

~~007.01B~~ Submit an official transcript of all college credit earned in fulfillment of the requirements of this chapter;

~~007.01C~~ Pay the prescribed fee as provided in Section 003.05 of this chapter;

~~007.01D~~ Not have an application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction, and not have any felony conviction, or any misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in

~~Sections 003.11 through 003.14 of this chapter;~~

~~007.01E Be of good moral character;~~

~~007.01F Not have an emotional or mental incapacity to practice the profession as defined by Section 003.10 of this chapter;~~

~~007.01G Submit a complete, legible set of the applicant's fingerprints and pay the prescribed fee established by the Board to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate or permit and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application; and~~

~~007.01H Submit evidence of human relations training as defined by this chapter.~~

007.02 Standard Special Services Certificate. A Standard Special Services certificate is valid for working in all Nebraska school systems only in the area of Special Services Endorsements for Audiologist and School Nurse described in 92 NAC 24. ~~If requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. Each Standard Special Services certificate expires August 31 in the fifth year following the year of issuance or renewal.~~

007.03 Standard Special Services Certificate Requirements. Each applicant for a Standard Special Services certificate **must have** ~~shall:~~ 007.03A ~~Fulfill the requirements in Section 007.01 of this chapter;~~ and 007.03B ~~Have completed the program requirements for an Audiologist or School Nurse endorsement in 92 NAC 24.~~

007.04 Standard Special Services Certificates Renewal Requirements. Each applicant for the renewal of a Standard Special Services certificate must:

007.04A ~~Fulfill the requirements in~~ **section 007.01** ~~subsections 007.01A through 007.01F of this chapter.~~

007.05 Special Services Permit. A Special Services permit is valid for coaching in all Nebraska school systems, ~~except that if requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. Each Special Services permit expires August 31 in the fifth year following the year of issuance.~~

007.06 Special Services Permit Requirements. Each applicant for a Special Services permit must:

007.06A Fulfill the requirements in **section** ~~Section~~ 007.01 of this chapter; and

007.06B Submit evidence of meeting the requirements for a Special Services Coaching endorsement in 92 NAC 24.

007.07 Special Services Permit Renewal Requirements. Each applicant for the renewal of a Special Services permit must:

007.07A Fulfill the requirements in **section** ~~Section~~ 007.01 of this chapter;

007.07B Hold or have held a Standard Special Services certificate with a Coaching endorsement or a Special Services permit; and

007.07C Either:

007.07C1 Within five (5) years prior to the date of application for renewal, have been employed as a coach for at least one (1) year in a Nebraska school system while holding a Standard Special Services certificate with a Coaching endorsement or a Special Services permit; or

007.07C2 Within two (2) years prior to the application for renewal, have completed coursework in first aid, health and safety for coaches, and fundamentals of coaching as set forth in the Special Services Coaching endorsement in 92 NAC 24.

007.08 Provisional Special Services Permit. A Provisional Special Services permit is valid for working only in the Nebraska school system requesting the issuance of such permit and only in the area of the Speech Language Technician endorsement described in 92 NAC 24. ~~Each Provisional Special Services permit expires August 31 of the calendar year following issuance.~~ A Provisional Special Services permit may be renewed twice for an individual for a total of three (3) years.

007.09 Provisional Special Services Permit Requirements. Each applicant for a Provisional Special Services permit must:

007.09A Fulfill the requirements in **section** ~~Section~~ 007.01 of this chapter;

007.09B Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the school system in which the applicant intends to work;

007.09C Have a bachelor s degree in Speech Communication Disorders or Speech Language Pathology; and

007.09D Submit a signed and dated statement of intent to pursue admission into a Master s Speech Language pathology program during the period in which such permit is valid.

007.10 Provisional Special Services Permit Renewal Requirements. Each applicant for renewal of a Provisional Special Services **permit** ~~certificate~~ must:

007.10A First Renewal. Each applicant for a first renewal of a Provisional Special Services permit must:

007.10A1 Fulfill the requirements in **section** ~~Section~~ 007.01 of this chapter;

007.10A2 Hold or have held a Nebraska Provisional Special Services ~~certificate~~ or permit; and

007.10A3 Submit a signed and dated statement from the institution verifying that the applicant has been admitted into an approved Master s Speech Language Pathology program.

007.10B Second and subsequent renewal. Each applicant for a second or subsequent renewal of a Provisional Special Services permit must:

007.10B1 Fulfill the requirements in **section** ~~Section~~ 007.01 of this chapter;

007.10B2 Hold or have held a Nebraska Provisional Special Services ~~certificate~~ or permit; and

007.10B3 Submit a signed and dated statement from the institution of the remaining requirements leading to the issuance of a regular endorsement and a transcript documenting six (6) hours completed in the past year in a Master s Speech Language Pathology program.

008 Conditional Permits

008.01 Conditional Permits. A **Conditional** ~~conditional~~ permit is a temporary authorization to teach, provide special services, or administer. ~~A conditional permit is valid for up to one (1) year from the date of issuance unless otherwise voided as provided by Section 008.04 of this chapter.~~

008.02 Conditional Permit Issuance Requirements. A **Conditional** ~~conditional~~ permit may be issued while the application is being processed by the Department if the Nebraska school system requests, and the Commissioner determines that the documents and information submitted by the applicant would allow for the issuance of a certificate or permit sought by the applicant pending receipt of any additional documentation.

008.03 Conditional Permits Issuance Requirements When a Criminal History Check is Required and All Other Certification Requirements Have Been Met. An applicant for a certificate or permit who is required to submit a complete, legible set of fingerprints is issued a **Conditional** ~~conditional~~ permit prior to receipt, by the Commissioner, of the criminal history record information check if:

008.03A The Criminal Charges Self-Reporting Form, **found on the Educator Certification website** ~~in Appendix B of this chapter~~, identifies all crimes of which the applicant has been convicted; and

008.03B The Commissioner determines the applicant has good moral character and meets all other requirements for certification.

008.04 Voiding of Conditional Permits. The applicant's **Conditional** ~~conditional~~ permit is void upon the issuance of a certificate or permit to the applicant or upon a final determination that the applicant does not meet the requirements for issuance of a certificate or permit. For purposes of this chapter, a determination is final upon expiration of the time for which the applicant may appeal a denial as provided in **section** ~~Section~~ 010 of this chapter or upon issuance of a final order by the Board regarding an appeal by an applicant.

009 Military Permit

009.01 Military Permit. A Military **permit** ~~Permit~~ is valid for either teaching, administering, or providing special services in all Nebraska school systems.; ~~except if requested by the applicant at the time of application, such permit will be valid only for Nebraska nonpublic school systems. Each Military Permit expires August 31 of the third year following the year of issuance.~~

009.02 Military Permit Requirements. Each applicant for a Military permit Permit must:

009.02A Hold a valid certificate or permit currently in force in another state to teach, administer, or provide special services;

009.02B Have held such certificate or permit for at least one year;

~~009.02C Be in good standing in all states where a certificate or permit to teach, administer, or provide special services is held;~~

~~009.02D Not have any pending investigations or complaints against any such certificate or permit;~~

~~009.02E Pay any applicable fees;~~

~~009.02F Submit a complete, legible set of the applicant's fingerprints to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate or permit and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application;~~

009.02C ~~009.02G~~ Submit evidence of current service in the armed forces of the United States, or evidence of having retired from such service within five (5) years of the date of application. If the applicant for a Military Permit is the spouse of active or retired military personnel, the applicant must present the same evidence pertaining to his or her spouse; and

009.02D ~~009.02H~~ Submit a U.S. Department of Defense Dependent Identification and Privilege Card establishing the applicant's status as a spouse of a person who is serving on active duty if the applicant is not a current service member in the armed forces of the United States or retired from such service within five (5) years of the date of application.

009.03 The Department must expedite the processing of any application for a STET Military permit Permit submitted by an applicant whose spouse is serving on active duty at the time of such submission. A preliminary military permit must be issued upon submission of any application for a military permit, payment of fees pursuant to section 003.05 of this chapter, and successful completion of the criminal history record information check pursuant to section 003.12 of this chapter. The preliminary military

permit will be void upon the issuance of a certificate or permit to the applicant or upon a final determination that the applicant does not meet the requirements for issuance of a certificate or permit.

010 Appeals Procedure

010.01 Notice. The Department notifies in writing an applicant for a certificate, permit, or endorsement if the Department intends to deny an application and provide the reason(s) for the denial.

010.02 Request for Review. The applicant may request in writing a review by the Commissioner within twenty calendar (20) days after receipt of the written notice provided for in **section** ~~Section~~ 010.01 of this chapter. Failure of an applicant to request a review by the Commissioner within twenty (20) calendar days after receipt of the notice will be a waiver of any further appeal by the applicant and results in a denial of the certificate, permit, or endorsement. After receipt of the request for review, the Commissioner must:

010.02A Notify the applicant that the Department will issue the certificate, permit, or endorsement being sought;

010.02B Notify the applicant that the application for a certificate, permit, or endorsement is denied; or

010.02C Notify the applicant that the application for a certificate, permit, or endorsement is denied for the reason(s) set forth in the notice and that, as a result of the applicant's failure to request a review pursuant to **section** ~~Section~~ 010.02 of this chapter, the applicant has waived any further appeal to the Board regarding the current application.

010.03 Hearings. Within twenty (20) calendar days of receipt of the notice of the Commissioner's denial of the certificate, permit, or endorsement pursuant to subsection 010.02B of this chapter, the applicant may appeal the Commissioner's decision pursuant to 92 NAC 61. If the Board finds that the requirements in this or related chapters have been improperly applied to the applicant or in the case of an applicant whom the Commissioner has rejected due to criminal convictions, that the applicant has good moral character and possesses the moral fitness for teaching, then the Board may direct the Commissioner to issue a certificate or permit to the applicant.

010.04 Guidelines for Review. In considering whether to deny, not

issue, or not renew a certificate or permit of an applicant based upon criminal convictions, the Commissioner and the Board shall take into account the following factors in determining moral character and moral fitness to teach:

010.04A The nature of the crime, the facts and circumstances surrounding the applicant's conviction including whether the conduct of the applicant would constitute a crime in Nebraska, the sentence received, and whether the sentence was commuted, set aside, or pardoned;

010.04B The applicant's age at the time of the conduct;

010.04C The recency of the conduct;

010.04D The applicant's positive social contributions since the conduct; and

010.04E The reliability of the information concerning the conduct.

010.05 Applicants who have failed to request a review pursuant to section ~~Section~~ 010.02 of this chapter are prohibited from re-applying for any certificate or permit for one year from the date the Commissioner denied the application.

010.06 Applicants who have appealed a denial pursuant to section ~~Section~~ 010.03 of this chapter and the denial was affirmed by the State Board are prohibited from re-applying for any certificate or permit for one year from the State Board's order.

~~TITLE 92~~

~~CHAPTER 21~~

~~APPENDIX A~~

Page 1 of 3

APPLICATION FOR A NEBRASKA EDU

CERTIFICATE PERMIT

NDE20-003 Revised 01/2023

~~Educator Certification " Nebraska Department of Education " 500 South 84th Street "~~

FIRST TIME APPLICANT
column below)

(Mark one in each

OR

~~Certificate with no deficiencies~~

Teaching

~~Administrative~~

~~Alternative Program Permit~~

Special

~~Services~~

~~Nebraska Entry~~

~~Substitute Permit~~

RENEWAL
each column below)

(Mark one in

OR

~~Certificate with no deficiencies~~

Teaching

~~Administrative~~

~~Alternative Program Permit~~

Special

~~Services~~

~~Substitute Permit~~

OTHER
below)

(Mark one

~~Coaching Permit~~

Special Services

~~Permit~~

Postsecondary

~~Permit~~

Career Education

charge)

~~Duplicate (no charge)~~

~~Added Endorsement~~

~~Name Change (no~~

ACADEMIC RECORD

List Colleges/Universities attended. Submit Official Transcripts of all college credit not currently on file at NDE:

If additional space is needed, please use a separate piece of paper indicating colleges attended.

College/University	Month/Year	Semester Hours Completed

ENDORSEMENTS

Areas completed for a teacher administrator or special services program: (Example: Math 6-12)

~~*The requirement that a certificate or permit applicant provide a social security number is contained in Neb. Rev. Stat. 79-810. The uses will be made of this number are criminal background checks prior to issuance of a certificate or permit and for purposes of data compilation and statistics concerning employment of graduates of state approved teacher education programs and employment of certificate and permit holders.~~

~~TITLE 92~~

~~CHAPTER 21~~

~~APPENDIX A~~

~~Page 2 of 3~~

NDE20-003 Revised 01/2023

Name: _____

Social Security Number*:

FINGERPRINTING REQUIREMENT

- CHECK ONLY ONE

Have you ever been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court? ~~Minor traffic infractions and misdemeanor convictions for Driving Under the Influence or Minor in Possession of Alcohol need not be reported.~~

~~Yes~~

~~No~~

~~If yes, complete Criminal Charges Self-Reporting Form. This form can be found on the supporting forms page of the Teacher Certification website at www.education.ne.gov/TCERT/~~

Is an order or determination currently in effect by a court or any other governmental body which finds you to be any of the following: ~~a mentally ill and dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication?~~

~~Yes~~

~~No~~

~~If yes, attach a copy of the order and a written statement that fully explains the facts and where this occurred.~~

Are you currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional?

Yes

No

~~If yes, please attach a written statement that fully explains the facts and where this is occurring.~~

Are you a U.S. Citizen?

Yes

No

DECLARATION, AUTHORIZATION AND SIGNATURE

I declare that the information furnished herein is true, correct, and complete to the best of my knowledge. I hereby grant the permission and authorize the release of any information that would otherwise be confidential to the Nebraska Department of Education to verify all responses contained herein, including but not limited to verification with any mental health facility, hospital or other facility that provides psychiatric or professional mental health services, including records from any commitment by any board of mental health or other agency authorized by law to order mental health commitment, or governmental agency and records maintained by any criminal justice agency, including a criminal history record information check, regarding any of my criminal charges or convictions, and to contact previous employers for information regarding the term of my employment. I hereby release, discharge, and exonerate the Nebraska Department of Education, its employees, and any person so furnishing information from any and all liability to every nature and kind arising out of the furnishing of such records and information. I understand that any material submitted in connection with this application will become the property of the State of Nebraska, will be considered a public record and will not be returned. I further understand that application status information, including application denial and

~~underlying reason for a denial may be provided to personnel of any school district where I have applied for, being considered for employment or are currently employed by. I understand that inaccurate information submitted in support of an application shall be cause for denial or revocation of such certificate or permit.~~

~~_____~~, 20~~____~~

~~_____~~
~~_____~~
Date Signature of

Applicant
~~TITLE 92~~

~~CHAPTER 21~~

~~APPENDIX A~~

Page 3 of

3

~~NDE20-003 Revised 1-2023~~

Name: _____ Social Security Number*: _____

EXPERIENCE AS AN EDUCATION PROFESSIONAL DURING THE PAST FIVE YEARS

Send copies of ALL out-of-state certificates

School Years From/To Location	School System Name and Job Description
---	--

_____ _____	_____
_____ _____	_____
_____ _____	_____
_____ _____	_____
_____ _____	_____
_____ _____	_____
_____ _____	_____
_____ _____	_____
_____ _____	_____
_____ _____	_____

NON-REFUNDABLE FEES
- CHECK ONLY ONE

All School Certificate or Permit	\$75.00	All School
Certificate or Permit plus Fingerprint Fee (valid in public and nonpublic schools) public and nonpublic schools)	\$125.00	(valid in public and nonpublic schools)
Nonpublic School Certificate or Permit	\$55.00	Nonpublic School
Certificate or Permit plus (valid in nonpublic schools ONLY) Fingerprint Fee	\$105.00	
Added Endorsement	\$55.00	(valid in
nonpublic schools ONLY)		
Added Endorsement plus Renewal for All School Certificate	\$75.00	
Added Endorsement plus Renewal Change	\$55.00	Duplicate or Name
for Nonpublic School	NO CHARGE	

The Nebraska Department of Education prefers that applicants complete the application and pay all fees on-line. Payment on-line will expedite the application process.

If a check or money order is mailed, please send to:

NEBRASKA DEPARTMENT OF EDUCATION

EDUCATOR CERTIFICATION

P O BOX 94987

LINCOLN NE 68509-4987

DISCLAIMER

The Nebraska Teacher Certification Office does not communicate with applicants after receiving individual pieces of the required application materials; however, you may be contacted if all materials have not been received in a timely manner. It is the applicant's responsibility to check with educational agencies to guarantee that transcripts, institutional verifications, Praxis scores, agreement statements and other necessary materials have been sent to the Teacher Certification Office. It is the applicant's responsibility to submit two sets of legible fingerprint cards or complete the Record of Residence form. Any fingerprints submitted by an applicant will be used to check the criminal history records of the Federal Bureau of Investigations (FBI). Applicants wanting to obtain a change, correction, or updating of an FBI identification record may follow the procedures as set forth in 28 CFR 16.34. All Nebraska educational certified personnel in public or non-public schools must have

a valid certificate or permit by September 1st of the current school year. Failure to complete the process is not a valid reason for maintaining your employment after September 1st:

~~CANDIDATE APPLICATION STATUS~~

~~Applicants can check the status of their application by logging on to their TEACH dashboard at <https://teach.education.ne.gov>.~~

~~Please read and understand your application before submitting, as application fees are non-refundable.~~

~~UNITED STATES CITIZENSHIP ATTESTATION FORM~~

~~Printed Name of
Applicant
Security Number*~~

~~Social~~

For the purpose of complying with Neb. Rev. Stat. §§4-108 through 4-114, I attest as follows:

~~Y~~ I am

~~a~~

~~citizen~~

~~of the~~

~~United~~

~~States~~

~~OR~~

~~Y~~ I am a qualified alien under the federal Immigration and Nationality Act, my immigration status, alien number and card expiration date are as follows:

~~NDE 20-070~~

~~Revised 01-2023~~

~~ALTERNATIVE PROGRAM PERMIT~~

~~Name Social Security Number*~~

~~Employing District: _____~~

~~School District Contact:~~

~~To the Certification Officer: After reviewing the applicant's submitted documents, please recommend coursework that~~

~~would lead this person to gain a regular Nebraska certificate once that work is completed. Recommendations will be used~~

~~by the Nebraska Department of Education to format an applicant's deficiency plan. The approved program area is~~

~~_____ and at the _____ grade level.~~

~~This applicant also has the following Nebraska requirements to complete before they may apply for their regular~~

~~teaching certificate. Check all that apply.~~

~~Human Relations Training Special Education Training Content Test~~

~~Course Number Title of Course Semester Hours~~

Total number of Semester Hours listed _____

~~Signature of Certification Officer Date~~

~~Institution Name and Address:~~

~~*The requirement that a certificate or permit applicant provide his/her social security number is contained in Neb. Rev. Stat. 79-810. The uses that~~

~~will be made of this number are criminal background checks prior to issuance of a certificate and for purposes of data compilation and statistics~~

~~concerning employment of graduates of state approved teacher education programs and employment of certificate or permit holders:~~

~~500 South 84th Street, 2nd Floor, PO Box 94987, Lincoln, NE 68509 Phone: 402-471-0739, Fax: 402-471-0117~~

~~Website: www.education.ne.gov/tcert, Email: nde.tcertweb@nebraska.gov~~



PROPOSED AGENDA ITEM RATIONALE

DATE: November 25, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Action Item: Approve revisions to Rule 24 (Endorsements)

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

RATIONALE/BACKGROUND INFORMATION:

The State Board of Education approved revisions to Rule 24 (Endorsements) in June of 2023 which became effective in June of 2024. In June of 2023, the Rules and Regulations Committee of the State Board signaled a need for additional revisions to 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 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 four 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 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 and additional input from NCTE was discussed by the Rules and Regulations Committee at the October meeting.

Revisions to the public input draft of Rule 24 were made based on the public input received as directed by the State Board Rules and Regulations Committee. The revisions led to the Rule 24 public hearing draft which was reviewed by the Commissioner and the Rules and Regulations Committee before a public hearing was

scheduled for December 3, 2024 at 9AM. Results of the public hearing will be shared with Board members prior to the December 6, 2024 State Board of Education meeting.

This agenda item allows for a potential approval vote on revisions to Rule 24 at the December 2024 Board meeting. The public hearing draft and summaries of the substantive changes are attached.

PROPOSED BOARD MEETING (MONTH/YEAR): 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*

DATE: December 5, 2024

RE: **Executive Summary** of Proposed Revisions of Title 92, Nebraska Administrative Code, Chapter 24 (Rule 24) Regulations for Certificate Endorsements.

The State Board of Education approved revisions to Title 92, Nebraska Administrative Code, Chapter 24, *Regulations for Certificate Endorsements* (Rule 24) in June of 2023 which became effective in June 2024. In June of 2023, the Rules and Regulations Committee of the State Board of Education signaled a need for additional revisions to certificate endorsement regulations. The Nebraska Department of Education staff 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, total of 48 members (16 members per group). NCTE has met four 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 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. The feedback from the public input draft, including NCTE, was discussed at the October 2024 State Board meeting.

Revisions to Rule 24 were made based on the public input received as directed by the State Board Rules and Regulations Committee. The revisions made to the public input draft include:

- A. 03.14 and 003.15, added definitions for “equivalent professional education” and “equivalent professional education provider”
- B. 004.10A, enable Nebraska approved educator preparation programs to reduce total required credit hours for any teaching endorsement by up to fifty (50) percent based on competency
- C. Eliminate the requirement for additional student teaching for educators adding an endorsement

The revisions aim to: (1) remove certification barriers, (2) ensure alternative pathways, (3) retain quality, (4) simplify the system, and (5) align regulations with recent statutory changes.

A summary of the changes from the current Rule 24 contained in the Rule 24 – Draft -12-3-24 Non-Substantive Revisions document the Rules and Regulations Committee brings to the Board include:

1. 003.08, eliminate the identification of a singular company to be utilized for a content examination;
2. 004.01, eliminate the requirement of a content test to qualify for an endorsement;
3. 004.03, provide for additional pathways to earn additional endorsements as outlined in Neb. Rev. Stat. 79-810;

4. 004.03A, eliminate requirement for additional student teaching requirements for applicants adding an endorsement;
5. 004.10A, provide educator preparation programs the ability to reduce the total required credit hours for any teaching endorsement by up to fifty (50) percent based on demonstrated competency in the endorsement area;
6. 005.02D1, 005.03D2, and 005.04D1; eliminate redundancy of the two years of teaching experience requirement as 92NAC21 requires two years of teaching experience to qualify for an administrative certificate;
7. 006.14, add Computer Science endorsement;
8. 006.56, revise semester hour requirements to reflect endorsement hours needed in special education content;
9. 006.59, adjust regulations allowing for undergraduate semester hours to accepted toward a Special Education Early Childhood endorsement;
10. 006.60, adjust semester hour requirements for the Special Education Early Intervention Specialist endorsement; and
11. 008, add designated endorsements section to comply with Neb. Rev. Stat. 79-810.

TITLE 92 NEBRASKA DEPARTMENT OF EDUCATION

CHAPTER 24 CERTIFICATE ENDORSEMENTS

001 Alphabetical List of Endorsements Contained in this Chapter

ADMINISTRATIVE ENDORSEMENTS

Curriculum Supervisor (Issued prior to August 1, 2020)
Principal
Special Education Supervisor
Superintendent

TEACHING ENDORSEMENTS

Adapted Physical Education
Agricultural Education
American Sign Language (Subject)
American Sign Language (Supplemental)
Anthropology (Issued prior to August 1, 2023)
Art
Assessment Leadership (Issued prior to August 1, 2020)
Basic Business (Issued prior to August 1, 2019)
Bilingual Education
Biology
Business, Marketing, and Information Technology (BMIT)
Career Education
Chemistry
Coaching
Computer Science
Driver Education
Early Childhood Education
Early Childhood Inclusive
Earth and Space Science
Economics
Elementary Education
English (Issued prior to August 1, 2015)
English As A Second Language
English Language Arts (formerly Language Arts)
Family and Consumer Sciences Occupational
Geography
Health Education
Health and Physical Education
Health Sciences Education (Field)
Health Sciences Education (Supplemental)
High Ability Education
History
Information Technology
Instructional Technology Leadership
Journalism and Media Education
Mathematics
Middle Level Education
Music
Orientation and Mobility (O & M) Specialist
Physical Education
Physics
Political Science
Psychology
Reading and Writing
Reading Specialist
Religious Education
Reserve Officer Training Corps (ROTC)
School Counselor
School Librarian

School Psychologist
Science
Secondary English
Secondary Transition Specialist
Skilled and Technical Sciences Education
Skilled and Technical Sciences Education Skilled Specific
Social Studies
Sociology
Special Education Generalist (formerly Special Education)
Special Education Behavior Intervention Specialist
Special Education Deaf or Hard of Hearing
Special Education Early Childhood Special Education
Special Education Early Intervention Specialist
Special Education Functional Academic Skills and Independent Living Specialist
Special Education Inclusion and Collaboration Specialist
Special Education Visual Impairment
Special Program
Speech
Speech-Language Pathologist
Theatre
Vocal Music
Vocational Special Needs (Issued prior to August 1, 2018)
Work-Based Learning
World Language

SPECIAL SERVICES ENDORSEMENTS

Audiologist
School Nurse
Speech Language Technician
Special Services Coaching

Appendix A: Status of Endorsements no longer in Chapter 24

Appendix B: Affirmation of Eligibility Form

002 General Information

002.01 Statutory Authority. This chapter is adopted pursuant to ~~Section~~ sections 79-318, 79-805 to 79-815, and 79-1505 ~~79-808~~ of the Nebraska Revised Statutes (Neb. Rev. Stat.), (R.R.S.):

002.02 Scope and Application. This chapter contains regulations for obtaining endorsements indicating grade levels and areas of specialization on Nebraska teaching, administrative, and special services certificates or permits.

002.03 Related Regulations. Throughout this chapter, reference is made to other Department regulations relating to teachers, administrators, and special services providers. Regulations for the issuance of certificates or permits to teach, administer, and provide special services in Nebraska schools are contained in Title 92, Nebraska Administrative Code, Chapter 21 (92 NAC 21). Title 92, Nebraska Administrative Code, Chapter 20 (92 NAC 20) contains the rules for the approval of professional education programs in Nebraska. Copies of these rules are available from the Department or at www.education.ne.gov/legal/current-nde-rules-regulations/. Content standards can be found at www.education.ne.gov/contentareastandards.

~~002.04 Implementation Date. Regardless of the effective date of the approval of this chapter, the implementation date will be August 1, 2024. Colleges and persons seeking endorsements must meet these requirements after this date. Prior to that implementation date, the provisions of this chapter, as approved with an effective date of November 9, 2020, will remain in effect.~~

003 Definition of Terms. As used in this chapter:

003.01 American Sign Language (ASL) means a natural language indigenous to members of the American Deaf Community, with its own culture, literature, and linguistic structure.

003.02 Approved Endorsement Program means endorsement programs approved pursuant to 92 NAC 20 or any endorsement program approved in any other state or country pursuant to standards comparable and equivalent to 92 NAC 20.

003.03 Board means the Nebraska State Board of Education.

003.04 Certification Officer means an employee ~~a faculty or staff member~~ designated by the chief academic officer or unit administrator of each standard institution of higher education with an approved educator preparation

program to receive correspondence regarding this chapter from the Department and to provide certified records, transcripts, reports and/or recommendations to the Department, as required, for the purpose of certification and/or endorsement.

003.05 Clinical experiences means those that are characterized by careful planning, stipulated goals, required activities, projected performance levels and evaluation of growth. Examples of clinical experiences are microteaching clinics, unit teaching associated with a methodology class, and skill clinics. Activities not meeting the criteria for clinical experiences include general observations, voluntary community service, orientation visits, teacher aiding, and periodic visitations to educational settings.

003.06 Clinical practice means culminating supervised experiences which provide candidates with opportunities to demonstrate competence in the professional roles for which they are preparing, which includes student teaching and internships.

003.07 Commissioner means the Nebraska State Commissioner of Education.

003.08 Content Test means **an examination** ~~a Praxis Subject Assessment or School Leadership Series test published by the Educational Testing Service (ETS) of Princeton, N.J. which a passing score requirement has been established by the Department~~ **Board**.

003.09 Credit hour means the equivalent of 15 instructional class periods of 50 minutes or more. Semester hour has the same meaning as credit hour.

003.10 Department means the State Department of Education, which is comprised of the Board and the Commissioner.

003.11 Designated endorsement means an endorsement designated by the Commissioner for which evidence of a passing score on a content test or completion of equivalent professional education offered by an accredited public school may substitute for coursework requirements when such endorsement is being added to an existing Nebraska certificate or permit.

003.12 ~~003.11~~ Endorsement means an area of specialization indicated on a certificate or permit issued pursuant to 92 NAC 21 signifying that the individual has met specific requirements contained in this chapter.

003.13 ~~003.12~~ English as a Second Language (ESL) means a program designed to serve students whose dominant language is not English to become proficient in English through instruction predominantly provided in English to the students.

003.14 Equivalent professional education means a program of procedures, coursework, and activities approved by the Commissioner as advanced preparation to allow successful candidates to qualify for a designated endorsement.

003.15 Equivalent professional education provider means an accredited public school offering equivalent professional education.

003.16 ~~003.13~~ Field (used as a descriptor of an endorsement) means two or more subjects which, considered as a single area of study, represent a wider and broader scope than that of a subject.

003.17 ~~003.14~~ Field experience means an opportunity for candidates to observe, assist, tutor, instruct, and/or conduct research to develop professional education knowledge, skills, and dispositions. Field experiences include practicum and clinical practice requirements. Field experiences are designed and implemented through collaboration with school partners and faculty and occur in school systems or other settings serving students.

003.18 ~~003.15~~ Internship means an experience supervised by a qualified professional who holds a certificate or permit or has qualifications comparable to that of a certificate or permit holder. The internship provides opportunities to practice and demonstrate the knowledge and skills of the specialization area in a setting that is similar to the setting in which the candidate intends to work. Internship differs from student teaching in that it is only applicable to graduate level and supplemental endorsements.

003.19 ~~003.16~~ Passing Score means a scaled score on a ~~Praxis Subject Assessment Series or School Leadership Series subject content test as established by the Department~~ **Board**.

003.20 ~~003.17~~ Practicum means a field experience completed prior to a culminating supervised clinical practice.

003.21 ~~003.18~~ Prekindergarten means the preschool years for children beginning at age 3 prior to entering kindergarten.

003.22 ~~003.19~~ Regular Certificate means an **Initial, Standard, or Professional Nebraska** ~~initial, standard or professional certificate as defined in 92 NAC 21.~~

003.23 ~~003.20~~ Semester Hour means the equivalent of 15 instructional class periods of 50 minutes or more. Credit hour has the same meaning as semester hour.

003.24 ~~003.21~~ Standard institution of higher education has the same meaning as in Neb. Rev. Stat. § 79-807.

means any college or university, the teacher education programs of which are fully approved by the Board or approved in another state pursuant to standards which are comparable and equivalent to those set by the board:

003.25 ~~003.22~~ Student teaching means a full time, directed teaching experience conducted in a school setting that provides supervised opportunities to practice and demonstrate over a continuous, extended time period (as required by 92 NAC 20) the unique knowledge and skills of teaching in the endorsement area(s).

003.26 ~~003.23~~ Subject (used as a descriptor of an endorsement) means a specific course or narrow range of courses taught and offered in a school.

003.27 ~~003.24~~ Supplemental (used as a descriptor of an endorsement) means an endorsement obtained by meeting the requirements of this chapter and which may be added to a certificate in the presence of other endorsements which may or may not be specified.

003.28 ~~003.25~~ Teaching experience means employment as a certified employee for the instruction of students in an approved or accredited school.

004 Application Procedures

004.01 Eligibility Criteria. Each applicant for an Initial, Standard, Professional, Alternative Program, Postsecondary, Career Education, State Substitute, Local Substitute, or Military teaching certificate or permit may be required to:

~~004.01A~~ Submit evidence of qualifying for or be eligible to have placed on a certificate or permit one (1) or more endorsements pursuant to this Chapter, ~~except that a content test will not be required for applicants who otherwise qualify for an endorsement in Nebraska and taught in the earned endorsed area for two years or more in another state while holding a comparable and equivalent certificate; or~~

~~004.01B~~ Submit evidence that the applicant has completed two years of teaching experience in a Nebraska school system in the earned endorsement area after the completion of a Nebraska approved educator preparation program, and evidence that the individual has attempted the content test for the earned endorsed area unsuccessfully at least once.

004.02 Initial Endorsement. When an applicant applies for his or her teaching, administrative, or special services certificate or permit pursuant to 92 NAC 21, he or she will be required to file documentation, signed by a certification officer of a standard institution of higher education, indicating that he or she has met the requirements of this chapter for one or more endorsements (depending upon the requirements of 92 NAC 21 for the type of certificate or permit and the type of endorsements), to file an application and pay the fee provided for in 92 NAC 21. A recommended form (Institutional Verification) is available on the Teacher Certification website.

004.03 Additional Endorsements. Additional endorsements may be added to a certificate or permit at any time upon the payment of the fee provided for in 92 NAC 21 and (1) evidence of receiving a passing score on the content test for a designated endorsement, (2) evidence of completion of an approved program of equivalent professional education for a designated endorsement provided by an accredited public school, or (3) documentation signed by a certification officer of a standard institution of higher education, that clearly show that the endorsement requirements and student teaching experience requirements, if applicable, of this chapter have been met in approved endorsement programs.

~~004.03A~~ Applicants applying for additional subject or field endorsements have no additional student teaching requirement if the endorsement is for the same grade level as endorsement(s) already held on the certificate. If it is for a different level, the applicant must meet half of the 14 week student teaching requirement through student teaching or internship.

004.04 Provisional Endorsements. Individuals holding a regular Nebraska certificate may apply to add one provisional endorsement as follows:

004.04A Completing an application and payment of the statutory fee as required under 92 NAC 21; and

004.04B Submitting a document signed and dated by the certification officer of a Nebraska standard institution of higher education which verifies that the applicant has completed 50 percent of the endorsement credit hour requirement in an approved endorsement program and lists the remaining courses to be completed. A recommended form (Added Provisional Endorsement) is available on the Teacher Educator Certification website.

This provisional endorsement cannot be renewed and will expire on August 31 of the third year following issuance.

004.05 Interim Special Education Endorsement. Individuals holding a regular Nebraska certificate may apply to add an interim special education endorsement. The interim special education endorsement will expire August 31 in the year following the year of issuance and may be renewed two (2) times.

004.05A Each applicant for an interim special education endorsement will:

004.05A1 Complete an application and pay the statutory fee as required under 92 NAC 21;

004.05A2 Submit the Affirmation of Eligibility form, a copy of which is attached as Appendix B and available on the Teacher Certification website, requesting the issuance of the interim special education endorsement;

004.05A3 Submit an official transcript from a standard institution of higher education that demonstrates at least six (6) semester hours of coursework has already been completed for the interim special education endorsement; and

004.05A4 Submit a document that is signed and dated by the certification officer from a Nebraska standard institution of higher education which verifies that the applicant has established a plan for completion of course work leading to a Special Education Generalist endorsement. A recommended form, Added Provisional Endorsement, is available on the Teacher Certification website.

004.05B Each applicant for renewal of an interim special education endorsement will:

004.05B1 Complete an application and pay the statutory fee as required under 92 NAC 21; and

004.05B2 Submit an official transcript verifying completion of at least nine (9) semester hours of course work from the established plan for completion of course work leading to a Special Education Generalist endorsement.

004.06 Duration of Endorsements

004.06A Endorsements, once granted, continue in effect so long as the holder maintains a certificate or permit in force, or until revoked or amended pursuant to state law or regulation.

004.06B Provisional endorsements continue for three (3) years.

004.06C Interim special education endorsements must be renewed annually.

004.06D If an endorsement is amended through changes to this chapter but the title remains the same, current holders of that endorsement will continue to have that endorsement in effect for their current and future certificates or permits. If an endorsement is no longer contained in this chapter because it has been repealed or the title and requirements have changed, the following provisions apply:

004.06D1 If a comparable existing endorsement is listed for such former endorsement in Appendix A of this chapter, the certificate or permit holder will be considered to hold such comparable endorsement for purposes of determining school or school district compliance with approval or accreditation requirements under Chapters 10 or 14 of this Title, and for purposes of the requirements of any other chapter of this Title. At the time of future renewals, the new certificate or permit will carry the comparable endorsement.

004.06D2 If an endorsement that was formerly designated as a subject or field endorsement is reclassified as a supplemental endorsement, the endorsement will continue to be placed on a certificate or permit as a subject or field endorsement if the subject or field endorsement appeared on a certificate or permit prior to the implementation date of the reclassification, or if the individual seeking the endorsement completes a program for which a standard institution of higher education makes recommendation for a subject or field endorsement within one year of the implementation date of the reclassification.

004.06D3 If no comparable endorsement is listed in Appendix A, the endorsement will be considered non-existent for purposes of Department regulations.

004.07 Revocation of Endorsements. Endorsements will be revoked for any of the following reasons:

004.07A Revocation of the certificate or permit.

004.07B Fraud, misrepresentation, or error.

004.07C Written request by the endorsed person to the Commissioner and the Commissioner determines that the person has no employment experience and no college credit in the endorsed area within ten (10) years prior to the written request.

004.07D Elimination of the endorsement by the Board as shown in Appendix A.

004.07E Replacement of the endorsement by the Board with another endorsement as shown in Appendix A.

004.08 Hearings and Appeals. All actions taken by the Department under the provisions of this chapter may be subject to appeal under the appeals procedure contained in 92 NAC 21.

004.09 Certification of Completion of Endorsement Requirements. Certification officers will be required, as a condition of institution approval pursuant to 92 NAC 20, to certify for the Department the completion of endorsement requirements as specified in this chapter as part of endorsement applications.

004.10 Endorsement Program Requirements. Standard institutions of higher education offering an endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of an endorsement.

004.10A. A Nebraska approved educator preparation program may reduce the total required credit hours for any teaching endorsement by up to fifty (50) percent if the educator preparation program determines the applicant demonstrated competency in the endorsement area pursuant to criteria approved by the Commissioner.

005 Administrative Endorsements

005.01 Curriculum Supervisor

005.01A Grade Levels: PK-12

005.01B Endorsement Type: Field/Administrative

005.01C Persons with this endorsement may assist in or supervise the development of curriculum programs for students in prekindergarten through grade 12.

005.01D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2020. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2020.

005.02 Principal

005.02A Grade Levels: PK-12, PK-8, or 6-12

005.02B Endorsement Type: Field/Administrative

005.02C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as a principal at the grade levels for which the program preparation was completed.

005.02D Certification Endorsement Requirements: This endorsement requires 36 graduate semester hours of credit in an approved program in educational administration. Thirty-six (36) graduate semester hours are required for a principal endorsement when completing a PK-8 or 6-12 endorsement. Those seeking a PK-12 principal endorsement must complete a minimum of nine (9) additional credit hours or a total of forty-five (45) graduate semester hours. The focus of the additional nine (9) credit hours must be specific to the new level.

005.02D1 The applicant for this endorsement must have two (2) years of teaching experience in an approved/accredited elementary, middle, and/or secondary schools; and

005.02D1 005.02D2 Internship/Field Experiences: This endorsement requires 250 clock hours of internship/field experiences in approved or accredited elementary, middle, or secondary schools. These hours must be completed at each of the level(s) for the endorsement(s) being sought.

005.02E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.02F The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.

005.03 Special Education Supervisor

005.03A Grade Levels: Birth through Grade 12

005.03B Endorsement Type: Field/Administrative

005.03C Persons with this endorsement may serve in all special education administrative and supervisory roles in Nebraska schools providing services for students with disabilities, birth through age 21.

005.03D Certification Endorsement Requirements: This endorsement requires a minimum of 36 graduate semester hours related to educational leadership and special education administration coursework, and includes an internship experience in special education supervision.

005.03D1 Additional requirements: For admission to the program of study leading to this endorsement, the applicant must have or be eligible to hold a valid regular teaching certificate with a special education endorsement; and

005.03D2 Have completed two (2) years of teaching in an approved or accredited school system.

005.03E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~005.03F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.

005.04 Superintendent

005.04A Grade Levels: PK-12

005.04B Endorsement Type: Field/Administrative

005.04C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as superintendent, principal, or other administrative roles at all levels.

005.04D Certification Endorsement Requirements: This endorsement requires a Master's degree and completion of an educational specialist, doctoral program, or other state-approved program for the preparation of a school superintendent with a minimum of 60 graduate hours in educational leadership or education administration, and a one-semester internship in an approved or accredited school system.

~~005.04D1~~ The applicant for this endorsement must qualify for a regular teaching certificate and an administrative certificate and have two (2) years of teaching experience:

005.04E Endorsement Program Requirements: The applicant may be admitted to the program of studies leading to this endorsement following a screening process which includes (1) a review of transcripts, (2) three letters of recommendation from people who know of the candidate's work, (3) successful completion of a qualifying examination as identified by the standard institution, and (4) a written statement from the candidate outlining his/her professional goals. Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.—

~~005.04E1~~ The applicant may be admitted to the program of studies leading to this endorsement following a screening process which includes (1) a review of transcripts, (2) three letters of recommendation from people who know of the candidate's work, (3) successful completion of a qualifying examination as identified by the standard institution, and (4) a written statement from the candidate outlining his/her professional goals.

~~005.04F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.

006 Teaching Endorsements

006.01 Adapted Physical Education

006.01A Grade Level: PK-12

006.01B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement in: Health and Physical Education, Physical Education, or one of the Special Education endorsements.

006.01C Persons with this endorsement may teach physical education to children and youth in prekindergarten through grade 12 who have unique needs or verified disabilities. Persons with this endorsement may provide consultant services to teachers of students with unique needs or verified disabilities.

006.01D Certification Endorsement Requirements: This endorsement requires a minimum of 24 semester hours of course work. Applicants may apply up to 12 semester hours of course work completed as part of a subject or field endorsement in Physical Education or Special Education toward requirements of this endorsement. The hours will include the following:

006.01D1 Course work in special education six (6) semester hours; and

006.01D2 Course work in the content areas of physical education instruction six (6) semester hours; and

006.01D3 A minimum of 12 semester hours in adapted physical education courses.

006.01E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.02 Agricultural Education

006.02A Grade Levels: 6-12

006.02B Endorsement Type: Field

006.02C Persons with this endorsement may teach and manage an Agricultural Education program and will be eligible for the Work-Based Learning endorsement.

006.02D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of agriculture subject matter plus work experience including:

006.02D1 A minimum of 12 semester hours in agricultural education which includes pedagogical content knowledge and principles of career and technical education and including a minimum of three (3) semester hours of coordination and supervision of work-based learning; and

006.02D2 A minimum of 36 semester hours from the areas of Agribusiness Systems, Animal Systems, Food Products and Processing Systems, Natural Resources and Environmental Service Systems, Plant Systems, and Power, Structural, and Technical Systems, including leadership, research, applied technology, and policy within the aforementioned systems:

006.02D2a Three (3) semester hours Agribusiness Systems

006.02D2b Three (3) semester hours Animal Systems

006.02D2c Three (3) semester hours Food Products and Processing Systems

006.02D2d Three (3) semester hours Natural Resources and Environmental Service Systems

006.02D2e Three (3) semester hours Plant Systems

006.02D2f Nine (9) semester hours Power, Structural, and Technical systems

006.02E Work Experience: The endorsement is available only to those persons who have either (A) 1000 verified hours of paid work-based experience relative to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field, under the direction of the college or university recommending the endorsement.

~~006.02F Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

~~006.02G The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.~~

006.03 American Sign Language (Subject)

006.03A Grade Levels: K-8, 7-12, or K-12

006.03B Endorsement Type: Subject

006.03C Persons with this endorsement may teach American Sign Language (ASL) at the grade level(s) for which they have been prepared.

006.03D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours of ASL content course work.

006.03D1 Practicum. Prospective teachers will be engaged in practicum experience at the level(s) of endorsement.

~~006.03E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

006.04 American Sign Language (Supplemental)

006.04A Grade Levels: K-8, 7-12, or K-12

006.04B Endorsement Type: Supplemental

006.04C Persons with this endorsement may teach American Sign Language (ASL) at the grade level(s) for which they have been prepared.

006.04D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours of coursework in ASL content.

006.04D1 Practicum. Prospective teachers will be engaged in practicum experiences at the level(s) of endorsement.

~~006.04E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

006.05 Anthropology

006.05A Grade Levels: 7-12

006.05B Endorsement Type: Subject

006.05C Persons with this endorsement may teach anthropology in grades 7 through 12.

006.05D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2023. Nebraska institutions will not be able to recommend this endorsement for placement on a certificate after August 1, 2023.

006.06 Art

006.06A Grade Levels: PK-12

006.06B Endorsement Type: Field

006.06C Persons with this endorsement may teach art for students in prekindergarten through grade 12.

006.06D Certification Endorsement Requirements: This endorsement requires 52 semester hours in art course work, including studio art, art history, theory and criticism, teaching competencies, new technology, and career opportunities in art.

~~006.06E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

~~006.06F The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.~~

006.07 Assessment Leadership

006.07A Grade Levels: PK-12

006.07B Endorsement Type: Supplemental

006.07C Persons with this endorsement may assist in or facilitate the development of assessment programs for students in prekindergarten through grade 12.

006.07D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2020. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2020.

006.08 Basic Business

006.08A Grade Levels: 6-12

006.08B Endorsement Type: Subject

006.08C Persons with this endorsement may teach basic business education courses in grades 6 through 12.

006.08D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2019. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2019.

006.09 Bilingual Education

006.09A Grade Levels: PK-12, PK-6, 7-12

006.09B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, an English as a Second Language (ESL) endorsement in addition to a subject or field endorsement.

006.09C Persons with this endorsement may teach in a bilingual program in the grade levels for which they are prepared.

006.09D Certification Endorsement Requirements: This endorsement requires a minimum of 12 semester hours of course work related to methodology, content instruction, and content literacy in bilingual education programs which includes nine (9) credit hours of course work taught in the target language.

006.09D1 Candidates must also complete a 45 clock hour practicum in a bilingual education program taught in the target language at the grade level(s) of the endorsement being sought.

~~006.09E Endorsement Program Requirements: Standard institutions of higher education offering this~~

endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.10 Biology

006.10A Grade Levels: 7-12

006.10B Endorsement Type: Subject

006.10C Persons with this endorsement may teach any biology course in grades 7 through 12.

006.10D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in biology and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

~~006.10E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

~~006.10F The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.~~

006.11 Business, Marketing, and Information Technology

006.11A Grade Levels: 6-12

006.11B Endorsement Type: Field

006.11C Persons with this endorsement may teach Business, Marketing, and Information Technology education courses and will be eligible for the Work-Based Learning endorsement.

006.11D Certification Endorsement Requirements: This endorsement requires a minimum of 51 semester hours, including:

006.11D1 24 semester hours in business administration; and

006.11D2 Nine (9) semester hours in marketing content knowledge; and

006.11D3 12 semester hours in information technology systems content knowledge; and

006.11D4 A minimum of three (3) semester hours of coursework in coordination and supervision of work-based learning; and

006.11D5 A minimum of three (3) semester hours of professional education coursework to include pedagogical content knowledge and principles of career and technical education; and

006.11E Work Experience: The endorsement is available only to those who have either (A) 1000 verified hours of paid work-based experience relevant to the career field; or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

~~006.11F Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

~~006.11G The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.~~

006.12 Career and Technical Education

006.12A Grade Levels: 7-12

006.12B Endorsement Type: Subject

006.12C The endorsement is valid only on a career education teaching permit for a career and technical education area where no preparation program is offered by an approved teacher training institution-educator preparation program in Nebraska or for which a school system submits documentation that it has not found a qualified teacher for the career education teaching permit.

006.12D This endorsement requires:

006.12D1 Completion of postsecondary degree or certificate in a prescribed course of study in the career education area; or

006.12D2 Completion of an apprenticeship program in the career education area; or

006.12D3 Demonstrated proficiency in the career education area based upon five (5) years of practice in the career area; or

006.12D4 Demonstrated proficiency by passing a competency examination approved by the career area industry; or

006.12D5 Current employment by a community college as an instructor to teach the career education area.

006.13 Chemistry

006.13A Grade Levels: 7-12

006.13B Endorsement Type: Subject

006.13C Persons with this endorsement may teach any chemistry course in grades 7 through 12.

006.13D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory-based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in chemistry and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

~~006.13E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

~~006.13F The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.~~

006.14 Coaching

006.14A Grade levels: 7-12

006.14B Endorsement Type: Supplemental

006.14C Persons with this endorsement may coach interscholastic athletic events for participants in grades 7 through 12.

006.14D Certification Endorsement Requirements: This endorsement requires a minimum of 12 semester hours of coursework related to coaching athletics, including first aid, health and safety for coaches; prevention, care, and management of injuries; fundamentals of coaching, including psychology of coaching and coaching theory; and growth, development and learning. Other courses related to coaching athletics such as legal aspects and responsibilities; training and conditioning; nutrition; and administration of sports will be used to fulfill any remaining coaching semester hours.

~~006.14E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

006.15 Computer Science

006.15A Grade Levels: 7-12

006.15E Endorsement Type: Supplemental

006.15C Persons with this endorsement may teach programs of instruction that develop computer science and technology skills as identified by Nebraska Revised Statutes 79-3303 and 79-3304.

006.15D Certification Endorsement Requirements: This endorsement requires a minimum of six (6) semester hours in the content and instruction of education in computer science and technology, as identified by Nebraska Revised Statutes 79-3303 and 79-3304.

006.16~~006.15~~ Driver Education

006.16A~~006.15A~~ Grade Levels: 7-12

006.16B~~006.15B~~ Endorsement Type: Supplemental

~~006.16C~~~~006.15C~~ Persons with this endorsement may teach driver education to students in grades 7 through 12.

~~006.16D~~~~006.15D~~ Certification Endorsement Requirements: This endorsement requires a minimum of nine (9) semester credit hours in courses that address traffic safety, general safety, first aid, motor vehicle systems, and alcohol and drug education.

~~006.15E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.17~~~~006.16~~ Early Childhood Education

~~006.17A~~~~006.16A~~ Grade Levels: Prekindergarten through Grade 3

~~006.17B~~~~006.16B~~ Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, the Elementary Education endorsement.

~~006.17C~~~~006.16C~~ Persons with this endorsement may teach children from prekindergarten through grade 3.

~~006.17D~~~~006.16D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours of coursework specific to early childhood education that address preschool and kindergarten levels and includes the identification of deficiencies and effective instructional and intervention strategies related to mathematics and reading.

~~006.17D1~~~~006.16D1~~ Practicum. Candidates must complete a 45 clock-hour practicum working with preschool (prekindergarten) children.

~~006.16E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.18~~~~006.17~~ Early Childhood Inclusive

~~006.18A~~~~006.17A~~ Grade Levels: Birth through Grade 3

~~006.18B~~~~006.17B~~ Endorsement Type: Field

~~006.18C~~~~006.17C~~ Persons with this endorsement may teach and provide services to children from birth through grade 3 including those with special developmental and/or learning needs as defined in Section 79-1118.01 R.R.S, and to support families and other personnel with responsibilities for their care and education.

~~006.18D~~~~006.17D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 51 semester hours, including 39 semester hours of coursework in Early Childhood Education and Early Childhood Special Education for children birth through grade 3, and 12 additional semester hours of coursework in one area of concentration, either birth through kindergarten or age 3 through grade 3. Course work must include the identification of deficiencies and effective instructional and intervention strategies related to mathematics and reading.

~~006.17E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.17F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.

~~006.19~~~~006.18~~ Earth and Space Science

~~006.19A~~~~006.18A~~ Grade Levels: 7-12

~~006.19B~~~~006.18B~~ Endorsement Type: Subject

~~006.19C~~~~006.18C~~ Persons with this endorsement may teach any Earth and space science course in grades 7 through 12.

~~006.19D~~~~006.18D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory-based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in Earth and space science and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

~~006.18E~~ Endorsement Program Requirements: Standard institutions of higher education offering this

endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:

006.2006.19 Economics

006.20A006.19A Grade Levels: 6-12

006.20B006.19B Endorsement Type: Subject

006.20C006.19C Persons with this endorsement may teach economics in grades 6 through 12.

006.20D006.19D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 hours in economics and six (6) semester hours in one or more of the other social studies areas (Geography, History, Political Science, Psychology, and Sociology).

006.19E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade level endorsement.

006.19F The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:

006.21006.20 Elementary Education

006.21A006.20A Grade levels: K-6 (K-8 in self-contained classrooms)

006.21B006.20B Endorsement Type: Field

006.21C006.20C Persons with this endorsement may teach children in all elementary subjects in kindergarten through grade 6 in all schools; and in grades 7 and 8 in self-contained classrooms. Self-contained classrooms exist when students spend more than half the school day with one teacher who provides instruction in more than half of the academic areas of the curriculum.

006.21D006.20D Certification Endorsement Requirements: This endorsement requires 40 hours of professional education coursework related to teaching children from kindergarten through grade eight and 30 hours of academic coursework in all areas of the elementary curriculum.

006.21D1006.20D1 A minimum of 40 semester hours of professional education coursework related specifically to elementary education.

006.21D2006.20D2 A minimum of 30 semester hours of academic coursework distributed across the four curriculum areas of English language arts, mathematics, science, and social studies/history. A minimum of six (6) semester hours is required in each of the four areas. Coursework that specifically addresses the content area standards for each of the four areas must include:

006.21D2a006.20D2a English Language Arts; and

006.21D2b006.20D2b Mathematics; and

006.21D2c006.20D2c Science; and

006.21D2d006.20D2d Social Studies.

006.21D3006.20D3 In addition to the 30 semester hours listed above, academic coursework is required in each of the following areas:

006.21D3a006.20D3a Fine Arts; and

006.21D3b006.20D3b Health and Wellness.

006.20E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.20F The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:

006.22006.21 English

006.22A006.21A Grade Levels: 7-12

~~006.22B~~ ~~006.21B~~ Endorsement Type: Subject

~~006.22C~~ ~~006.21C~~ Persons with this endorsement may teach writing, language, and literature in grades 7 through 12.

~~006.22D~~ ~~006.21D~~ This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2015. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2015.

~~006.23~~ ~~006.22~~ English As A Second Language

~~006.23A~~ ~~006.22A~~ Grade Levels: PK-12, PK-6, 7-12

~~006.23B~~ ~~006.22B~~ Endorsement Type: Supplemental

~~006.23C~~ ~~006.22C~~ Persons with this endorsement may teach English as a Second Language (ESL) in the grade levels for which they are prepared.

~~006.23D~~ ~~006.22D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours of course work in the following topics: Second Language Acquisition, English Language/Linguistics, Cross-Cultural Communication, Methods/Curriculum Design in English as a Second Language, and Assessment and Evaluation of English Language Learners (ELL).

~~006.23D1~~ ~~006.22D1~~ Practicum. Candidates must complete a 45 clock hour practicum working with ELL students at the grade level(s) of the endorsement being sought.

~~006.22E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.24~~ ~~006.23~~ English Language Arts

~~006.24A~~ ~~006.23A~~ Grade Levels: 6-12

~~006.24B~~ ~~006.23B~~ Endorsement Type: Field

~~006.24C~~ ~~006.23C~~ Persons with this endorsement may teach English Language Arts courses such as literature, writing, language, communications (including speech, theatre, and journalism), and reading/literacy skills in grades 6 through 12.

~~006.24D~~ ~~006.23D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of content and pedagogical content coursework in foundational reading, language and literacy development, supporting readers at all levels, writing, literature, and communications.

~~006.23E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.23F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.

~~006.25~~ ~~006.24~~ Family and Consumer Sciences Occupational

~~006.25A~~ ~~006.24A~~ Grade Levels: 6-12

~~006.25B~~ ~~006.24B~~ Endorsement Type: Field

~~006.25C~~ ~~006.24C~~ Persons with this endorsement may teach Family and Consumer Sciences courses and will be eligible for the Work-Based Learning endorsement.

~~006.25D~~ ~~006.24D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours, including 42 semester hours of Family and Consumer Sciences content with the following minimums:

~~006.25D1~~ ~~006.24D1~~ Three (3) semester hours Methods in Family and Consumer Sciences; and

~~006.25D2~~ ~~006.24D2~~ Three (3) semester hours Careers, Community and Family Connections; and

~~006.25D3~~ ~~006.24D3~~ Nine (9) semester hours Consumer Economics and Family Resources; and

~~006.25D4~~ ~~006.24D4~~ Nine (9) semester hours Family and Human Development; and

~~006.25D5~~ ~~006.24D5~~ Nine (9) semester hours Nutrition, Food Science and Food Production; and

~~006.25D6~~ ~~006.24D6~~ Three (3) semester hours Design, Textiles, Apparel, or Interiors; and

~~006.25D7~~~~006.24D7~~ A minimum of three (3) semester hours of professional education coursework to include pedagogical content knowledge and principles of career and technical education; and

~~006.25D8~~~~006.24D8~~ A minimum of three (3) semester hours of coursework in coordination and supervision of work-based learning; and

~~006.25E~~~~006.24E~~ Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

~~006.24F~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.24G~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:

006.26~~006.25~~ Geography

~~006.26A~~~~006.25A~~ Grade Levels: 6-12

~~006.26B~~~~006.25B~~ Endorsement Type: Subject

~~006.26C~~~~006.25C~~ Persons with this endorsement may teach geography in grades 6 through 12.

~~006.26D~~~~006.25D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 hours in geography and six (6) semester hours in one or more of the other social studies areas (Economics, History, Political Science, Psychology, and Sociology).

~~006.25E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade level endorsement.

~~006.25F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:

006.27~~006.26~~ Health Education

~~006.27A~~~~006.26A~~ Grade Levels: 7-12

~~006.27B~~~~006.26B~~ Endorsement Type: Subject

~~006.27C~~~~006.26C~~ Persons with this endorsement may teach comprehensive health education programs in grades 7 through 12.

~~006.27D~~~~006.26D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in health courses that demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.

~~006.26E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.26F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:

006.28~~006.27~~ Health and Physical Education

~~006.28A~~~~006.27A~~ Grade Levels: PK-12

~~006.28B~~~~006.27B~~ Endorsement Type: Field

~~006.28C~~~~006.27C~~ Persons with this endorsement may teach health and physical education in prekindergarten through grade 12.

~~006.28D~~~~006.27D~~ Certification Endorsement Requirements: This endorsement requires 54 semester hours of

preparation in health and physical education courses with:

~~006.28D1~~ ~~006.27D1~~ A minimum of 27 semester hours in foundations of physical education, including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; skill and fitness-based competencies; curriculum planning and implementation; instructional delivery and classroom management; adapted physical education; and assessment of student learning in elementary and secondary physical education programs; and

~~006.28D2~~ ~~006.27D2~~ A minimum of 27 semester hours in health education foundations that: demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.

~~006.27E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.27F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:

~~006.29~~ ~~006.28~~ Health Sciences Education

~~006.29A~~ ~~006.28A~~ Grade Levels: 6-12

~~006.29B~~ ~~006.28B~~ Endorsement Type: Field

~~006.29C~~ ~~006.28C~~ Persons with this endorsement may teach Health Sciences courses and will be eligible for the Work-Based Learning endorsement.

~~006.29D~~ ~~006.28D~~ Certification Endorsement Requirements: This field endorsement requires a minimum of fifty (50) semester hours with the following minimums:

~~006.29D1~~ ~~006.28D1~~ A minimum of three (3) semester hours in human growth and development; and

~~006.29D2~~ ~~006.28D2~~ A minimum of three (3) semester hours in human anatomy and a minimum of three (3) semester hours in human physiology; and

~~006.29D3~~ ~~006.28D3~~ A minimum of fifteen (15) semester hours in one or more additional Health Sciences areas: medical terminology, nutrition, public/community health, behavioral health, and health care in society; and

~~006.29D4~~ ~~006.28D4~~ A minimum of six (6) semester hours in exercise physiology and kinesiology; and

~~006.29D5~~ ~~006.28D5~~ A minimum of two (2) semester hours in CPR/First Aid certification; and

~~006.29D6~~ ~~006.28D6~~ A minimum of three (3) semester hours in medical law and ethics; and

~~006.29D7~~ ~~006.28D7~~ A minimum of twelve (12) semester hours of professional education course work that includes pedagogical content knowledge and principles of career and technical education; and

~~006.29D8~~ ~~006.28D8~~ A minimum of three (3) semester hours of coursework in the coordination and supervision of work-based learning; and

~~006.29E~~ ~~006.28E~~ Work Experience: The endorsement is available only to those persons who have either (A) 1,000 hours of paid work-based experience relevant to the career field or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

~~006.28F~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.30~~ ~~006.29~~ Health Sciences Education Supplemental

~~006.30A~~ ~~006.29A~~ Grade Levels: 6-12

~~006.30B~~ ~~006.29B~~ Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement in: Science, Biology, Health and Physical Education, Physical Education, Health Education, Agriculture Education, or Family and Consumer Sciences Occupational.

006.30C~~006.29C~~ Persons with this endorsement may teach Health Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.30D~~006.29D~~ Certification Endorsement Requirements: This supplemental endorsement requires a minimum of fifteen (15) semester hours with the following minimums:

006.30D1~~006.29D1~~ A minimum of nine (9) semester hours which must include:

006.30D1a~~006.29D1a~~ A minimum of three (3) semester hours in human anatomy and/or human physiology; and

006.30D1b~~006.29D1b~~ A minimum of six (6) semester hours in one or more additional Health Sciences areas: medical terminology, exercise physiology, kinesiology, and public/community health; and

006.30D2~~006.29D2~~ A minimum of three (3) semester hours of professional education course work to include pedagogical content knowledge and principles of career and technical education; and

006.30D3~~006.29D3~~ A minimum of three (3) semester hours of course work in coordination and supervision of work-based learning; and

006.30E~~006.29E~~ Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

~~006.29F Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

006.31~~006.30~~ High Ability Education

006.31A~~006.30A~~ Grade Levels: K-12

006.31B~~006.30B~~ Endorsement Type: Supplemental

006.31C~~006.30C~~ Persons with this endorsement may teach learners with high ability; facilitate the identification of learners with high ability; develop, coordinate, and evaluate programs for learners with high ability; and act as a resource person in education for students with high ability in kindergarten through grade 12.

006.31D~~006.30D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours related to the education of learners with high ability and a minimum of 90 hours of related clinical experience, including experience at both elementary (K-6) and secondary (7-12) levels.

~~006.30E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

006.32~~006.31~~ History

006.32A~~006.31A~~ Grade Levels: 6-12

006.32B~~006.31B~~ Endorsement Type: Subject

006.32C~~006.31C~~ Persons with this endorsement may teach history in grades 6 through 12.

006.32D~~006.31D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in history and a minimum of six (6) semester hours in one or more of the other social studies areas (Economics, Geography, Political Science, Psychology, and Sociology).

~~006.31E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade-level endorsement.~~

~~006.31F The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.~~

006.33~~006.32~~ Information Technology

006.33A~~006.32A~~ Grade Levels: PK-12

006.33B~~006.32B~~ Endorsement Type: Supplemental

006.33C~~006.32C~~ Persons with this endorsement may teach information technology courses.

~~006.33D~~~~006.32D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in information technology courses.

~~006.32E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement:

~~006.34~~~~006.33~~ Instructional Technology Leadership

~~006.34A~~~~006.33A~~ Grade Levels: PK-12

~~006.34B~~~~006.33B~~ Endorsement Type: Supplemental endorsement only. This endorsement cannot exist by itself on a certificate, but is added to a certificate only in the presence of other endorsements which may have been acquired earlier or concurrently.

~~006.34C~~~~006.33C~~ Persons with this endorsement may assist in or facilitate the development of technology programs for students in prekindergarten through grade 12.

~~006.34D~~~~006.33D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours which includes the following:

~~006.34D1~~~~006.33D1~~ The study of school and district level technology integration into curriculum areas for instructional improvement; and

~~006.34D2~~~~006.33D2~~ The study of research and best practices of technology integration to address school improvement efforts; and

~~006.34D3~~~~006.33D3~~ The study of education leadership for collecting, analyzing, reporting, and using data for instructional improvement.

~~006.33E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement:

~~006.35~~~~006.34~~ Journalism and Media Education

~~006.35A~~~~006.34A~~ Grade Levels: 7-12

~~006.35B~~~~006.34B~~ Endorsement Type: Supplemental

~~006.35C~~~~006.34C~~ Persons with this endorsement may teach journalism writing and production courses, and direct student efforts in curricular and cocurricular media intended for public consumption in grades 7 through 12.

~~006.35D~~~~006.34D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in journalism and digital literacies, including an approved field experience.

~~006.34E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement:

~~006.36~~~~006.35~~ Mathematics

~~006.36A~~~~006.35A~~ Grade Levels: 6-12

~~006.36B~~~~006.35B~~ Endorsement Type: Field

~~006.36C~~~~006.35C~~ Persons with this endorsement may teach mathematics in grades 6 through 12.

~~006.36D~~~~006.35D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of mathematics.

~~006.35E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement:

~~006.35F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:

~~006.37~~~~006.36~~ Middle Level Education

~~006.37A~~~~006.36A~~ Grade Levels: 5-9

~~006.37B~~~~006.36B~~ Endorsement Type: Subject

~~006.37C~~~~006.36C~~ Persons with this endorsement may teach grades 5 through 9 in the area(s) of the

endorsement.

006.37D006.36D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of which 12 semester hours will be in professional education courses, not including clinical experience, related to middle level education, and a minimum of 24 semester hours in one core academic area as listed in 006.36D1.

006.37D1006.36D1 Core Academic Areas include the following:

006.37D1a006.36D1a English Language Arts

006.37D1b006.36D1b Mathematics

006.37D1c006.36D1c Science

006.37D1d006.36D1d Social Studies

006.37D2006.36D2 Additional content areas may be added with a minimum of 24 semester hours in any of the core academic areas as listed above, or in any of the following content areas:

006.37D2a006.36D2a Agriculture Education;

006.37D2b006.36D2b Business, Marketing and Information Technology Education;

006.37D2c006.36D2c Family and Consumer Sciences;

006.37D2d006.36D2d Health and Physical Education;

006.37D2e006.36D2e Industrial Technology Education;

006.37D2f006.36D2f World Language.

~~006.36E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

~~006.36F The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:~~

006.38006.37 Music

006.38A006.37A Grade Levels: PK-12

006.38B006.37B Endorsement Type: Field

006.38C006.37C Persons with this endorsement may teach music in prekindergarten through grade 12.

006.38D006.37D Certification Endorsement Requirements: This endorsement requires a minimum of 54 semester hours in music education. Music coursework will include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

~~006.37E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

~~006.37F The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:~~

006.39006.38 Orientation and Mobility Specialist (O & M)

006.39A006.38A Grade Levels: Birth through age 21

006.39B006.38B Endorsement Type: Special Services

006.39C006.38C Persons with this endorsement may provide orientation and mobility services to students with visual impairments from birth through age 21. Visual Impairment includes blindness, low vision (legal blindness and partial sight) and vision loss associated with other disabilities.

006.39D006.38D Endorsement Requirements: This endorsement program requires a minimum of 36 graduate semester hours in special education coursework including:

006.39D1006.38D1 Nine (9) graduate semester hours in general special education; and

006.39D2006.38D2 Twelve (12) graduate semester hours in the education of students with visual impairment; and

006.39D3006.38D3 Twelve (12) graduate semester hours in orientation and mobility; and

006.39D4006.38D4 Three (3) graduate semester hours in orientation and mobility internship.

~~006.38E~~ Endorsement Program Requirements: Standard institutions of higher education offering this certificate program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.40~~006.39 Physical Education

~~006.40A~~006.39A Grade Levels: PK-6, 7-12, PK-12

~~006.40B~~006.39B Endorsement Type: Subject

~~006.40C~~006.39C Persons with this endorsement may teach physical education in prekindergarten through grade 6, grades 7 through 12, or prekindergarten through grade 12.

~~006.40D~~006.39D Certification Endorsement Requirement: This endorsement requires a minimum of 30 semester hours in physical education courses for prekindergarten through grade 6 or grades 7-12 endorsements.

~~006.40D1~~006.39D1 The PK-6 endorsement requires a minimum of 15 semester hours in foundations of physical education including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus a minimum of 15 semester hours of course work in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in elementary school physical education programs.

~~006.40D2~~006.39D2 The 7-12 endorsement requires a minimum of 15 semester hours in foundations of physical education including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus a minimum of 15 semester hours of course work in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in secondary school physical education programs.

~~006.40D3~~006.39D3 Applicants seeking both the PK-6 and 7-12 endorsements or the PK-12 endorsement, are required to earn a minimum of 42 semester hours of course work as prescribed above for elementary and secondary school physical education programs.

~~006.39E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.39F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.

~~006.41~~006.40 Physics

~~006.41A~~006.40A Grade Levels: 7-12

~~006.41B~~006.40B Endorsement Type: Subject

~~006.41C~~006.40C Persons with this endorsement may teach any physics course in grades 7 through 12.

~~006.41D~~006.40D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in physics, and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

~~006.40E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.40F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.

~~006.42~~006.41 Political Science

~~006.42A~~006.41A Grade Levels: 6-12

~~006.42B~~006.41B Endorsement Type: Subject

~~006.42C~~006.41C Persons with this endorsement may teach political science in grades 6 through 12.

~~006.42D~~~~006.41D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in Political Science and six (6) semester hours in one or more of the other social studies areas (Economics, Geography, History, Psychology, and Sociology).

~~006.41E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade level endorsement.

~~006.41F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:

~~006.43~~~~006.42~~ Psychology

~~006.43A~~~~006.42A~~ Grade Levels: 6-12

~~006.43B~~~~006.42B~~ Endorsement Type: Subject

~~006.43C~~~~006.42C~~ Persons with this endorsement may teach psychology in grades 6 through 12.

~~006.43D~~~~006.42D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 36 hours including 30 semester hours in Psychology and six (6) semester hours in one or more of the other social studies areas (Economics, Geography, History, Political Science, and Sociology).

~~006.42E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.42F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:

~~006.44~~~~006.43~~ Reading and Writing

~~006.44A~~~~006.43A~~ Grade Levels: PK-6, 7-12

~~006.44B~~~~006.43B~~ Endorsement Type: Supplemental

~~006.44C~~~~006.43C~~ Persons with this endorsement may teach reading and writing in prekindergarten through grade 6, or in grades 7 through 12.

~~006.44D~~~~006.43D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in courses selected from reading, writing, and language theories, developmental reading and writing on the elementary or secondary level, appropriate strategies and skills, diagnostic and intervention techniques and resources, and children s or adolescent literature, language, and writing, and including an approved field experience.

~~006.43E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.45~~~~006.44~~ Reading Specialist

~~006.45A~~~~006.44A~~ Grade Levels: PK-12

~~006.45B~~~~006.44B~~ Endorsement Type: Subject

~~006.45C~~~~006.44C~~ Persons with this endorsement may teach, provide leadership for professional development in the area of reading, and assess and interpret data to determine and implement instructional options for teaching students in prekindergarten through grade 12.

~~006.45D~~~~006.44D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 30 graduate semester hours in reading and related courses. In addition, this endorsement requires clinical experiences appropriate for the endorsement level.

~~006.45D1~~~~006.44D1~~ Additional Requirements: An applicant for this endorsement will have a regular teaching certificate and two (2) years of teaching experience.

~~006.44E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.44F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.

~~006.46~~ 006.45 Religious Education

~~006.46A~~ 006.45A Grade Levels: PK-6, 7-12, K-12

~~006.46B~~ 006.45B Endorsement Type: Subject

~~006.46C~~ 006.45C Persons with this endorsement may teach religion in private schools.

~~006.46D~~ 006.45D Certification Endorsement Requirements: This endorsement requires a minimum of 24 semester hours of religion.

~~006.46D1~~ 006.45D1 College Limitation: This endorsement may be approved to be offered as part of an approved teacher education program only in nonpublic institutions of higher education.

~~006.45E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.47~~ 006.46 Reserve Officer Training Corps (ROTC)

~~006.47A~~ 006.46A Grade Levels: 9-12

~~006.47B~~ 006.46B Endorsement Type: Subject and supplemental

~~006.47C~~ 006.46C The endorsement will be valid only in the area of ROTC and may appear only on a career education teaching permit as a subject endorsement, or on an initial or standard or professional certificate as a supplemental endorsement.

~~006.47C1~~ 006.46C1 Five (5) years of full time or salaried employment in the military.

~~006.47D~~ 006.46D A letter of recommendation from a military supervisor.

~~006.48~~ 006.47 School Counselor

~~006.48A~~ 006.47A Grade Levels: PK-8, 7-12; PK-12

~~006.48B~~ 006.47B Endorsement Type: Subject (PK-8; 7-12); Field (PK-12)

~~006.48C~~ 006.47C Persons with this endorsement may serve as school counselors in the grade levels of the endorsement (PK-8; 7-12; PK-12).

~~006.48D~~ 006.47D Certification Endorsement Requirements: This endorsement requires:

~~006.48D1~~ 006.47D1 A Master s Degree in Counseling with a specialization in School Counseling with a minimum of 36 graduate semester hours; and

~~006.48D2~~ 006.47D2 A minimum of 100 clock hours of school counseling field experiences prior to internship; and

~~006.48D3~~ 006.47D3 A school counseling internship with a minimum of 450 clock hours of internship at the grade levels of the endorsement; and

~~006.48D4~~ 006.47D4 A previously earned teaching certificate with an endorsement contained in this Chapter; or

~~006.48D4a~~ 006.47D4a If the candidate has not previously earned a teaching certificate with an endorsement contained in this Chapter, the candidate must also complete a minimum of 12 additional semester hours of professional teacher education coursework related to core curriculum design, lesson plan development, classroom management strategies, student assessment, and differentiated instructional strategies.

~~006.47E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.47F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.

~~006.49~~ 006.48 School Librarian

~~006.49A~~ 006.48A Grade Levels: PK-12

~~006.49B~~ 006.48B Endorsement Type: Field

~~006.49C~~ 006.48C Persons with this endorsement serve as a leader, instructional partner, informational authority,

teacher, and oversee the library program in prekindergarten through grade 12.

~~006.49D~~~~006.48D~~ Certificate Endorsement Requirements: This endorsement requires the applicant to hold a teaching certificate or concurrently earn a subject or field endorsement, and acquire a minimum of 30 semester hours in school library coursework including leadership, library administration, technology, information access, children's and young adult literature, resource management, and curriculum and instruction.

~~006.48E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.48F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.

~~006.50~~~~006.49~~ School Psychologist

~~006.50A~~~~006.49A~~ Grade Levels: PK-12

~~006.50B~~~~006.49B~~ Endorsement Type: Field

~~006.50C~~~~006.49C~~ Persons with this teaching endorsement may provide school psychological services to students (birth to age 21), school personnel, parents and other specialists related to individual student needs or school program considerations.

~~006.50D~~~~006.49D~~ Certification Endorsement Requirements: This endorsement requires at least 60 graduate semester hours beyond the baccalaureate degree, in which at least 54 are exclusive of credit for the supervised internship.

~~006.50D1~~~~006.49D1~~ A minimum of 1,200 clock hours of internship experience, supervised by a standard institution of higher education, 600 of which must be in a school setting. Applicants who have completed 600 hours of supervised experience in school settings prior to the internship as part of their doctoral training program in school psychology may complete all 1,200 hours of their supervised internship in a setting that provides psychological services to children, birth to age 21.

~~006.49E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.49F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.

~~006.51~~~~006.50~~ Science

~~006.51A~~~~006.50A~~ Grade Levels: 7-12

~~006.51B~~~~006.50B~~ Endorsement Type: Field

~~006.51C~~~~006.50C~~ Persons with this endorsement may teach any science course in grades 7 through 12.

~~006.51D~~~~006.50D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of laboratory-based courses with a minimum of two (2) laboratory-based courses in each of the four disciplines in the sciences (biology, chemistry, Earth and space, and physics.) A laboratory-based course provides activity-based, hands-on experiences for all students. Laboratory activities will be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concepts to the real lives of students.

~~006.50E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.50F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.

~~006.52~~~~006.51~~ Secondary English

~~006.52A~~~~006.51A~~ Grade Levels: 6-12

~~006.52B~~~~006.51B~~ Endorsement Type: Subject

~~006.52C~~~~006.51C~~ Persons with this endorsement may teach secondary English courses such as English I, English II, English III, English IV, and Reading in grades 6 through 12.

~~006.52D~~~~006.51D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of content and pedagogical content coursework in foundational reading, language and literacy

development, supporting readers at all levels, writing, literature, and communications.

~~006.51E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

~~006.51F The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.~~

~~006.53~~ 006.52 Secondary Transition Specialist

~~006.53A~~ 006.52A Grade Levels: 7-12

~~006.53B~~ 006.52B Endorsement Type: Supplemental

~~006.53C~~ 006.52C Persons with this endorsement may teach, consult, or provide transition services for youth with verified disabilities in grades 7 through 12.

~~006.53D~~ 006.52D Certification Endorsement Requirements: This endorsement requires a minimum of 18 graduate semester hours of coursework and clinical experience related to transition with emphasis on youth with disabilities, ages 14 through 21.

~~006.52E Endorsement Program requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

~~006.54~~ 006.53 Skilled and Technical Sciences Education

~~006.54A~~ 006.53A Grade Levels: 6-12

~~006.54B~~ 006.53B Endorsement Type: Field

~~006.54C~~ 006.53C Persons with this endorsement may teach Skilled and Technical Sciences Education and will be eligible for the Work-Based Learning endorsement.

~~006.54D~~ 006.53D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of course work in skilled and technical sciences education and professional education, including:

~~006.54D1~~ 006.53D1 A minimum of six (6) semester hours of professional education course work to include content area methods, assessment, and facility design and management; and

~~006.54D2~~ 006.53D2 A minimum of six (6) semester hours in each of the following career fields: Architecture and Construction; Energy and Engineering; Manufacturing; and Transportation, Distribution and Logistics. The career field courses will include career information, first aid, and occupational and environmental safety; and

~~006.54D3~~ 006.53D3 A minimum of three (3) semester hours in the pedagogical content knowledge and principles of career and technical education; and

~~006.54D4~~ 006.53D4 A minimum of three (3) semester hours of course work in coordination and supervision of work-based learning; and

~~006.54E~~ 006.53E Work Experience: The endorsement is available only to those who have either (A) 1,000 verified hours of paid work experience relevant to the career field; or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

~~006.53F Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

~~006.55~~ 006.54 Skilled and Technical Sciences Education Skilled Specific

~~006.55A~~ 006.54A Grade Levels: 9-12

~~006.55B~~ 006.54B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, an endorsement in Agricultural Education or Skilled and Technical Sciences Education and be eligible for the Work-Based Learning endorsement.

~~006.55C~~ 006.54C Persons with this endorsement may teach Skilled and Technical Sciences Education Skilled Specific in grades 9 through 12.

~~006.55D~~ ~~006.54D~~ Certification Endorsement Requirements: This endorsement requires the following:

~~006.55D1~~ ~~006.54D1~~ A minimum of 12 semester hours in one of the specific career fields listed below:

~~006.55D1a~~ ~~006.54D1a~~ Architecture and Construction Career Field:

~~006.55D1a(1)~~ ~~006.54D1a(1)~~ Architectural Design or

~~006.55D1a(2)~~ ~~006.54D1a(2)~~ Construction

~~006.55D1b~~ ~~006.54D1b~~ Energy and Engineering Career Field:

~~006.55D1b(1)~~ ~~006.54D1b(1)~~ Energy or

~~006.55D1b(2)~~ ~~006.54D1b(2)~~ Engineering or

~~006.55D1b(3)~~ ~~006.54D1b(3)~~ Project Lead The Way

~~006.55D1c~~ ~~006.54D1c~~ Manufacturing Career Field:

~~006.55D1c(1)~~ ~~006.54D1c(1)~~ Manufacturing or

~~006.55D1c(2)~~ ~~006.54D1c(2)~~ Welding

~~006.55D1d~~ ~~006.54D1d~~ Transportation, Distribution and Logistics Career Field:

~~006.55D1d(1)~~ ~~006.54D1d(1)~~ Transportation, Distribution, and Logistics Technician or

~~006.55D1d(2)~~ ~~006.54D1d(2)~~ Transportation, Distribution, and Logistics Supply Chain

~~006.55D2~~ ~~006.54D2~~ A minimum of one (1) semester hour of course work in the organization and management of SkillsUSA which includes chapter development, leadership development, individual skill development, and community service development.

~~006.55E~~ ~~006.54E~~ Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

~~006.54F~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.56~~ ~~006.55~~ Social Studies

~~006.56A~~ ~~006.55A~~ Grade Levels: 6-12

~~006.56B~~ ~~006.55B~~ Endorsement Type: Field

~~006.56C~~ ~~006.55C~~ Persons with this endorsement may teach any social studies course in grades 6 through 12.

~~006.56D~~ ~~006.55D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 60 semester hours of course work in the social studies (Economics, Geography, History, Political Science, Psychology, and Sociology).

This endorsement requires:

~~006.56D1~~ ~~006.55D1~~ Twelve (12) hours in American History; and

~~006.56D2~~ ~~006.55D2~~ Twelve (12) hours in World History; and

~~006.56D3~~ ~~006.55D3~~ Nine (9) hours in Political Science/Government/Civics; and

~~006.56D4~~ ~~006.55D4~~ Nine (9) hours in Behavioral Sciences, including six (6) hours of Psychology and three (3) hours of Sociology; and

~~006.56D5~~ ~~006.55D5~~ Nine (9) hours of Geography, including three (3) hours of Human Geography, and six (6) hours of Geography electives; and

~~006.56D6~~ ~~006.55D6~~ Nine (9) hours of Economics, including three (3) hours of microeconomics, three (3) hours of macroeconomics, and three (3) hours of Economics electives; and

~~006.56D7~~ ~~006.55D7~~ Three (3) hours of the required social studies course work must be directly related to the study of topics specific to the state/region of Nebraska.

~~006.55E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade level endorsement.

~~006.55F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:

~~006.57~~ ~~006.56~~ Sociology

~~006.57A~~ ~~006.56A~~ Grade Levels: 6-12

~~006.57B~~ ~~006.56B~~ Endorsement Type: Subject

~~006.57C~~ ~~006.56C~~ Persons with this endorsement may teach sociology in grades 6 through 12.

~~006.57D~~ ~~006.56D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in sociology and six (6) semester hours in one or more of the other social studies areas (Economics, Geography, History, Political Science, and Psychology).

~~006.56E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade level endorsement:

~~006.56F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:

~~006.58~~ ~~006.57~~ Special Education Generalist

~~006.58A~~ ~~006.57A~~ Grade Levels: K-~~6~~⁸, ~~7~~⁶-12; K-12

~~006.58B~~ ~~006.57B~~ Endorsement Type: K-~~6~~⁸ or ~~7~~⁶-12 - Subject

K-12 Field

~~006.58C~~ ~~006.57C~~ Persons with this endorsement may teach and provide services in accordance with 92 NAC 51 for children and youth through age 21 who have one or more verified disabilities.

~~006.58D~~ ~~006.57D~~ Certification Endorsement Requirements: This endorsement requires:

~~006.58D1~~ ~~006.57D1~~ For a Subject endorsement, kindergarten through grade ~~eight~~^{six} (K-~~6~~⁸), or grades ~~seven~~^{six} through twelve (~~6~~⁷-12), a minimum of ~~42~~³⁰ semester hours is required, of which ~~30~~ semester hours must be special education content coursework; or

~~006.58D2~~ ~~006.57D2~~ For a Field endorsement, kindergarten through grade 12 (K-12), a minimum of ~~54~~³⁶ semester hours is required, of which ~~36~~ semester hours must be special education content coursework.

~~006.57E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement:

~~005.57F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:

~~006.59~~ ~~006.58~~ Special Education Behavior Intervention Specialist

~~006.59A~~ ~~006.58A~~ Grade Levels: Birth through Grade 12, PK-6, 7-12

~~006.59B~~ ~~006.58B~~ Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained a special education endorsement.

~~006.59C~~ ~~006.58C~~ Persons with this endorsement may teach, consult, or provide services related to behavioral needs for children with disabilities, birth through age 21, grades PK-6, or grades 7-12.

~~006.59D~~ ~~006.58D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 18 graduate semester hours in behavior intervention strategies and closely related topics.

~~006.59D1~~ ~~006.58D1~~ If a candidate does not hold a special education endorsement, a minimum of an additional 12 graduate semester hours in special education coursework is required.

~~006.58E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement:

~~006.60~~ ~~006.59~~ Special Education Deaf or Hard of Hearing Education

~~006.60A~~ ~~006.59A~~ Grade Levels: Birth through Grade 12, PK-6, 7-12

~~006.60B~~ ~~006.59B~~ Endorsement Type: Subject

~~006.60C~~ ~~006.59C~~ Persons with this endorsement may teach, consult, or provide services for children with hearing impairments from birth through age 21, PK-6, or 7-12. This includes deafness; ~~and~~ hard of hearing, ~~and hearing impairment associated with other disabilities.~~

~~006.60D~~ ~~006.59D~~ Certification Endorsement Requirements: This endorsement requires an applicant to hold, or earn concurrently, a regular teaching certificate with a subject or field endorsement and earn a minimum of 36 semester hours in special education courses, of which 12 semester hours are in general special education and 24 semester hours are in the education of children who are deaf or hard of hearing.

~~006.59E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.59F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.

~~006.61~~ ~~006.60~~ Special Education Early Childhood ~~Special Education~~

~~006.61A~~ ~~006.60A~~ Grade Levels: Birth through Kindergarten

~~006.61B~~ ~~006.60B~~ Endorsement Type: Subject

~~006.61C~~ ~~006.60C~~ Persons with this endorsement may teach, coordinate, or serve as a consultant to programs for children, ages birth through kindergarten, with special developmental and/or learning needs as defined in Section 79-1118.01 R.R.S., and to support families and other personnel with responsibilities for their care and education.

~~006.61D~~ ~~006.60D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 30 graduate semester hours including a minimum of 12 graduate semester hours of course work in Early Childhood Education and a minimum of 18 graduate semester hours of course work in Early Childhood Special Education; and 100 clock hours of related field experiences.

~~006.60D1~~ Field experiences will consist of a minimum of 100 clock hours working with young children, ages birth through kindergarten, including those with special developmental and/or learning needs. At least 20 clock hours will be spent assisting families and children with verified disabilities at each of the following levels: birth up to age three, ages three to five, and ages five to seven.

~~006.60E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.60F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.

~~006.62~~ ~~006.61~~ Special Education Early Intervention ~~Specialist~~

~~006.62A~~ ~~006.61A~~ Grade Levels: Birth through Prekindergarten

~~006.62B~~ ~~006.61B~~ Endorsement Type: Supplemental. This endorsement requires the applicant to have, or earn concurrently, the Special Education Generalist endorsement at the K-6 or K-12 level.

~~006.62C~~ ~~006.61C~~ Persons with this endorsement may teach, consult, or provide services for infants, toddlers, and preschool children, ages birth through prekindergarten, including those with verified disabilities, and support families and other personnel with responsibilities for their care and education.

~~006.62D~~ ~~006.61D~~ Certification Endorsement Requirements: This endorsement requires:

~~006.62D1~~ ~~A~~ a minimum of ~~24~~ **15** semester hours, which must include a minimum of ~~45~~ **9** semester hours in early childhood special education;

~~006.62D2~~ ~~A~~ ~~and~~ a minimum of six (6) semester hours in typical early childhood development, and ~~learning.~~ **The coursework may be accomplished through 15 hours of coursework that combines typical development and learning and early childhood special education concepts within inclusive courses; and**

~~006.62D3~~ ~~006.61D1~~ A minimum of 160 clock hours of field experiences. Field experiences must be conducted in preschool settings which include home-based and center-based programs serving children who have verified disabilities, with their families, and other personnel responsible for their care and education. Of the 160 clock hours, a minimum of 80 clock hours must focus on children ages birth through two years of age and a minimum of 80 clock hours must focus on pre-school aged children, ages 3 through prekindergarten.

~~006.61E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.63 ~~006.62~~ Special Education Functional Academic Skills and Independent Living Specialist

006.63A ~~006.62A~~ Grade Levels: Birth through Grade 12

006.63B ~~006.62B~~ Endorsement Type: Supplemental. This endorsement requires the applicant to have, or earn concurrently, the Special Education Generalist endorsement.

006.63C ~~006.62C~~ Persons with this endorsement may teach, consult, and provide services to children birth through 21 years of age, who have intellectual, sensory, and/or developmental disabilities, including Autism Spectrum Disorders.

006.63D ~~006.62D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in special education course work related to functional academic skills and independent living.

~~006.62E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.64 ~~006.63~~ Special Education Inclusion and Collaboration Specialist

006.64A ~~006.63A~~ Grade Levels: PK-Grade 12

006.64B ~~006.63B~~ Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained the Special Education Generalist endorsement.

006.64C ~~006.63C~~ Persons with this endorsement may teach, consult, or provide services for children, ages three through age 21, with verified disabilities.

006.64D ~~006.63D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 15 graduate semester hours in inclusion and collaboration.

~~006.63E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.65 ~~006.64~~ Special Education Visual Impairment

006.65A ~~006.64A~~ Grade Levels: Birth through Grade 12

006.65B ~~006.64B~~ Endorsement Type: Subject

006.65C ~~006.64C~~ Persons with this endorsement may teach, consult, and provide services to children with visual impairments from birth through age 21. This includes blindness, low vision (legal blindness and partial sight) and vision impairments associated with other disabilities.

006.65D ~~006.64D~~ Certification Endorsement Requirements: This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement and complete a minimum of 36 additional semester hours in special education course work including six (6) semester hours in general special education, 24 semester hours in the education of students with visual impairment, and three (3) semester hours of field experience working with students who are visually impaired.

~~006.64E~~ Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.64F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board:

006.66 ~~006.65~~ Special Program

006.66A ~~006.65A~~ Grade Levels: 9-12

006.66B ~~006.65B~~ Endorsement Type: Subject and Supplemental

006.66C ~~006.65C~~ The endorsement will be valid for teaching special program curriculum courses only. The endorsement is invalid for any core curriculum courses as defined by 92 NAC 10, Section 002.05. The endorsement may appear on a career education teaching permit as a subject endorsement, or an initial or

standard or professional certificate as a supplemental endorsement.

006.66C1 ~~006.65C1~~ To obtain this endorsement, the candidate must:

006.66C1a ~~006.65C1a~~ Hold a bachelor s degree; and

006.66C1b ~~006.65C1b~~ Submit verification from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach. The recommended Special Program Verification form is available on the Teacher Certification website.

006.67 ~~006.66~~ Speech

006.67A ~~006.66A~~ Grade Levels: 7-12

006.67B ~~006.66B~~ Endorsement Type: Supplemental

006.67C ~~006.66C~~ Persons with this endorsement may teach and direct, or act as a resource person for speech activities in grades 7 through 12.

006.67D ~~006.66D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in speech and communication courses, including an approved field experience.

~~006.66E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

006.68 ~~006.67~~ Speech-Language Pathologist

006.68A ~~006.67A~~ Grade Levels: Birth through age 21

006.68B ~~006.67B~~ Endorsement Type: Field

006.68C ~~006.67C~~ Persons with this teaching endorsement may provide speech language pathology services to and consultative services for individuals from birth through age 21 or completion of their Individualized Education Program.

006.68D ~~006.67D~~ Certification Endorsement Requirements: This endorsement requires a minimum of a master's degree in speech-language pathology which includes at least 36 graduate semester hours in speech-language pathology and course work in related areas. Applicants must complete a minimum of 400 clock hours of clinical experiences and an internship, supervised by the standard institution, in school and clinic settings.

~~006.67E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

~~006.67F The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.~~

006.69 ~~006.68~~ Theatre

006.69A ~~006.68A~~ Grade Levels: 7-12

006.69B ~~006.68B~~ Endorsement Type: Supplemental

006.69C ~~006.68C~~ Persons with this endorsement may teach and direct, or act as a resource person, for curricular and cocurricular activities in theatre in grades 7 through 12.

006.69D ~~006.68D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, and theatre management, including an approved field experience.

~~006.68E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

006.70 ~~006.69~~ Vocal Music

006.70A ~~006.69A~~ Grade Levels: PK-12

006.70B ~~006.69B~~ Endorsement Type: Subject

006.70C ~~006.69C~~ Persons with this endorsement may teach vocal music in prekindergarten through Grade 12.

006.70D ~~006.69D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 45 semester hours in vocal music education. Vocal music course work will include theory, composition, arranging,

improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

~~006.69E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

~~006.69F The applicant will be required to submit a passing score for the applicable content test as set forth by the Board.~~

006.71 ~~006.70~~ Vocational Special Needs

006.71A ~~006.70A~~ Grade Levels: 7-12

006.71B ~~006.70B~~ Endorsement Type: Supplemental

006.71C ~~006.70C~~ Persons with this endorsement may teach vocational education to students with disadvantages and/or disabilities in grades 7 through 12.

006.71D ~~006.70D~~ This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement prior to August 1, 2018. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate as of August 1, 2018.

006.72 ~~006.71~~ Work-Based Learning

006.72A ~~006.71A~~ Grade Levels: 9-12

006.72B ~~006.71B~~ Endorsement Type: Supplemental

006.72C ~~006.71C~~ Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills.

006.72D ~~006.71D~~ Certification Endorsement Requirements: This endorsement requires a minimum of three (3) semester hours in the coordination and supervision of work-based learning.

006.72E ~~006.71E~~ Work Experience: This endorsement is available only to those who have either (A) 1,000 verified hours of paid work-based experience, or (B) at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

~~006.71F Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

006.73 ~~006.72~~ World Language: Any language other than English, not including computer languages.

006.73A ~~006.72A~~ Grade Levels: K-8, 6-12, or K-12

006.73B ~~006.72B~~ Endorsement Type: Subject

006.73C ~~006.72C~~ Persons with this endorsement may teach a language other than English at the grade levels for which they have been prepared. Those candidates seeking a K-12 endorsement must complete course work and clinical experiences which address elementary and secondary levels.

006.73D ~~006.72D~~ Certification Endorsement Requirements: Candidates must complete training in second language pedagogy methods.

006.73E ~~006.72E~~: Candidates must demonstrate proficiency in the language of study according to the guidelines as set forth by the Board. In addition, this endorsement requires a minimum of 30 semester hours in the language of study.

006.73E1 ~~006.72E1~~: Upon demonstration of proficiency in the language of study through one of the assessments as set forth by the Board, a standard institution of higher education may waive up to 30 of the required hours of language study.

~~006.72F Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

006.73F ~~006.72G~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board. If an applicable content test for a specific language is not identified by the Board, a standard institution of higher education may recommend this endorsement with written documentation as to how the institution validated the student's proficiency.

007 Special Services Endorsements

007.01 Audiologist

007.01A Grade Levels: Birth through Grade 12

007.01B Endorsement Type: Special Services

007.01C Persons with this endorsement may serve as an audiologist or consultant for programs involving individuals from birth through age 21.

007.01D Certification Endorsement Requirements: This endorsement requires a current Nebraska license as a Registered Audiologist from the Nebraska Department of Health and Human Services.

007.02 School Nurse

007.02A Grade Levels: PK-12

007.02B Endorsement Type: Special Services

007.02C Persons with this endorsement may practice school nursing for students prekindergarten through grade 12.

007.02D Certification Endorsement Requirements: This endorsement requires a current Nebraska license as a Registered Nurse from the Nebraska Department of Health and Human Services or another state participating in the Nurse Licensure Compact as defined in Section 71-1795 R.R.S.

007.03 Speech Language Technician

007.03A Grade Levels: Birth to age 21

007.03B Endorsement Type: Special Services

007.03C Persons with this endorsement may provide speech-language services for individuals from birth to age 21. The person must be supervised by a certified speech-language pathologist. The person may not fulfill the requirement(s) of a speech-language pathologist on a multi-disciplinary evaluation team or an individualized family service plan (IFSP) team or individual education plan (IEP) team.

007.03D Certification Endorsement Requirements: This endorsement requires the applicant to have completed a baccalaureate degree in communication disorders/speech-language pathology.

007.03E Limited Purpose: This endorsement may be placed only on the Nebraska Provisional Special Services Permit with validity, terms and renewal options as described for that permit in 92 NAC 21.

007.03F No Nebraska standard institution of higher education will be granted approval to offer a program of study leading to this endorsement.

007.04 Special Services Coaching

007.04A Grade Levels: 7-12

007.04B Endorsement Type: Special Services

007.04C The endorsement is valid only in the area of coaching extracurricular activities and may appear only on a special services permit.

007.04D The endorsement is valid only in the Nebraska school system requesting the issuance of such permit and requires:

007.04D1 Successful completion of the following content from a college with an approved teacher education program or from other organizations who provide instruction in the same content:

007.04D1a First aid, health and safety for coaches; and

007.04D1b Fundamentals of coaching.

008 Designated Endorsements

008.01 The Commissioner will designate the endorsements for which evidence of a passing score on a content test or completion of equivalent professional education may substitute for coursework requirements when such endorsement is being added to an existing Nebraska certificate or permit. The designated endorsements will be listed on the Educator Certification website along with the associated content test and passing score. Equivalent professional education must be approved by the Commissioner prior to being offered as such by an equivalent professional education provider. The Commissioner will approve equivalent professional education based on the equivalence of the program of procedures, coursework, and activities to the coursework requirements for the designated endorsement.

APPENDIX A

STATUS OF ENDORSEMENTS NO LONGER IN CHAPTER 24

ENDORSEMENT NO LONGER CONTAINED IN THIS CHAPTER	COMPARABLE REPLACEMENT TO ENDORSEMENT	REVOKED ENDORSEMENT
Business Education	Business, Marketing, and Information Technology (BMIT)	
Computer Science	Information Technology	
Cooperative Education-Diversified Occupations	Work-Based Learning	
Curriculum	Curriculum Supervisor	
Early Childhood Education (subject)	Early Childhood Education (supplemental)	
Early Childhood Education Unified	Early Childhood Inclusive	
Educational Audiologist	Audiologist	
Family and Consumer Sciences	Family and Consumer Sciences Occupational	
General Art	Art	
Horticulture Education		Horticulture Education
Industrial Technology Education	Skilled and Technical Sciences Education	
Health Occupations	Health Sciences Education	
Instrumental Music	Music	
Journalism and Mass Communications	Journalism and Media Education	
Middle Grades Education	Middle Level Education	
Middle Grades Natural Sciences	Middle Level Education Science	
Natural Science	Science	
Physical Science (field)	Chemistry, Earth and Space Science, and Physics (subjects)	
Pre-School Disabilities	Early Childhood Inclusive	
Pre-School Handicapped	Early Childhood Inclusive	
Reading	Reading and Writing	

School Transition Specialist	Secondary Transition Specialist	
Skilled and Technical Science Education	Skilled and Technical Sciences Education Skilled Specific	
Social Science	Social Studies	
Special Education	Special Education Generalist	
Special Education Behaviorally Disordered	Special Education Behavior Intervention Specialist	
Special Education Deaf or Hard of Hearing/Field	Special Education Deaf or Hard of Hearing	
Special Education Learning Disabilities	Special Education Inclusion and Collaboration Specialist	
Special Education - Mild/ Moderate Disabilities	Special Education Generalist	
Special Education Severe/Multiple Disabilities	Special Education Functional Academic Skills and Independent Living Specialist	
Speech and Theatre (field)	Speech, Theatre (subjects)	

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
1/1/2024	44247		Big Green Tomato	\$5,300	1/12/2024	1/11/2025	Federal	Serve as Procurement Coach	Zainab Rida
1/2/2024	43268	AM#3	Linda Clavel	\$29,000			Federal	Increase amount	Amy Rhone
1/2/2024	44253		Grace Timm	\$4,106.97	1/2/2024	5/3/2024	General	Transform highly technical research.	Lane Carr
1/2/2024	44256		Little Gerkins Child Care	\$2,000	1/1/2024	12/31/2024	General	Provide classrooms.	Melody Hobson
1/2/2024	44254		Samuel Kelly	\$4,106.97	1/2/2024	5/3/2024	General	Transform highly technical research.	Lane Carr
1/5/2024	44175	AM#1	Marna Stack	\$24,200			Federal	Increase amount	Zainab Rida
1/5/2024	44255		Scott Phillips	\$12,000	1/1/2024	2/1/2025	Federal	2024 NE Teacher of Year	David Jespersen
1/8/2024	44257		Easter Seals	\$6,068	1/1/2024	12/31/2024	Federal	Provide training.	Lindy Foley
								Develop Farm to ECE Garden materials & Heartland Farm School and ECE Institute content for Institute retreat and year-long program development program.	
1/8/2024	44261		Black Chick Farm	\$37,900	1/12/2024	1/11/2025	Federal		Zainab Rida
1/9/2024	44264		Beginnings Early Development Center	\$3,000	2/2/2024	2/1/2025	Federal/General	Provide classrooms	Melody Hobson
1/9/2024	44263		Reed Family Learning Academy	\$3,000	1/15/2024	1/14/2025	Federal/General	Provide classrooms	Melody Hobson
1/9/2024	44252		Slalom	\$136,240	12/4/2023	4/12/2024	Federal	Develop data system	Kristin Yates
1/11/2024	44262		Brain & Body Balancing	\$17,000	1/15/2024	1/14/2025	Federal/General	Coaching/trng svcs	Melody Hobson
1/12/2024	44057	AM#1	TNTP	\$393,794			General	Increase amount/scope	Amy Rhone
1/17/2024	44259		OCIO-Siva Saggurthi	\$104,413.85	1/1/2024	9/27/2024	Federal	Application Development	Kristin Yates
1/17/2024	44260		OCIO-Nidhi Upadhyay	\$102,268.89	1/4/2024	9/27/2024	Federal	SPED support and programming	Kristin Yates
1/17/2024	43399	AM#1	Community Language Cooperative					Review 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		UNL	\$12,100	1/25/2024	1/24/2025	Federal/General	CDA visits and training svcs	Melody Hobson
2/1/2024	44265		Children's Hospital & Medical Center	\$18,000	1/11/2024	1/9/2025	Federal	Provide tobacco prevention education.	Zainab Rida
2/1/2024	44279		Janus Software	\$245,485.35	2/1/2024	8/30/2024	Federal	Complete IT security assessment.	Kristin Yates
2/2/2024	44273		Lynette Breedlove	\$5,000	12/12/2023	1/31/2024	Federal	Prepare materials for 90 minute module.	Allyson DenBeste
2/2/2024	44101	AM#2	ESU #2					Change in date, location, schedule, budget and in planning members.	Lindy Foley
2/12/2024	44278		Colleen Svoboda	\$5,040	2/2/2024	2/1/2025	Federal	Provide facilitation.	Zainab Rida
2/12/2024	43141	AM#1	Brianna Gable					Extend ending date and increase amount.	Shirley Vargas
2/12/2024	43359	AM#1	OCIO-Tom Kapocius					Extend ending date and increase amount.	Kristin Yates
2/12/2024	43404	AM#1	OCIO-Mary Yeruva					Extend ending date and increase amount.	Kristin Yates
2/12/2024	44078	AM#1	The Foundry					Extend ending date and increase amount.	Zainab Rida
2/12/2024	44285		Therapeutic Play	\$9,000	4/1/2024	3/31/2025	Federal	Conduct breakout sessions.	Amy Rhone
2/13/2024	44251		UNL	\$26,700	2/10/2024	2/9/2025	Federal	Assist schools in increasing awareness of MyPlate symbol, resources, school meal nutritional quality and nutrition equity among key audiences.	Zainab Rida
2/13/2024	43428		Lexis Nexis	\$41,784	7/1/2023	6/30/2026	Federal	Legal research services.	Tamra Walz
2/16/2024	44286		Tasha Jedlicka	\$13,000	3/1/2024	2/28/2025	Federal/General	Conduct program quality ratings for Step Up to Quality.	Melody Hobson
2/20/2024	44284		Children's Nebraska	\$83,500	2/5/2024	9/29/2024	Federal	Children's school social work coordinator will serve as a Nebraska Department of Education representative to serve on the NDE School Mental Health team.	Zainab Rida
2/20/2024	44281		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		Say Hey There	\$9,000	3/1/2024	8/31/2024	Federal	Build on current social media strategies.	Zainab Rida
2/21/2024	44289		Emily Aksamit	\$19,800	3/1/2024	2/28/2025	Federal/General	Provide ERS & CLASS observations for Step Up to Quality.	Melody Hobson
2/21/2024	43408	AM#3	Public Consulting Group					Increase amount/scope.	Lindy Foley
2/21/2024	44288		Heuristic Strategies	\$198,756	2/5/2024	4/29/2024	Federal	Strategic planing and data governance activities for ECIDS.	Kristin Yates
2/21/2024	44293		Marzano Research	\$49,500	2/19/2024	9/30/2024	Federal	Provide technical support for the development of the Request for Proposal for statewide assessment.	Allyson DenBeste
								Clayton Early Learning Center will send one staff member who has been trained as an FCCERS-3 anchor to "double-code" with the Nebraska FCCERS-3 anchor. This will assist the Nebraska Anchor to maintain her level of reliability with FCCERS-3 tool to continue in the anchor capacity for Nebraska Step Up to Quality.	
2/21/2024	44267		Clayton Early Learning	\$3,850	4/1/2024	4/30/2024	Federal		Melody Hobson
2/22/2024	44283		Bellwether Education Partners	\$400,000	1/31/2024	12/31/2024	General	Complete requirements of LB705 mandate.	Kristin Yates

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
2/22/2024	44300		District Management Group	\$37,500	2/26/2024	6/30/2024	General	Implement Breakthrough Results Program.	Shirley Vargas
2/22/2024	44280		Chadron State College	\$206,000	1/8/2024	6/30/2025	General	Develop cohort system.	Lane Carr
2/23/2024	44295		UNL	\$6,270	2/1/2024	1/31/2025	Federal	Maintain Nebraska Transition website. Engage vendor in development, delivery and reporting NSCAS general assessments; provide benchmark assessment for Nebraska districts; support professional learning around assessments.	Amy Rhone
2/23/2024	45000		Data Recognition Corporation	\$1,675,864	7/1/2024	6/30/2025	Federal/General	Provide summer transition program for youth ages 14-21.	Allyson DenBeste
2/27/2024	43086	AM#3	PRISM Investigations					Increase services/decrease expenses.	Amy Rhone
2/27/2024	44314		Edwise	\$583,000	2/26/2024	9/30/2024	Federal	Assist in developing NDE web portal.	Kristin Yates
2/28/2024	44294		Janice Lee	\$4,500	3/1/2024	2/28/2025	General	Provide training.	Melody Hobson
2/28/2024	44302		Angel Guardians	\$48,321.99	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/28/2024	44306		Goodwill Industries Omaha	\$44,350.87	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/28/2024	44304		ESU 6	\$27,970.25	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/28/2024	44309		Easter Seals Nebraska	\$48,971.18	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/28/2024	44310		Grand Island Public	\$48,767.33	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/29/2024	44299		Suzanne Schneider	\$7,000	3/15/2024	3/14/2025	Federal/General	Coaching/trng svcs	Melody Hobson
2/29/2024	44307		ESU 4	\$24,158.07	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/29/2024	44308		ESU 5	\$22,722.58	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/29/2024	44297		Susan Borcher	\$4,500	3/1/2024	2/28/2025	General	Provide training.	Melody Hobson
2/29/2024	44292		WestEd	\$134,582	2/20/2024	8/20/2024	Federal	Conduct statewide middle school CTE leadscape analysis.	Katie Graham
2/29/2024	44296		Ha'Hanna Consulting	\$75,000	3/1/2024	9/30/2024	Federal	Lead Indigenous Pedagogies project.	Amy Rhone
2/29/2024	44298		Jennifer Snyder	\$4,500	3/1/2024	2/28/2025	General	Provide training.	Melody Hobson
2/29/2024	44279	AM#1	Janus Software					Revised payment schedule.	Kristin Yates
2/29/2024	44315		Jeannie Fielder	\$4,500	3/1/2024	2/28/2025	General	Provide training.	Melody Hobson
2/29/2024	44120	AM#1	ESU 17					Increase amount.	Zainab Rida
2/29/2024	44024	AM#1	Leah 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. Engage vendor in development, delivery and reporting NSCAS general assessments.	Lindy Foley
3/5/2024	45001		NWEA	\$8,962,295	7/1/2024	6/30/2025	Federal/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. Assist with farm to school strategic planning, project evaluation and development of a statewide farm to school network.	Kristin Yates
3/12/2024	44238		UNL	\$33,051	3/8/2024	3/7/2025	Federal	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		Spara Data Solutions	\$2,600	4/1/2024	3/31/2025	General	NDE to access and use the web-based electronic meeting service software. Scope/consideration.	Elizabeth Tegtmeler/Ryan Foot
3/26/2024	43399	AM#2	Community Language Cooperative					Provide four webinars to assist and support school mental health professionals and partners across the state.	Melody Hobson
3/28/2024	44331		Emotionally Naked	\$8,000	4/30/2024	5/13/2024	Federal	Coaching/training services/complete program quality assessments in Early Childhood Education and Care programs.	Zainab Rida
4/1/2024	44325		Meghan Gibbons	\$18,500	4/15/2024	4/14/2025	Federal/General	Facilitate NE CTE's jump start summer professional development workshop.	Melody Hobson
4/3/2024	44329		Eric Knoll	\$5,000	4/1/2024	7/31/2024	Federal	Provide classrooms.	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

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
4/5/2024	44328		Strengths Connection	\$6,500	4/10/2024	1/31/2025	Federal/General	Facilitate Gallup strength finder assessment.	Zainab Rida
4/5/2024	44324		Nilofar Saidi	\$27,000	3/18/2024	7/30/2024	Federal	Serve as Coordinator for Afghan Refugee School Impact Grant to deliver workshop coordination for Afghan families.	Zainab Rida
4/8/2024	44334		UNL	\$440,000	1/2/2024	6/30/2025	Cash	Serve as related education provider for the Nebraska Teaching Apprenticeship Program.	Lane Carr
4/8/2024	44338		Larry McElravy	\$5,000	5/20/2024	8/31/2024	Federal	Develop and facilitate summer CTE Leadership Academy.	Katie Graham
4/9/2024	44142	AM#1	ESU 11				Federal	Increase amount.	Zainab Rida
4/9/2024	44274	AM#1	Creative Press & Design				Federal	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				Federal	Scope.	Melody Hobson
4/9/2024	44244	AM#1	Panhandle Public Health Dept.				Federal	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				Federal	Increase amount.	Amy Rhone
4/11/2024	44319	AM#1	OCIO				Federal	Scope.	Kristin Yates
4/11/2024	44348		OCIO	\$432,000	4/15/2024	9/27/2024	Federal	IT Applications Developer Seniors.	Kristin Yates
4/11/2024	42127	AM#2	UNL				Federal	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				Federal	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				Federal	Extend date.	Kristin Yates
4/16/2024	44347		Southeast Comm College	\$18,368	6/10/2024	6/26/2024	Federal	Develop and facilitate summer technical skill workshops.	Katie Graham
4/17/2024	44350		Share Collaborative	\$10,619.04	5/1/2024	8/31/2024	Federal	Provide training.	Lindy Foley
4/17/2024	44352		B.E.T. Learning Academy Omaha	\$3,000	6/15/2024	6/14/2025	Federal/General	Provide classrooms used for CLASS observations.	Melody Hobson
4/17/2024	44341		Renee Proksel	\$2,569	4/8/2024	7/20/2024	Federal	Attend conference.	Lindy Foley
4/17/2024	45003		Eagle Delivery Service	\$16,941	7/1/2024	6/30/2025	Federal	Mail Services.	Krysti Michl
4/17/2024	43414	AM#1	Partners for Insightful Evaluation				Federal/General	Increase amount/extend date/scope.	Lindy Foley
4/18/2024	44342		Lori Chleborad	\$7,000	4/15/2024	4/14/2025	Federal/General	Coaching/training services.	Melody Hobson
4/19/2024	44345		Joan Callahan	\$19,350	4/15/2024	4/14/2025	Federal/General	Provide training and classroom observations.	Melody Hobson
4/22/2024	44351		NE Children & Families Foundation	\$450,000	4/10/2024	3/30/2025	Federal	Provide comprehensive support/facilitate workshops.	Lane Carr
4/22/2024	45006		Daniel Cronk	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45012		Joanell Wheeler	\$126,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45008		Helen Montova	\$91,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45010		Jerry Tanner	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45015		Bradford Brabec	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45004		Kathleen Barrett	\$111,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45016		Kevin Coughlin	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	44354		Global Interpreting Network	\$6,616.25	4/10/2024	5/1/2024	General	Provide written language translations.	Allison 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				Federal	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				Federal	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				Federal	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				Federal	Change amount/scope.	Allison DenBeste
5/2/2024	42405	AM#3	Benjamin Baumfalk				Federal	Extend date/increase amount.	Kristin Yates
5/3/2024	44153	AM#2	LINQ				Federal	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				Federal	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				Federal	Scope.	Kristin Yates
5/7/2024	44363		Brenda Saxe	\$19,000	5/15/2024	5/14/2025	Federal/General	Coaching/training services.	Melody Hobson

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM			FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
				CONTRACT AMOUNT	START DATE	ENDING DATE			
5/7/2024	44148	AM#1	NCSA				Scope/consideration.	Amy Rhone	
5/7/2024	43315	AM#1	NACTE				Other.	Lane Carr	
5/8/2024	44364		SPED Strategies	\$37,000	5/13/2024	5/12/2025	Federal	Assist with Federal mandates.	Amy Rhone
5/8/2024	44026	AM#1	Saffron Buettner				Increase amount.	Melody Hobson	
5/9/2024	44360		NE Dept of Environment & Energy	\$12,000	6/1/2024	8/31/2024	Federal	Conduct health inspections.	Zainab Rida
5/10/2024	44157	AM#1	Westat				Increase amount.	Amy Rhone	
5/10/2024	44238	AM#1	UNL				Extend date.	Zainab Rida	
5/10/2024	44156	AM#1	University of Massachusetts-Boston				Increase amount.	Lindy Foley	
5/10/2024	44362		Great Plains Top LLC	\$10,600	5/23/2024	9/30/2024	Federal	Provide facilitation training.	Allyson DenBeste
5/10/2024	44361		Megan Crawford	\$18,000	5/15/2024	5/14/2025	Federal	Lesson development.	Zainab Rida
5/13/2024	44024	AM#2	Leah 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.	Allyson DenBeste
5/28/2024	44372		Megan Shepherd	\$48,825	6/1/2024	5/31/2025	Federal	Edit online courses.	Melody Hobson
5/28/2024	44369		ESU 6	\$18,000	6/1/2024	5/31/2025	General	Provide trainings.	Melody Hobson
5/28/2024	44368		Fremont Children's Academy	\$3,000	6/1/2024	5/31/2025	Federal/General	Provide classrooms.	Melody Hobson
5/28/2024	44375		Jaime Donally	\$5,500	6/11/2024	6/12/2024	Federal	Keynote speaker.	Allyson DenBeste
5/28/2024	42219	AM#4	ACT				Other.	Allyson DenBeste	
5/29/2024	44349		UNL	\$500,000	4/10/2024	4/1/2025	Federal	Provide video recording in classrooms/homes.	Melody Hobson
5/30/2024	44377		Laurel Wheeler	\$10,000	5/28/2024	8/17/2024	Federal	Support National School Lunch & Summer Food Service programs.	Zainab Rida
5/30/2024	45022		UNMHC	\$77,217	7/1/2024	6/30/2025	Federal	Work with child outcome process for Results Matter.	Amy Rhone
5/30/2024	43422	AM#1	OCIO-Spencer Rue				Extend date/increase amount.	Kristin Yates	
5/30/2024	43420	AM#1	OCIO-DaWayne Perry				Extend date/increase amount.	Kristin Yates	
5/30/2024	44148	AM#2	NCSA				Consideration.	Amy Rhone	
5/30/2024	44142	AM#2	ESU 11				Scope.	Zainab Rida	
5/31/2024	42314	AM#4	Student1				Extend date/increase amount.	Kristin Yates	
6/3/2024	44302	AM#1	Angel Guardians				Scope.	Lindy Foley	
6/3/2024	45026		META Associates	\$36,100	7/1/2024	6/30/2025	Federal	Provide annual external evaluation and facilitate State Service Delivery Plan.	Beth Wooster
6/3/2024	44127	AM#1	ESU 4				Increase amount.	Zainab Rida	
6/3/2024	44376		Center for Safe & Resilient Schools & Workplace	\$77,500	5/23/2024	5/22/2025	Federal	Provide facilitator trainings.	Zainab Rida
6/3/2024	44140	AM#1	Emspace				Scope.	Zainab Rida	
6/4/2024	44265	AM#1	Children's Hospital & Medical Center				Increase amount.	Zainab Rida	
6/5/2024	44359		Douglas Co Health Dept	\$8,000	6/1/2024	9/30/2024	Federal	Conduct health inspections.	Zainab Rida
6/6/2024	44384		Three Pillars Media	\$2,230	6/7/2024	6/30/2024	Federal	Produce orientation video for VR.	Lindy Foley
6/7/2024	44379		Kristi Albrecht	\$16,000	6/15/2024	6/14/2025	Federal/General	Coaching/training services.	Melody Hobson
6/7/2024	45030		Literacy Pro Systems	\$46,434	7/1/2024	6/30/2025	Federal	Serve as National Reporting Sstem online student data management system.	Katie Graham
6/10/2024	44155	AM#1	Partners for Insightful Evaluation				Increase amount.	Zainab Rida	
6/14/2024	44350	AM#1	Share Collaborative				Increase amount/scope.	Lindy Foley	
6/17/2024	44381		Rivet Education	\$49,000	6/7/2024	9/30/2024	Federal	Provide strategy and resources to support implementation of NE College & Career Ready Standards for Science.	Allyson DenBeste
6/17/2024	45028		Rebecca Dunlap-Morton	\$10,300	7/1/2024	6/30/2025	Federal/General	Training services and complete program quality observations.	Melody Hobson
6/17/2024	45029		Leah 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	Coaching, training and complete program quality observations.	Melody Hobson
6/17/2024	44321	AM#1	UNL				Consideration.	Amy Rhone	
6/17/2024	44386		Deaf Services Unlimited	\$5,130	6/23/2024	8/31/2024	Federal	Provide interpreters.	Amy Rhone

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM			FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
				CONTRACT AMOUNT	START DATE	ENDING DATE			
6/18/2024	44384	AM#1	Three Pillars Media				Extend date/increase amount.	Lindy Foley	
6/18/2024	44122	AM#1	ESU 10				Increase amount.	Zainab Rida	
6/18/2024	45025		NCSA	\$24,000	7/1/2024	8/31/2024	General	NDE Day at Administrator Days.	
6/20/2024	44392		ESUCC	\$45,000	6/15/2024	9/27/2024	Federal	Technical development work for STEADfast Phase II Development Project.	
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.	
6/20/2024	45039		Amanda Hoffmann	\$48,750	7/1/2024	6/30/2025	Federal/General	Serve as FFA Events Coordinator.	
6/20/2024	45040		Bartle & Geier Law Firm	\$20,000	7/1/2024	6/30/2025	Federal	Serve as Hearing Officer.	
6/20/2024	44393		Partners for Insightful Evaluation	\$29,250	6/17/2024	9/30/2024	Federal	Format SEARCH pre and post surveys.	
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.	
6/21/2024	44394		Westminster Preschool	\$3,000	6/21/2024	6/20/2025	Federal/General	Provide classrooms.	
6/21/2024	44388		Firespring	\$20,400	6/15/2024	6/14/2025	Federal/General	Manage website.	
6/24/2024	45035		George Toman	\$45,000	7/8/2024	7/7/2025	Federal	Provide consultation.	
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.	
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.	
6/25/2024	45033		Arica Carlson	\$16,000	7/1/2024	6/30/2025	Federal	Interpreting services.	
6/25/2024	44378		UNL	\$49,800	5/1/2024	9/30/2024	Federal	Assist with school safety related work.	
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.	
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.	
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.	
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.	
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.	
7/1/2024	45042		TNTP	\$200,000	7/1/2024	6/30/2025	Federal	Support Isanti Community Schools.	
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.	
7/3/2024	44193	AM#1	Samantha Kesselring				Extend date.	Melody Hobson	
7/3/2024	45032		Margaret Propp	\$16,000	7/1/2024	6/30/2025	Federal	Interpreting services.	
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.	
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.	
7/10/2024	44023	AM#1	Kelcy Sass				Adjust ending date/amount of contract.	Amy Rhone	
7/11/2024	44382		Nebraska Children & Families Foundation	\$20,000	7/8/2024	12/31/2024	Federal	Support the implementation of SEARCH.	
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.	
7/11/2024	45048		NCSA	\$7,100	7/1/2024	9/1/2024	Federal	Provide keynote speaker for School Safety Summit.	
7/11/2024	45056		Gina DeFreece	\$9,400	8/1/2024	7/31/2025	General	Completion of program quality observations/training services.	
7/11/2024	44380		Sarah Hubbel	\$9,500	6/17/2024	6/16/2025	Federal	Facilitate development of educational resources.	
7/11/2024	44390		David Majo	\$8,400	6/5/2024	8/1/2024	Federal	Provide driving instructions to Afghan individuals.	
7/15/2024	44386	AM#1	Deaf Services Unlimited				Increase amount.	Zainab Rida	
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.	
7/16/2024	44396		The Leadership Academy	\$16,600	6/29/2024	6/27/2025	Federal	Provide executive coaching and leadership development.	
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.	
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.	
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.	
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.	
7/16/2024	45052		Sandra Miller	\$21,500	7/15/2024	7/14/2025	Federal/General	Coaching, observing and training services.	
7/16/2024	45059		Firespring Printing	\$15,975	7/15/2024	9/30/2024	Federal	Create 4 videos.	
7/16/2024	44209	AM#1	Sara Voss				Increase amount.	Zainab Rida	
7/16/2024	44121	AM#2	ESU 13				Increase amount.	Melody Hobson	
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.	

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
7/16/2024	45053		Shape Nebraska	\$10,000	7/3/2024	12/31/2024	Federal	Host Walk2 Unlock Nebraska mini grants.	Zainab Rida
7/16/2024	44387		UNO	\$200,000	6/1/2024	5/31/2025	Federal	Create microcredential courses to support teacher & leadership development.	Shirley Vargas
7/23/2024	45061		OCIO-Eric Tomasek	\$208,771.65	7/1/2024	9/30/2025	Federal	Develop and implement SPED projects.	Kristin Yates
7/23/2024	45060		OCIO-Krishnaprasth Ravishandran	\$144,621.20	7/1/2024	9/30/2025	Federal	ETL development and support.	Kristin Yates
7/23/2024	44056	AM#1	OCIO-Guna Vulipala					Extend date/increase amount.	Kristin Yates
7/23/2024	44061	AM#1	OCIO-Sivakumar Reddy					Extend date/increase amount.	Kristin Yates
7/23/2024	45062		Nicole Long	\$6,105	8/1/2024	7/31/2025	General	Provide coaching, training and observation work for Step Up to Quality.	Melody Hobson
7/23/2024	44346	AM#1	TNTP					Extend date/increase amount.	Allyson DenBeste
7/23/2024	45064		Dr Barbara Minton	\$10,000	8/15/2024	9/30/2024	Federal	Provide music program.	Zainab Rida
7/23/2024	45054		National Center for Grow Your Own	\$900,000	7/1/2024	6/30/2027	Federal	Implement and execute registered apprenticeships for Teachers Technical Assistance Center.	Brad Dirksen
7/23/2024	45055		Resultant LLC	\$171,250	7/1/2024	12/30/2024	Federal	Provide diagnostic examination of the NECPRS.	Melody Hobson
7/30/2024	44292	AM#1	WestEd					Extend date.	Katie Graham
8/1/2024	45067		Avenue Scholars	\$228,900	7/29/2024	9/30/2024	Federal	Develop and provide access to Statewide workplace experience portal.	Katie Graham
8/1/2024	45066		Interaction Institute for Social Change	\$11,100	8/1/2024	7/31/2025	Federal	Assist planning, design and facilitation of Nebraska Farm to School network strategic meetings.	Zainab Rida
8/1/2024	45042	AM#1	TNTP					Increase amount.	Amy Rhone
8/4/2024	44362	AM#1	Great Plains Top LLC					Increase amount.	Allyson DenBeste
8/5/2024	44166	AM#1	The Resoluton Center					Consideration.	Amy Rhone
8/5/2024	44164	AM#1	Concord Mediation Center					Consideration.	Amy Rhone
8/5/2024	45071		Scottsbluff Public School	\$15,000	8/4/2024	9/15/2024	Federal	Provide back to school supplies to homeless.	Beth Wooster
8/5/2024	44160	AM#1	Nebraska Mediation Center					Consideration.	Amy Rhone
8/5/2024	44072	AM#1	UNL					Extend date.	Lindy Foley
8/6/2024	45073		UNO	\$1,285,250	7/19/2024	9/30/2024	Federal	Develop Nebraska Early Literacy Workshop.	Allyson DenBeste
8/6/2024	44159	AM#1	Central Mediation Center					Consideration.	Amy Rhone
8/6/2024	44349	AM#1	UNL					Scope.	Melody Hobson
8/7/2024	44188	AM#1	Jessica Trinidad					Scope/consideration.	Melody Hobson
8/7/2024	45065		NE Children & Families Foundation	\$60,000	10/1/2024	9/30/2025	Federal	Facilitate workshops.	Zainab Rida
8/12/2024	44172	AM#1	Michelle Gall					Extend date/increase amount.	Allyson DenBeste
8/12/2024	44162	AM#1	Mediation West					Consideration.	Amy Rhone
8/12/2024	45077		Crete Public Schools	\$30,000	8/12/2024	8/30/2024	Federal	Provide back to school supplies to homeless.	Beth Wooster
8/13/2024	45069		Children's Nebraska	\$47,500	7/31/2024	4/15/2025	Federal	AED/CPR trainings.	Zainab Rida
8/14/2024	44279	AM#2	Janus Software					Extend date.	Kristin Yates
8/14/2024	44257	AM#1	Easter Seals of NE					Increase amount/scope/consideration.	Lindy Foley
8/15/2024	45082		Hastings Public Schools	\$30,000	8/18/2024	8/30/2024	Federal	Provide back to school supplies to homeless.	Beth Wooster
8/15/2024	44113	AM#1	Jennifer Burkey					Increase amount/consideration.	Melody Hobson
8/16/2024	45074		Partners for Insightful Evaluation	\$28,000	9/1/2024	8/31/2025	Federal	Provide program performance evaluation services for Traumatic Brain Injury	Lindy Foley
8/16/2024	45075		ESUCC	\$1,900,000	8/11/2024	12/31/2025	Federal	Demonstration grant program for Nebraska VR.	Zainab Rida
8/20/2024	45035	AM#1	George Toman					Annual behavioral training.	Amy Rhone
8/20/2024	45081		StoryBlocks	\$10,000	8/25/2024	8/24/2025	Federal	Consideration.	Lindy Foley
8/20/2024	45078		June Analco	\$16,000	5/1/2024	4/30/2025	Federal	Provide user licenses/logins	Lindy Foley
8/20/2024	44126	AM#1	ESU 6					Interpreting services.	Lindy Foley
8/20/2024	44127	AM#2	ESU 4					Extend date/increase amount.	Zainab Rida
8/20/2024	45079		Megan Davison	\$20,000	8/15/2024	8/14/2025	Federal	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		Empspace	\$200,000	9/1/2024	8/31/2025	Federal	Communication/public engagement project.	Melody Hobson
8/21/2024	45091		Andori Cleaning Solutions	\$3,150	9/1/2024	8/31/2025	Federal	Janitorial services.	Lindy Foley
8/21/2024	45070		District Management Group	\$200,000	8/1/2024	6/30/2025	Cash	Implement the Breakthrough Results Program.	Shirley Vargas
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

NDE CONTRACTS

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				CONTRACT AMOUNT						
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
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	Provide educational services to low-income and underrepresented students in high school and postsecondary education.	Shirley Vargas
9/9/2024	45090		Jennifer Burkev	\$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		Arelia 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
9/23/2024	45135		ESU 10	\$46,500		10/1/2024	9/30/2025	Federal	Provide hosting services and maintenance for the AT4ALL website.	Lindy Foley
9/23/2024	45096		Samantha Kesselring	\$2,500		10/1/2024	6/30/2025	General	Serve as Bullying Prevention Specialist.	Zainab Rida
9/23/2024	45117		UNL	\$245,000		9/30/2024	9/29/2025	Federal	Provide data and evaluation services.	Zainab Rida
9/23/2024	44227	AM#2	OCIO-Aeshwarya Jain						Extend date/increase amount.	Kristin Yates
9/23/2024	44291	AM#1	ESUCC						Extend date.	Kristin Yates
9/23/2024	44346	AM#2	TNTF						Extend date/increase amount.	Allyson DenBeste
9/23/2024	42314	AM#5	Student1						Extend date.	Kristin Yates
9/23/2024	45132		HOSA	\$5,700		9/30/2024	5/31/2025	General	Conference assistance.	Katie Graham
9/23/2024	44279	AM#3	Janus Software						Extend date.	Kristin Yates
9/23/2024	44314	AM#1	Edwise						Extend date.	Kristin Yates
9/23/2024	45131		FFA	\$5,500		9/30/2024	5/31/2025	General	Conference assistance.	Katie Graham
9/24/2024	45130		FCCLA	\$9,800		9/30/2024	5/31/2025	General	Conference assistance.	Katie Graham
9/24/2024	45124		University of Massachusetts-Boston	\$24,918		10/6/2024	9/30/2025	Federal	Facilitat a Progressive Employment Community of Practice (CoP) for Nebraska VR staff via remote platform.	Lindy Foley
9/24/2024	45144		Kearney Public Schools	\$30,000		9/25/2024	11/8/2024	Federal	Provide back to school supplies to homeless.	Beth Wooster
9/24/2024	44284	AM#1	Children's Nebraska						Extend date.	Zainab Rida
9/24/2024	45000	AM#2	Data Recognition Corporation						Increase amount.	Allyson DenBeste

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
9/24/2024	45133		SkillsUSA	\$10,000	9/30/2024	5/31/2025	General	Conference assistance.	Katie Graham
9/24/2024	45129		FBLA	\$39,300	9/30/2024	5/31/2025	General	Conference assistance.	Katie Graham
9/24/2024	42405	AM#5	Ben Baumfalk					Extend date/increase amount.	Kristin Yates
9/24/2024	44266	AM#1	Value-Up					Increase amount.	Zainab Rida
9/25/2024	44165	AM#1	Renner's Cleaning Svc					Extend date/increase amount.	Lindy Foley
9/25/2024	45101		UNL	\$17,820	9/10/2024	5/16/2025	Federal	Develop ESUCC hosted learning modules.	Katie Graham
9/25/2024	45146		CTI	\$10,924.25	10/1/2024	1/30/2025	Federal	Install AV system in training room.	Krysti Michl
9/25/2024	45123		Deaf Services Unlimited	\$15,000	10/1/2024	9/30/2025	Federal	Provide video remote interpreting and CART captioning services.	Lindy Foley
9/25/2024	44061	AM#2	OCIO-Sivakumar Reddy					Extend date/increase amount.	Kristin Yates
9/25/2024	44319	AM#2	OCIO					Extend date/increase amount.	Kristin Yates
9/25/2024	44212	AM#1	OCIO-Sohini Maharjan					Extend date/increase amount.	Kristin Yates
9/25/2024	44276	AM#1	OCIO-Martine Pola					Extend date/increase amount.	Kristin Yates
9/25/2024	44214	AM#1	Abigail Fiske					Increase amount.	Katie Graham
9/26/2024	43420	AM#2	OCIO-DaWayne Perry					Extend date/increase amount.	Kristin Yates
9/26/2024	44389	AM#1	Cindy Gray					Consideration.	Allyson DenBeste
9/26/2024	45145		South Sioux City Comm Schools	\$49,256	9/30/2024	6/30/2025	General	Design and implement a free application for Federal Student Aid (FAFSA) completion pilot.	Shirley Vargas
9/26/2024	45138		Mediation West	\$3,000	10/1/2024	9/30/2025	Federal	Provide mediation services and/or outreach training.	Amy Rhone
9/26/2024	45134		Larissa Resendiz de Mogueil	\$21,000	10/1/2024	9/30/2025	Federal/General	Coaching and training services.	Melody Hobson
9/26/2024	45126		OCIO-Swetha Manne	\$140,341.20	10/1/2024	9/30/2025	Federal	Application design and development of project NECPRS.	Kristin Yates
9/26/2024	45125		OCIO-Sushmitha Sayempu	\$169,241	10/1/2024	9/30/2025	Federal/General	Application development in support of Early Childhood projects.	Kristin Yates
9/26/2024	44056	AM#2	OCIO-Guna Vulipala					Extend date/increase amount.	Kristin Yates
9/26/2024	43422	AM#2	OCIO-Spencer Rue					Extend date/increase amount.	Kristin Yates
9/26/2024	43404	AM#2	OCIO-Mary Yeruwa					Extend date/increase amount.	Kristin Yates
9/26/2024	44323	AM#1	OCIO-Sreekanth Pall					Extend date/increase amount.	Kristin Yates
9/26/2024	44215	AM#1	OCIO-Madhavi Arza					Extend date/increase amount.	Kristin Yates
9/26/2024	45147		Columbus Public Schools	\$45,000	9/27/2024	11/11/2024	Federal	Provide back to school supplies to homeless.	Beth Wooster
9/27/2024	45141		Concord Mediation Center	\$3,000	10/1/2024	9/30/2025	Federal	Provide mediation services and/or outreach training.	Amy Rhone
9/27/2024	45150		CN Resources	\$171,225	10/1/2024	9/30/2025	Federal	Provide contractual services for compliance reviews.	Zainab Rida
9/27/2024	45127		Nebraska DECA	\$7,000	9/30/2024	5/31/2025	General	Conference assistance.	Katie Graham
9/30/2024	45143		NE Mediation Association	\$5,000	10/1/2024	9/30/2025	Federal	Provide mediation services and/or outreach training.	Amy Rhone
9/30/2024	45151		Lacey Sateren	\$9,500	11/1/2024	10/31/2025	Federal/General	Training services and to complete program quality observations in Early Childhood programs.	Melody Hobson
9/30/2024	45153		UNMC	\$205,685	10/1/2024	9/30/2025	Federal/General	Provide statewide evaluation services for 21st Century Community Learning Centers and Expanded Learning Opportunity Grant Programs.	Zainab Rida
9/30/2024	45149		LINQ	\$157,766	10/1/2024	9/30/2025	Federal	Provide system maintenance and enhancements.	Zainab Rida
9/30/2024	45155		Instruction Partners	\$750,000	9/30/2024	12/31/2025	Federal	Build the capacity of ESU reading leads to coach school system, school leaders and teachers.	Allyson DenBeste
9/30/2024	45121		Gee Whiz	\$20,000	10/1/2024	9/30/2025	General	Online curriculum subscription for family child care participants in Step Up to Quality.	Melody Hobson
9/30/2024	45157		Four Monkeys Press	\$45,800	11/1/2024	10/31/2025	Federal/General	Training and completing program quality observations and creating Podcasts for Step up to Quality.	Melody Hobson
9/30/2024	45067	AM#1	Avenue Scholars					Extend date.	Katie Graham
9/30/2024	45152		Jessica Trinidad	\$10,000	11/1/2024	10/31/2025	Federal/General	Record English/Spanish voice over tracks for eLearning trainings/video projects.	Melody Hobson
9/30/2024	45136		Emspace	\$49,500	9/27/2024	9/26/2025	Federal	Prepare and execute tasks related to development and support of several projects.	Zainab Rida
9/30/2024	45103	AM#1	ESU 1					Extend date.	Melody Hobson
9/30/2024	45156		UNK	\$870,998	9/30/2024	12/30/2025	Federal	Provide Teaching Strategies GOLD Early Literacy Certification to teachers.	Melody Hobson
10/1/2024	45137		Central Mediation Center	\$3,000	10/1/2024	9/30/2025	Federal	Provide mediation services and/or outreach training.	Amy Rhone
10/1/2024	45102		Tiffany Verzal	\$8,000	9/20/2024	9/19/2025	Federal/General	Provide two Spanish versions of updated documentary film "Forever Shaken".	Melody Hobson
10/1/2024	42361	AM#1	NE Chamber of Commerce					Extend date.	Ryan Foor
10/1/2024	44382	AM#1	NE Children & Families Foundation					Extend date/increase amount.	Zainab Rida
10/1/2024	45142		The Mediation Center	\$3,000	10/1/2024	9/30/025	Federal	Provide mediation services and/or outreach training.	Amy Rhone
10/3/2024	42249	AM#2	NE Children & Families Foundation					Extend date.	Zainab Rida
10/3/2024	44216	AM#2	NE Appleseed					Increase amount.	Zainab Rida
10/3/2024	44177	AM#1	Four Monkeys Press					Increase amount.	Melody Hobson
10/3/2024	45128		NE Future Educators Association	\$5,600	9/30/2024	5/31/2025	General	Conference assistance.	Katie Graham
10/7/2024	45148		UNL	\$34,700	9/1/2024	9/30/2024	Federal	Assist with school safety related work.	Zainab Rida
10/7/2024	45139		Nebraska Mediation Center	\$3,000	10/1/2024	9/30/2025	Federal	Provide mediation services and/or outreach training.	Katie Graham
10/7/2024	45158		Bryan Hermson	\$25,000	10/1/2024	9/30/2025	Federal	Maintain and update databases.	Lindy Foley
10/7/2024	45160		Erica Timperley	\$66,000	11/7/2024	11/6/2025	Federal/General	Observing, training and anchor services.	Melody Hobson
10/8/2024	45161		DeAnne Mueller	\$21,000	11/15/2024	11/14/2025	Federal/General	Coaching/training services.	Melody Hobson
10/9/2024	45073	AM#1	UNO					Extend date.	Allyson DenBeste
10/15/2024	45140		Resolution Center	\$3,000	10/1/2024	9/30/2025	Federal	Provide mediation services and/or outreach training.	Amy Rhone
10/17/2024	45100		NCSA	\$40,000	10/7/2024	8/31/2025	Federal	Assist with NCE Summer Conference.	Katie Graham

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM		START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
				CONTRACT AMOUNT	CONTRACT AMOUNT					
10/21/2024	44157	AM#2	Westat						Funding modification.	Amy Rhone
10/25/2024	45165		Rapport International	\$8,500		11/1/2024	10/31/2025	Federal	Provide translation/interpretation services.	Lindy Foley
10/28/2024	44119	AM#1	ESU 15						Scope.	Zainab Rida
10/28/2024	45122		NCSA	\$18,000		11/1/2024	10/31/2025	Federal	Assist with conferences.	Amy Rhone
10/28/2024	44175	AM#2	Marna Stack						Extend date/scope/consideration.	Zainab Rida
10/28/2024	45159		SPED Strategies	\$160,000		10/7/2024	6/30/2025	Federal	Continue to build inclusive school communities.	Amy Rhone
10/29/2024	45162		NE Children & Families Foundation	\$250,000		10/23/2024	6/30/2025	General	Coordinate Nebraska ELO Innovation Network	Lane Carr
11/3/2024	45169		Mirian Balcazar Ruiz	\$2,000		11/1/2024	10/31/2025	Federal/General	Provide training and training materiels in Spanish.	Melody Hobson
11/3/2024	45163		Heidi Kleinman	\$150,000		11/1/2024	10/31/2027	Federal	Conduct investigations of special education complaints.	Amy Rhone
11/3/2024	45166		Ashley Niedzwiecki	\$150,000		11/1/2024	10/31/2027	Federal	Conduct investigations of special education complaints.	Amy Rhone
11/3/2024	45173		Carime Ruvalcaba	\$2,000		11/1/2024	10/31/2025	Federal/General	Provide training and training materiels in Spanish.	Melody Hobson
11/3/2024	45171		Dawn Murphy	\$13,200		11/15/2024	11/14/2025	Federal/General	Complete program quality observations and training.	Melody Hobson
11/3/2024	45170		Diego Gamero	\$7,000		11/10/2024	11/9/2025	Federal/General	Provide training and training materiels in Spanish.	Melody Hobson
11/3/2024	45172		Central Plains Center for Services	\$328,125		11/1/2024	12/31/2025	Federal	Deliver services/activities for children and youth experiencing homelessness.	Beth Wooster
11/3/2024	44209	AM#2	Sara Voss						Increase amount.	Melody Hobson
11/3/2024	45055	AM#1	Resultant LLC						Increase amount.	Melody Hobson
11/5/2024	45095	AM#1	Say Hey There						Increase amount.	Zainab Rida
11/8/2024	45174		Kyle Peter	\$5,000		11/18/2024	3/31/2025	NCECBVI Trust Fund	Conduct optometry and/or ophthalmology eye exams.	Amy Rhone
11/12/2024	45022	AM#2	UNMC						Increase amount.	Amy Rhone
11/12/2024	45167		Education Resolutions	\$150,000		11/1/2024	10/31/2027	Federal	Conduct investigations of special education complaints.	Amy Rhone
11/15/2024	45154		UNO	\$275,336		9/30/2024	6/30/2025	Lottery Funds	Create improving student attendance program.	Shirley Vargas
11/18/2024	44082	AM#1	ESUCC						Extend date.	Kristin Yates
11/18/2024	45175		K Crom Saunders	\$2,500		3/1/2025	3/31/2025	General	Keynote at Deaf/Hard of Hearing Statewide conference.	Amy Rhone
11/18/2024	45180		ESU 10	\$7,200		12/1/2024	11/30/2025	General	Provide training.	Melody Hobson
11/18/2024	45178		Koukol Johnson Schmit & Milone	\$20,000		11/15/2024	6/30/2025	Federal/General	Serve as hearing officer.	Brian Halstead
11/18/2024	44279	AM#4	Janus Software						Other.	Kristin Yates
11/18/2024	45181		Sara Voss	\$40,900		12/1/2024	11/30/2025	Federal/General	Coaching, training and completing program quality observations.	Melody Hobson
11/18/2024	45177		Cline Williams Wright Johnson & Oldfather	\$20,000		11/15/2024	6/30/2025	Federal/General	Serve as hearing officer.	Brian Halstead
11/18/2024	45183		Catie Limbach	\$22,700		12/15/2024	12/14/2025	Federal/General	Provide training and program quality observations.	Melody Hobson
11/18/2024	45149	AM#1	LINQ						Consideration.	Zainab Rida
11/18/2024	43085	AM#3	Data Driven Enterprises						Consideration.	Amy Rhone
11/20/2024	45179		Mattson Ricketts Law Firm	\$20,000		11/15/2024	6/30/2025	Federal/General	Serve as hearing officer.	Brian Halstead