

## **NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA**

- Meeting Date:** Friday, January 10, 2025 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/](http://www.education.ne.gov/stateboard/state-board-agendas/)
- Lunch:** On Friday, January 10, 2025, 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
  - 1.1. Roll Call  
President
  - 1.2. Pledge of Allegiance  
President
  - 1.3. Announcement of the placement of the Open Meetings Act information  
President
2. SPECIAL PRESENTATIONS  
President
  - 2.1. Educational Service Unit Coordinating Council (ESUCC) Information  
Dr. Larianne Polk

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. Introduction of Lindsey Wilson, 2025 Nebraska Teacher of the Year, Middle School Teacher at Bennington Middle School, Bennington, Nebraska  
Lindsey Wilson, 2025 Nebraska Teacher of the Year, Bennington Middle School, Bennington
4. PRESIDENT'S REPORT  
President
5. PUBLIC COMMENT PERIOD  
President
  - 5.1. Public Comment
  - 5.2. Written Public Comment
6. CONSENT AGENDA  
President
  - 6.1. Board Member Out-of-State Travel Approval
  - 6.2. Committee Appointments
  - 6.3. Contract Approvals
  - 6.4. Grant Approvals
  - 6.5. Lease Approvals
  - 6.6. Minutes of the Previous State Board of Education Meeting
  - 6.7. Miscellaneous Approvals
7. ADDITIONAL BUSINESS  
President
  - 7.1. Action Item: Adopt the Nebraska Literacy Project Plan  
Allyson DenBeste and Amy Rhone

7.2. Action Item: Amend the Previously Adopted Motion to Accept the Comprehensive Literacy State Development (CLSD) Grant Funds and authorize the Commissioner to enter into contracts and subawards to carry out grant activities  
Kirk Penner

8. INFORMATION ITEMS AND REPORTS

President

8.1. Monthly Board Travel Expense Reports (Budget and Finance Committee)

8.2. Review In-State Travel Authorizations (Budget and Finance Committee)

8.3. Information Item: Implementation of the Computer Science and Technology Education Fund (Budget and Finance Committee)  
Katie Graham

8.4. Information Item: Funding recommendations for school districts and educational service units to support schools in delivering mental health training for staff (Budget and Finance Committee)  
Zainab Rida

8.5. Information Item: Approve Rule 11 teacher waiver request from Lincoln Public Schools (Planning and Evaluation Committee)  
Melody Hobson

8.6. Information Item: Approve Rule 11 teacher waiver request from Schuyler Public Schools (Planning and Evaluation Committee)  
Melody Hobson

8.7. Information Item: Approve the waiver request for the Nebraska Correctional Youth Facility (NCYF) to waive the requirements found in Rule 10, Section 007.04A in accordance with the waiver provisions in Rule 10, Section 013.01 (Planning and Evaluation Committee)  
Decua Jean-Baptiste

8.8. Information Item: Approve the waiver request from the Niobrara Public Schools to waive the requirements found in Rule 10, Section 007.04B (Planning and Evaluation Committee)  
Decua Jean-Baptiste

8.9. Information Item: Approve the waiver request from the Niobrara Public Schools to waive the requirements found in Rule 10, Section 007.05D (Planning and Evaluation Committee)  
Decua Jean-Baptiste

8.10. Information Item: Approve the Pilot Process for conducting clinical observations virtually for the University of Nebraska Kearney (Planning and Evaluation Committee)

Brad Dirksen and Jim Kent

8.11. Report on Rules (Rules and Regulations Committee)

8.12. Contracts Approved by Commissioner

8.13. Grants Approved by Commissioner

9. 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

10. ADJOURNMENT

President

The next regularly scheduled meeting of the State Board of Education will be held on Friday, February 7, 2025, at 9:00 a.m. in Lincoln, Nebraska. As needed, a work session will be held on Thursday, February 6, 2025 in Lincoln, Nebraska.

The agenda contains a list of subjects known at the time of its distribution on December 19, 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/](http://www.education.ne.gov/stateboard/state-board-agendas/). *Except for items of an emergency nature, the agenda will not be changed later than 24 hours before the scheduled commencement of the meeting.*



# Nebraska ESUs and ESUCC

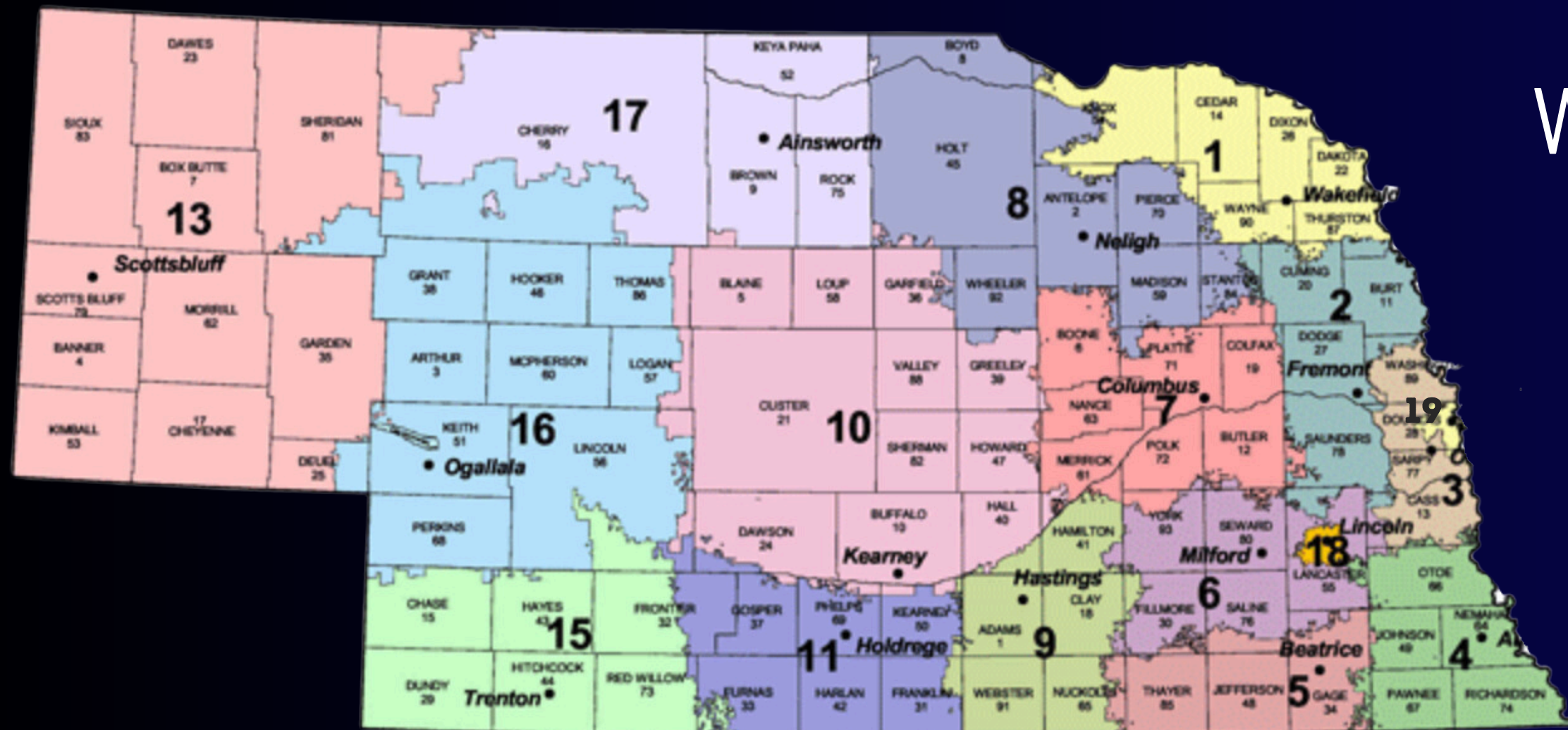
DR. LARIANNE  
POLK, ESUCC  
CEO

# Why

## History

- 1965
- LB 301
- §79-1204 - §79-1244

# Educational Service Units



## WHY?

- Regional Efficiencies
- Equity of Access to resources
- Core Services

# Educational Service Unit Coordinating Council



## History

- 2007
- LB 603
- §79-1245 - §79-1249

## WHY?

- Statewide Efficiencies
- Equity of Access to statewide resources
- Coordinated collaboration with the NDE

# What

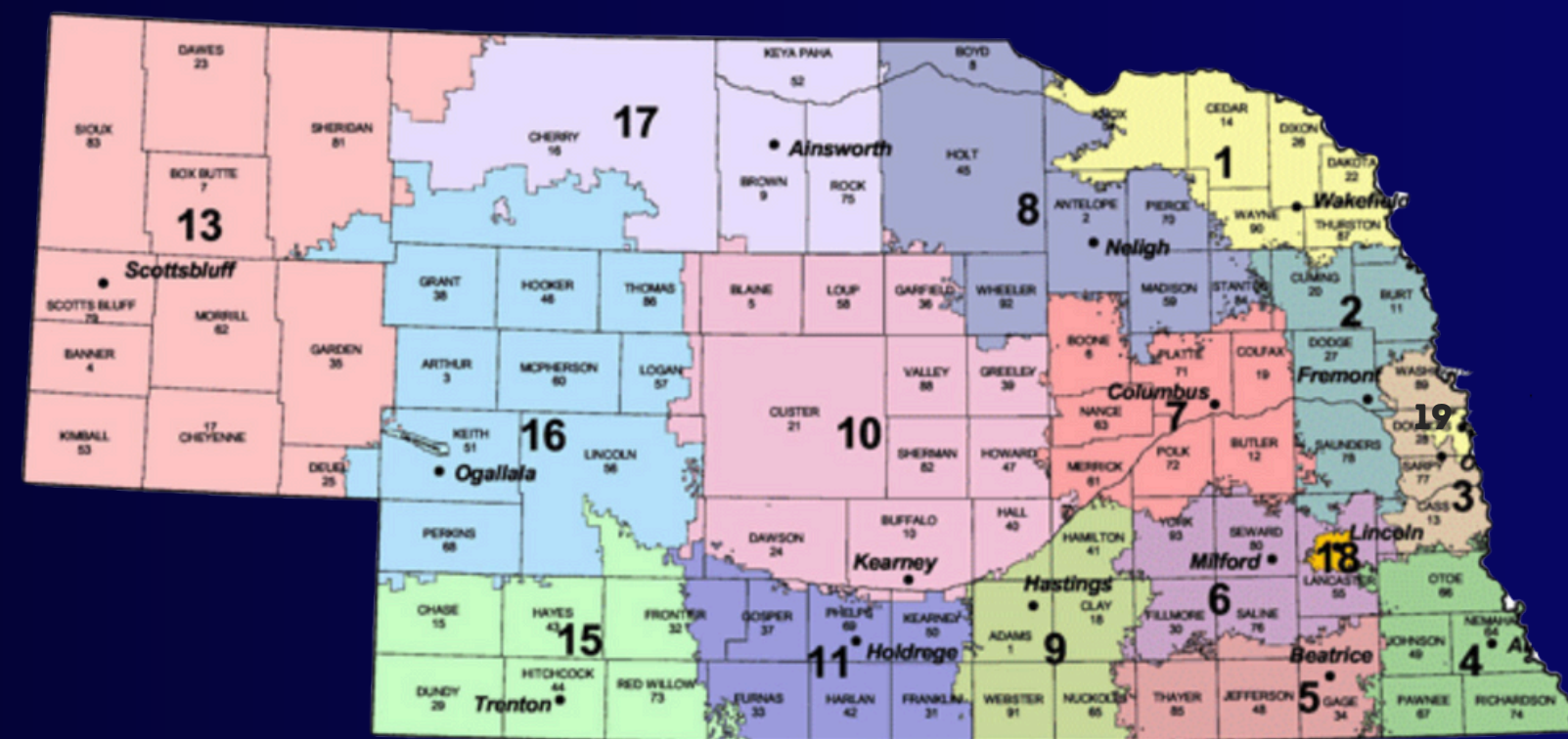


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- Instruction
- Safety
- Materials
- Training
- Assessment
- Leadership
- Technology

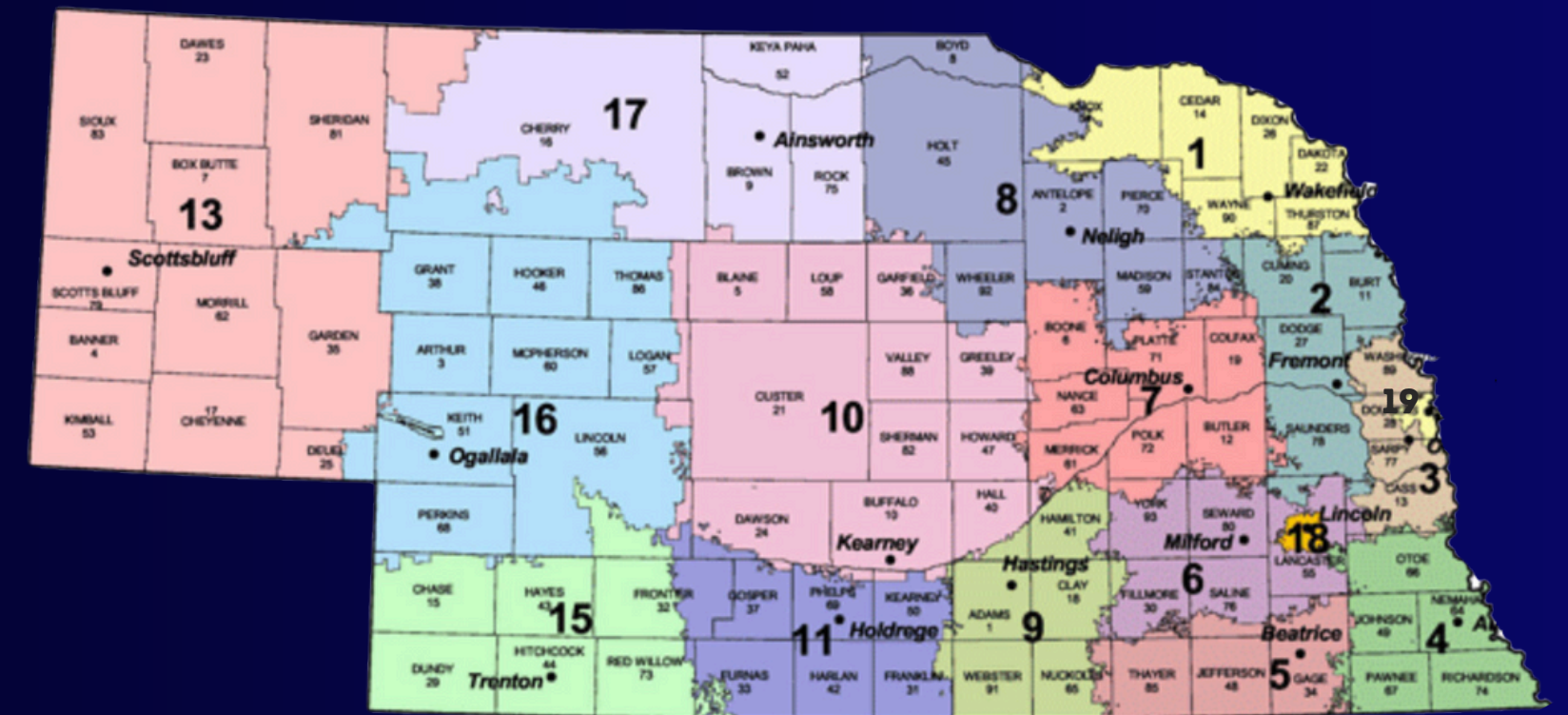


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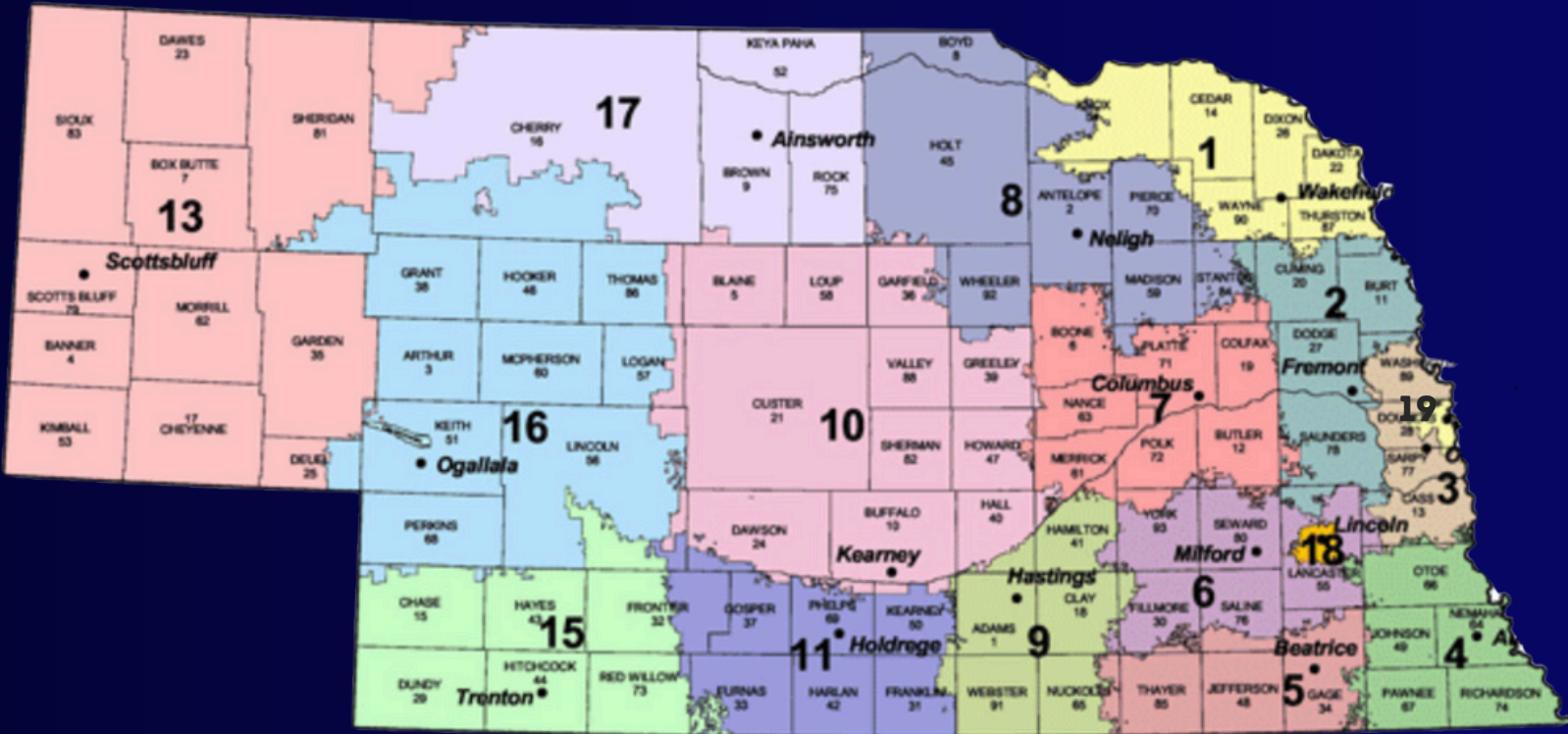


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- Instruction
- Safety
- Materials
- Training
- Assessment
- Leadership
- Technology



**X 17**



X 1

X 17



- Instruction
- Safety
- Materials
- Training
- Assessment
- Leadership
- Technology

**X 1**

# How



## Nebraska Legislature

- 2023, LB 705, Behavior Intervention and Teacher Support Act
- §79-3602



## Nebraska Legislature

- 2023, LB 705, Behavior Intervention and Teacher Support Act
- §79-3602



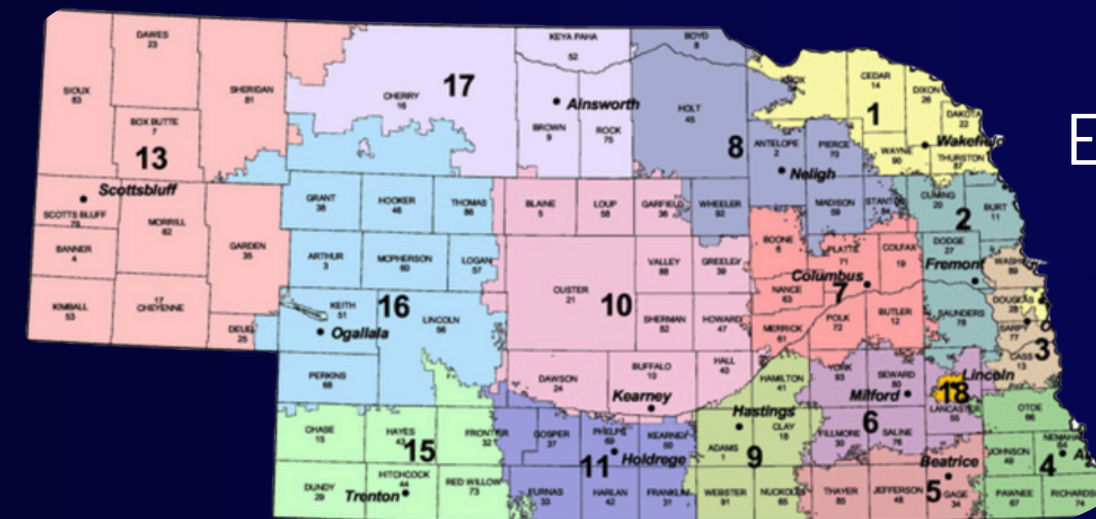
## ESUCC

- Develop Training
- Reporting Tool



## NDE

- Model Policy



## ESUs

- Deploy the Training
- Support Schools



Literacy

Non-Public Textbook Loan

Canvas Consortium

Open Education Resources

Technology






Professional Learning







# THANK YOU

-  Larianne Polk, CEO
-  6949 South 110th Street,  
LaVista, NE 68128
-  402-597-4843
-  [www.esucc.org](http://www.esucc.org)
-  [lpolk@esucc.org](mailto:lpolk@esucc.org)



# Nebraska Literacy Project

January 10, 2025

# 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.

# Goal

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.



# Statutory and Policy Context

# Reading Improvement Act

- Neb. Rev. Stat. 79-2601 thru 79-2607 (2018)
- An *assessment of student reading* is administered three times during the school year to all students in grades kindergarten through grade three
- Any student who is identified as having a reading deficiency shall receive an *individual reading improvement plan* no later than thirty days after the identification of such reading deficiency.



# Professional Learning System

(Nebraska Revised State Statute 79-2607)

The State Department of Education 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. 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.

# Regional Literacy Coaches

(Nebraska Revised State Statute 79-2607)

The State Department of Education *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.

# State Board Position Statement

- Promote the practice of *adults reading* aloud to students daily to foster their enjoyment of reading and expose them to rich spoken language.
- 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.

PS3

## Foundational Literacy

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.

# Tenets of Professional Learning System





# 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

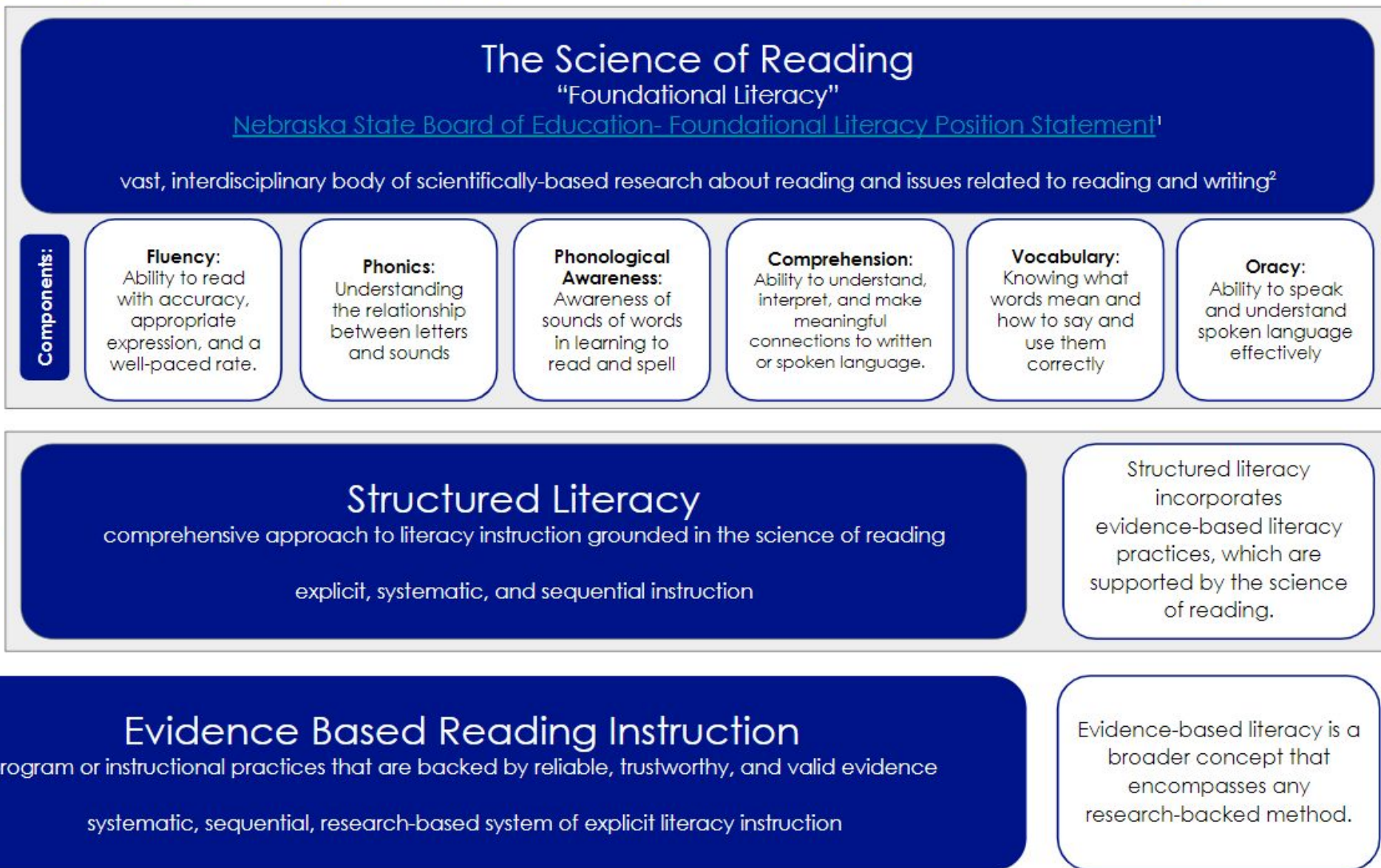
Data collections measuring the effectiveness of literacy initiatives and implementation of professional development in evidence-based reading

#### 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



# Integrating Literacy: Unifying the Science and Evidence of Reading Instruction



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

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

# Tenet 1: Professional Learning System

- Current SOR Professional Learning Options
  - NDE support for Professional Development Programs
    - UNO Early Literacy Workshop
    - WORDS (UNL)
    - Project RISE (UNK)
  - NDE Literacy Advisory Panel comprised of individuals with strong knowledge of SOR who will
    - Assist in the development of criteria for SOR-approved professional development that districts might select moving forward
    - Support the selection of resources and professional development opportunities for regional literacy coaches

# Tenet 2: Curriculum and Teacher Preparation aligned with Evidence-Based Reading Instruction

- High-quality instructional materials align to academic standards, have clear learning outcomes, and reflect evidence-based practices.
  - Nebraska PK-12 districts have autonomy in the selection of instructional materials.
  - The NDE provides guidance with information about the extent of alignment between instructional materials and academic standards.
- Provide guidance for NDE Rule 20 updates to educator preparation programs.

# Tenet 3: Regional Literacy Coaches

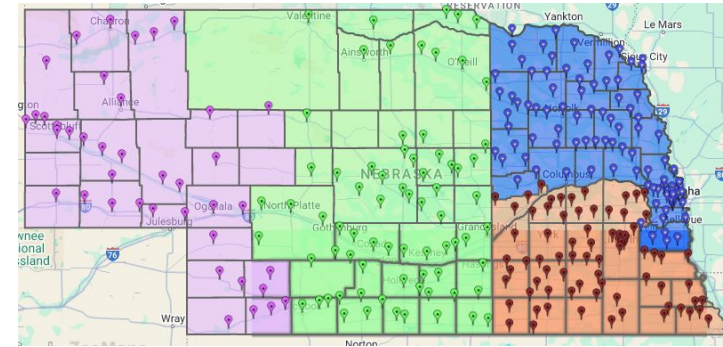
- Develop job descriptions and hiring timelines
- Collaborate with Nebraska ESUCC to develop a plan for hiring and coordinating the use of Regional Literacy Coaches
- Collaborate with Regional Literacy Coaches and the NDE Literacy Advisory Committee to develop sustainable processes to support and provide professional learning for coaches

# Tenet 4: Collections of Data to Measure Progress

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

# Tenet 5: Family Literacy Centers and Early Childhood Programs

- Develop a web page that will help Nebraska families to find literacy resources in their area
- Provide resources to support pre-kindergarten programs in development of foundational literacy skills
- Continue to evaluate the Nebraska Growing Readers Initiative and explore additional funding opportunities



Nebraska Libraries



Thank you!

# Nebraska State Board of Education Written Public Comment January 2025

## Nebraska State Board of Education

Pursuant to State Board of Education Board Operating Policy 1.06 - Public Participation at Board Meetings:

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

Individuals who submit written public comment for a given meeting should not plan to speak before the Board in live testimony at that month's meeting.

Individuals may submit only one written public comment entry per month. Multiple submissions will not be accepted.

Submissions must include your complete first and last name, city and state. You will also be required to electronically sign the submission. This information will be included with your comments.

Click the "Next" button below to begin.

## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Richard

Last name \*

Stuart

City \*

Columbus

State \*

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

Greetings, Board members:

To be succinct, I believe a new, required course should be taught in all of our high schools: Ethics.

While it's true that ethics courses are available in colleges and universities, I think it should be taught in high school; teens are far more social, streetwise, and even world-wise than our generation was when we went to school. However, like all teens, they haven't developed enough--and experienced life enough--to make good decisions that could affect them immediately or for the rest of their lives. Learning how to make good decisions would go a long way to preparing students (who will become adults) to making better decisions in their personal and workplace lives.

One may tend to lump ethics and morality together, but the two are subtly different. I imagine both could be taught in the same course, but only where morality remains non-sectarian.

Thank you for considering my suggestion.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Richard

Last name \*

Stuart

This form was created inside of NE-Dept Of Education.

# Google Forms

**Out-State Travel Authorization Reports - January**

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Trip Request (i.e. 1st, 2nd, Other)</u>
Kristin Christensen	(NONE)			
Lisa Schonhoff	(NONE)			
Sherry Jones	School Boards for Academic Excellence Education Policy and Training Summit	January 22-24, 2025	Orlando, FL	1st
Elizabeth Tegtmeier	(NONE)			

Out-State Travel Authorization Reports - January

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

**State Board of Education Work Session and Business Meeting.**

Thursday-Friday December 5-6, 2024

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

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#) December 6, 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, December 5, 2024, 3:00 p.m.**

**1. CALL TO ORDER**

President Tegtmeier called the meeting to order at 3:00 p.m.

1.1 Roll Call

Roll Call showed the following attendance:

Lisa Fricke (arrived at 3:01 p.m.)	Patsy Koch Johns	Elizabeth Tegtmeier
Patti Gubbels	Sherry Jones	Deborah Neary

Commissioner Maher was also in attendance.

Absent: Kirk Penner

1.2. President Tegtmeier led the Pledge of Allegiance.

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

**2. BUSINESS**

2.1. AQuESTT – Statewide School Accountability System

NDE Representatives, Deputy Commissioner Frison and Dr. Derek Ippensen, provided an update on the 2024 State and Federal Accountability.

2.2. Statewide Assessment System

NDE Representatives, Deputy Commissioner Frison and Dr. Trudy Clark, provided an update on the Statewide Assessment System.

**3. ADJOURNMENT**

President Tegtmeier adjourned the meeting at 4:14 p.m.

The State Board of Education will reconvene Friday, December 6, 2024, at 9:00 a.m. at Nebraska Department of Education, State Board Room, 500 S 84<sup>th</sup> Street, Lincoln, NE 68508.

**STATE BOARD OF EDUCATION MEETING, Friday, December 6, 2024, 9:00 a.m.**

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

1.1 Roll Call

Roll Call showed the following attendance:

Lisa Fricke  
Patti Gubbels  
Sherry Jones

Patsy Koch Johns  
Kirk Penner

Elizabeth Tegtmeier  
Deborah Neary

Commissioner Maher was also in attendance.

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. Nebraska Teacher of the Year Final Report

Scott Phillips, 2024 Nebraska Teacher of the Year, Math teacher, Aurora Middle School, Aurora, Nebraska, provided his final report.

President Tegtmeier called for a break at 9:58 a.m. The meeting resumed at 10:10 a.m.

3.3. ESSER Achievements and Next Steps

NDE Representative, Lane Carr, presented on the ESSER Achievements and next steps.

**4. PRESIDENT'S REPORT**

President Tegtmeier did not have a report.

**5. PUBLIC COMMENT PERIOD**

5.1. Public Comment

Nancy Packard spoke with regard of the effects of media on developing brains and not knowing what those effects will be.

5.2. Written Public Comment

No Written Public Comment was submitted.

**6. CONSENT AGENDA**

Motion by Patti Gubbels, second by Lisa Fricke to approve the Consent Agenda

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

The motion passed.

## 7. STANDING COMMITTEE REPORTS

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

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

Motion by Patti Gubbels, second by Lisa Fricke to approve a contract for State Board Team Building Training with the National Association of State Boards of Education.

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

The motion passed.

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

Kirk Penner left the meeting at 10:57 a.m.

7.2.A. Monthly Board Travel Expense Report

There was no further discussion on this item.

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

Motion by Patsy Koch Johns, second by Sherry Jones to enter into contracts using US Department of Education Competitive Grants for Statewide Assessment (CGSA) Funds to carry our grant activities.

Kirk Penner returned at 10:59 a.m.

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

Kirk Penner                      Yes  
Vacant

The motion passed.

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

No further discussion.

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

Patti Gubbels left the meeting at 11:00 a.m. Returned at 11:02 a.m.

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

Motion by Lisa Fricke, second by Patti Gubbels to approve Rule 11 Teacher Waiver request for Weeping Water Public Schools.

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

The motion passed.

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

Motion by Kirk Penner, second by Patti Gubbels to adopt the Assessment and Reporting Plan and Assessment Technical Report for 2024-2025.

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

The motion passed.

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

The Committee recommends no action at this time.

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

Motion by Patti Gubbels, second by Deborah Neary to approve Model policy Development for Authorized Security Personnel Carrying Firearms in accordance with Neb. Rev. Stat. §28-1204.04

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

The motion passed.

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

7.4.A. Report on Rules

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

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

Motion by Sherry Jones, second by Kirk Penner to approve proposed revisions to Rule 21 (Certification).

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

The motion passed.

7.4.C. Action Item: Adopt the Document Titled Non-Substantive Revisions to Rule 24 (Endorsements)

Motion by Deborah Neary, second by Kirk Penner to adopt the document titled Non-Substantive Revisions to Rule 24 (Endorsements).

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

The motion passed.

## **8. ADDITIONAL BUSINESS**

No additional business.

## **9. INFORMATION ITEMS AND REPORTS**

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

## **10. GOOD OF THE ORDER**

President Tegtmeier recognized the three outgoing Board Members: Patsy Koch Johns, Lisa Fricke, and Patti Gubbels, presented them with their engraved clocks and Board photos, and thanked them for their service to the Board over their time serving.

## **11. ADJOURNMENT**

President Tegtmeier adjourned the meeting at 11:39 a.m.

The next meetings of the State Board of Education are scheduled for January 9 and 10, 2025, in Lincoln, Nebraska. Board Training work sessions will be held Wednesday, January 8, and Thursday, January 9, 2025, in Lincoln, NE.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** December 23, 2024

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Allyson DenBeste, Academic Officer  
Amy Rhone, Office Administrator, Office of Special Education

**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, January 2025

**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 needs 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 support 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 outcomes. 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. It represents the priorities of the Nebraska State Board of Education along with educators, parents, and community members who have a shared goal of assuring strong literacy skills for all Nebraskans. In addition, the project seeks to implement requirements of the Nebraska Reading Improvement Act first established in 2018, and revised in 2023 and 2024, including the goal of increasing the capacity of all Nebraska educators to provide high-

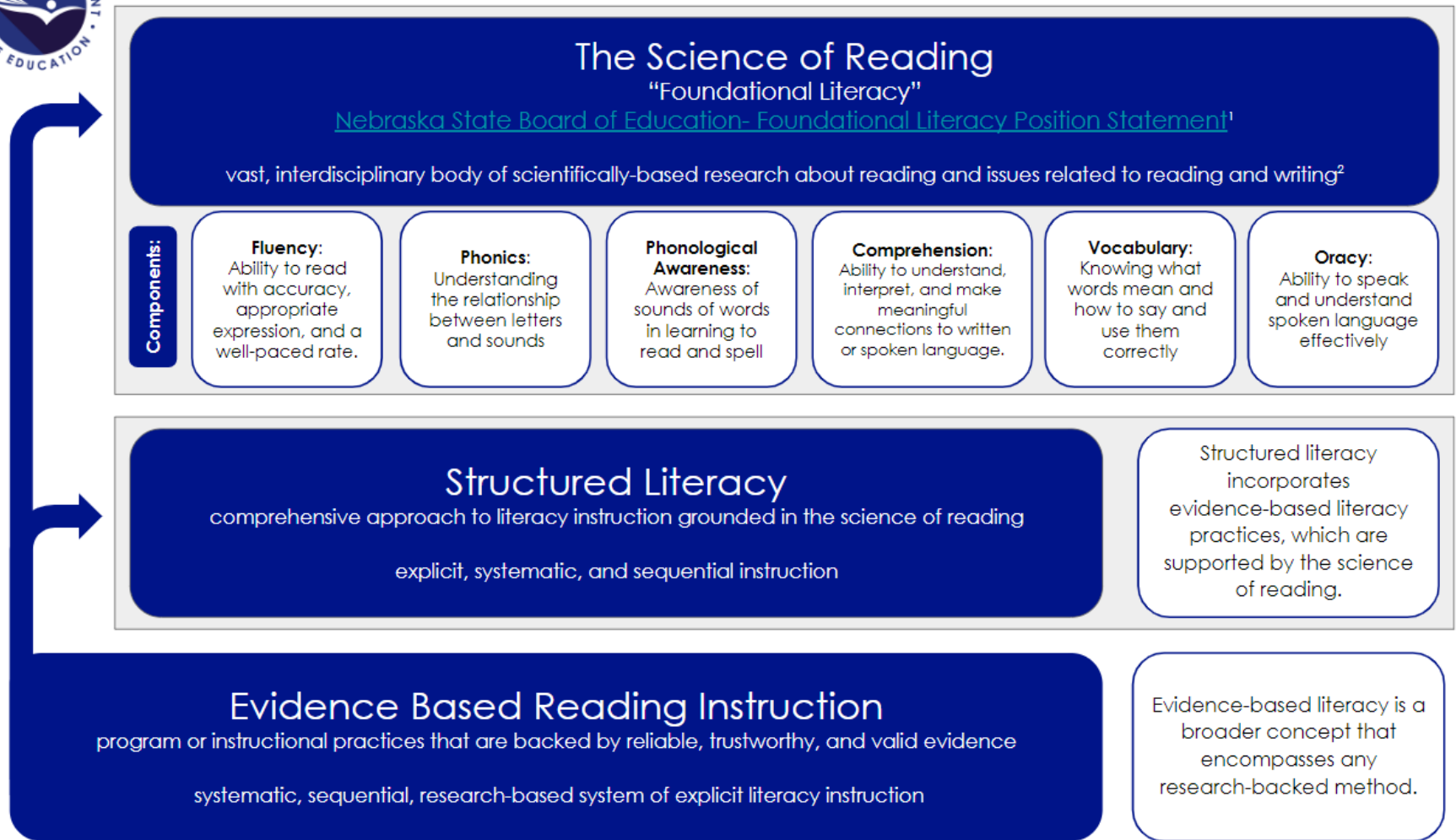
quality, evidence-based reading instruction. It is important to note that terms such as the **science of reading**, **evidence-based reading**, and **structured literacy** appear frequently in statute, policy guidance documents, and related tools and resources. Often these terms are used interchangeably when referring to best practices associated with foundational literacy. The **science of reading** should be used when referencing the large body of research that has demonstrated how children learn to read. **Structured literacy** should be used when referring to a comprehensive approach that is grounded in the research base, or the science of reading. **Evidence-based reading** should be used when referring to specific programs or instructional methods or strategies that have a basis in trustworthy evidence. To learn more, please see Fig. 1.

The project seeks to address key elements of the revised Reading Improvement Act (Neb. Rev. Stat. 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
  - “Evidence-based reading instruction means instruction in reading that is in alignment with scientifically based reading research and does not include the three-cueing system model of reading instruction.
    - Three-cueing system model of reading instruction is an approach to foundational skills instruction that involves the use of three different types of instructional cues which include semantic, syntactic, and graphophonic.”
  - “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.”



# Integrating Literacy: Unifying the Science and Evidence of Reading Instruction



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

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

Figure 1

## **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

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

<p>Tenet 1: Professional Learning System</p>
<p>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.</p>

**Context:**

- Teachers are the single most important in-school factor affecting student learning and achievement. A focus on refining and equipping educators with the knowledge, skills, mindsets, and tools necessary for addressing student literacy is paramount.
- Several professional learning structures have already been developed and leveraged through various funding streams. The NDE will use the Literacy Advisory Panel to develop key criteria on which additional professional learning systems or providers are evaluated, meet statutory requirements, and are of high-quality.

Current Practice 2024	Infrastructure Development 2024-2030	Sustainability Plan 2030...
<ul style="list-style-type: none"> <li>• Nebraska school districts have local control in determining professional development for teachers.</li> <li>• The existing Reading Improvement Act (<a href="#">Nebraska Revised State Statute 79-2601 through 79-2607</a>) 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.</li> <li>• The NDE conducted a 2024 Statewide Early Literacy Survey. The survey was sent to all public and private school superintendents in Nebraska and sought information regarding</li> </ul>	<ul style="list-style-type: none"> <li>• The NDE coordinated a NDE Literacy Advisory Panel comprised of individuals with strong knowledge of evidence-based reading practices who will:               <ul style="list-style-type: none"> <li>◦ Advise the NDE as they develop and implement the Nebraska Literacy Project.</li> <li>◦ Assist in the development and refinement of criteria for evidence-based literacy approved professional learning programs.</li> <li>◦ Support the selection of resources and professional development opportunities for Regional Literacy Coaches.</li> <li>◦ Collaborate in the revision and enhancement of assessment criteria under the Nebraska Reading Improvement Act.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>◦ Leverage the use of <a href="#">Nebraska Rule 20</a> to ensure strong instruction around structured literacy and evidence-based reading practices in Nebraska's educator preparation institutions (See Tenet 2 Plan).</li> <li>◦ Leverage Regional Literacy Coaches (See Tenet 3 Plan) to ensure ongoing support for evidence-based instructional practices related to structured literacy.</li> </ul> </li> </ul>

<p>previous and/or existing SOR work in Nebraska schools (Sept. 2024)</p> <ul style="list-style-type: none"> <li>○ Current materials</li> <li>○ Number of teachers who have received training</li> <li>○ Types of previous trainings for PK-3 teachers</li> <li>○ Planned trainings for PK-3 teachers</li> <li>○ District priorities for future support</li> <li>○ District interest in Pilot program participation for WORDs or the UNO Early Literacy Workshop</li> </ul> <ul style="list-style-type: none"> <li>● Initial projects will include the University of Nebraska Omaha Literacy Workshop, the University of Nebraska Lincoln WORDS Project and the University of Nebraska Kearney RISE preK workshop. Evaluation of these projects is ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>● The NDE will collaborate with other organizations (e.g., higher education, Nebraska school districts) to implement and evaluate professional learning options related to evidence-based literacy or both public and nonpublic schools. ,</li> <li>● The NDE will provide a menu of evidence-based professional learning options for schools to include: <ul style="list-style-type: none"> <li>○ NDE Approved Programs <ul style="list-style-type: none"> <li>■ WORDS Project (UNL)</li> <li>■ Lexia LETRS</li> <li>■ UNO Early Literacy Workshop</li> <li>■ UNK RISE (PreK)</li> </ul> </li> <li>○ Other structured literacy training would be recognized as meeting Nebraska Reading Improvement Act requirements based upon review from the NDE Literacy Advisory Panel. Programs including three-cueing will not be approved.</li> </ul> </li> <li>● Additional funding support for professional development in structured literacy may be available through CLSD grant funding via request for application.</li> </ul>	
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Tenet 2: Curriculum and teacher preparation aligned with evidence-based reading instruction

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.

**Context:**

- High-quality instructional materials align to academic standards, have clear learning outcomes, and reflect evidence-based practices, One resource to support the selection of high-quality instructional materials is the Nebraska Instructional Materials Collaborative (NIMC). The NIMC includes definitions for content area standards, curriculum, instructional materials, assessment, and classroom instruction. A curriculum is determined locally and reflects "how" teachers help students learn the content within content area standards. Instructional materials are the tools and resources that are used as part of a locally determined curriculum.
- Nebraska's 16 educator preparation programs serve as the largest pipeline for new teachers in the state of Nebraska. Additionally, they serve as resources for additional skill building, added endorsements, and continued education. Nebraska's EPPs must ensure they align their preparation of educators to statutory requirements and best practices surrounding structured literacy, and the NDE must continue to support and hold EPPs accountable to expectations set forth by the State Board of Education.

Current Practice 2024

Infrastructure Development 2024-2030

Sustainability Plan 2030...

- Prior to 2024, institutions of higher education have had autonomy in the development of curriculum for teacher preparation in 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

- Coordinate communication of NDE Rule 20 updates with Nebraska educator preparation programs, including information about the science of reading.
  - The NDE will develop an Implementation Guidance Document for Rule 20 including recommendations, look fors, and resources for EPPs.
- NDE will continue to evaluate first- and third-year teacher survey results to determine additional

<p>encourage students to develop deep understanding of content areas and their connections, build reading and writing skills through the application of the science of reading, and to apply knowledge in meaningful ways..."</p> <ul style="list-style-type: none"> <li>• Nebraska PK-12 districts have autonomy in the selection of instructional materials. The NDE provides guidance with information about the extent of alignment between instructional materials and academic standards.</li> </ul>	<p>support and/or identified needs for ed prep programs.</p> <ul style="list-style-type: none"> <li>• Curate information regarding alignment studies related to the science of reading and available curriculum and professional development materials.</li> </ul>	
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<p>Tenet 3: Regional Literacy Coaches</p>
<p>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</p>
<p><b>Context:</b></p> <ul style="list-style-type: none"> <li>• Professional development is bolstered when there is follow up, accountability, and ongoing support. Coaches provide continued development to sustain teacher learning and implementation of evidence-based reading instruction.</li> <li>• Educational Service Units serve as an invaluable resource for districts across the state. ESUs provide coaching to districts already, and as per Neb. Rev. Stat 79-2607, the NDE must collaborate with ESUs to establish regional coaches. This bill also provides \$1.8 million in state appropriations to fund the coaching system.</li> </ul>

Current Practice 2024	Infrastructure Development 2024-2030	Sustainability Plan 2030...
<ul style="list-style-type: none"> <li>Nebraska is divided into 17 Educational Service Unit areas (<a href="#">Nebraska Revised Statute 79-1204</a>). The role of the ESUs is to serve as educational service providers for their member Pk-12 school districts. ESUs collaborate with their member districts to prioritize services and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Review data from the 2024 Statewide Early Literacy Survey to evaluate the needs of Nebraska districts for support from Regional Literacy Coaches.</li> <li>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.</li> <li>Develop job descriptions and hiring timelines.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with Statewide Literacy Coach Coordinator, Literacy Advisory Panel, and SOR Professional Learning pilot leaders to establish sustainable processes that will continue to support and provide professional learning for coaches.</li> <li>Explore funding options that will provide sustained resources extending beyond existing grant funding.</li> </ul>

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.
<b>Context:</b>

<ul style="list-style-type: none"> <li>• The NDE will leverage existing partnerships and explore additional opportunities for third-party evaluation of all activities across the other four tenets.</li> <li>• In addition to the Nebraska Education Profile, the NDE will consider other ways to provide stakeholders transparent progress toward literacy goals.</li> </ul>		
Current Practice 2024	Infrastructure Development 2024-2030	Sustainability Plan 2030...
<ul style="list-style-type: none"> <li>• 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).</li> <li>• All public schools also participate in a state accountability system, Accountability for a Quality Education System, Today and Tomorrow (<a href="#">AQUESTI</a>). Through this system, districts and schools are given an annual rating which is reported publicly via the NDE Nebraska Education Profile (<a href="#">NEP</a>).</li> <li>• As part of the legislated Nebraska Reading Improvement Act (<a href="#">Nebraska Revised State Statute 79-2601 to 2607</a>), all public schools administer an NDE-approved reading assessment three times during the school year to all students in kindergarten through grade three. Assessments are funded through the district and as of 2024 a range of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement trends in 3rd-grade reading will be measured using NSCAS results.</li> <li>• 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.</li> <li>• Strength of the efficacy of professional learning in evidence-based reading will be addressed in several ways <ul style="list-style-type: none"> <li>○ Selected districts will be invited to participate in a pilot of the UNO Literacy Workshop during the 2024-25 school year. Cooperative efforts between UNO and the NDE will be used to evaluate student reading outcomes and outcomes for teacher practice and teacher efficacy.</li> <li>○ WORDS: Cooperative efforts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continued monitoring of reading improvement trends based on data from NSCAS</li> <li>• 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</li> </ul>

<p>options were approved by the NDE to meet requirements of the Nebraska Reading Improvement Act.</p> <ul style="list-style-type: none"> <li>As part of <a href="#">Nebraska Revised Statute 79-11, 157.01</a>, 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.</li> </ul>	<p>between UNL and the NDE have been used to evaluate student reading outcomes and outcomes for teacher practice.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Existing assessments the NDE has approved to meet requirements of the Nebraska Reading Improvement Act (<a href="#">Nebraska Revised State Statute 79-2601 to 2607</a>) will be reviewed and curated to assure strong psychometric qualities and to ensure measures include information related to characteristics of dyslexia.</li> </ul>	
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<p>Tenet 5: Family Literacy Centers and Pre-K</p>
<p>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.</p>

**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.nebraskasfec.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"> <li>● While there are numerous initiatives, activities, and programs in Nebraska that address family literacy, there is a need for greater alignment and coordination.</li> <li>● 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.</li> <li>● There are many partners who,</li> </ul>	<ul style="list-style-type: none"> <li>● In partnership with the Nebraska Children and Families Foundation (NCFF) and National Center for Families Learning (NCFL), the NDE offices of Early Childhood Education and Coordinated Student Support Services will establish a Family and Early Literacy working group/Special Advisory Committee consisting of representatives from existing partner organizations and facilitate regular meetings to identify current literacy initiatives, identify gaps, and develop joint strategies for expansion and improvement of family literacy opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a comprehensive long-term strategic plan for literacy initiatives, including clear goals, timelines, and metrics for success.</li> <li>● Identify and pursue diverse funding sources, including federal and state grants, private foundations, corporate sponsorships, and community donations.</li> <li>● Develop and implement scalable program models that can be adapted to different</li> </ul>

<p>while not primarily focused on family literacy, are eager to contribute to the solution and engage with the community.</p>	<p>This includes the review of relevant data and evaluation at the national and local level.</p> <ul style="list-style-type: none"> <li>⊂ The NDE will work with the NCFF and NCFL to identify digital platform and compile a resource repository that families and communities can access. Resources will support family and children's development and literacy skills.</li> <li>• 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.</li> <li>• The NDE will explore and develop partnerships with local libraries to provide families and caregivers resources to support home and family literacy programming. The NDE will consider online resources like ACCESSNebraska and other tools from libraries.</li> </ul>	<p>community sizes, needs, and resources.</p> <ul style="list-style-type: none"> <li>• Implement continuous data collection and evaluation processes to monitor program outcomes, assess impact, and identify areas for improvement.</li> <li>• Engage in advocacy efforts to promote policies that support literacy education, including securing funding, maintaining program standards, and expanding access.</li> </ul>
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## 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)

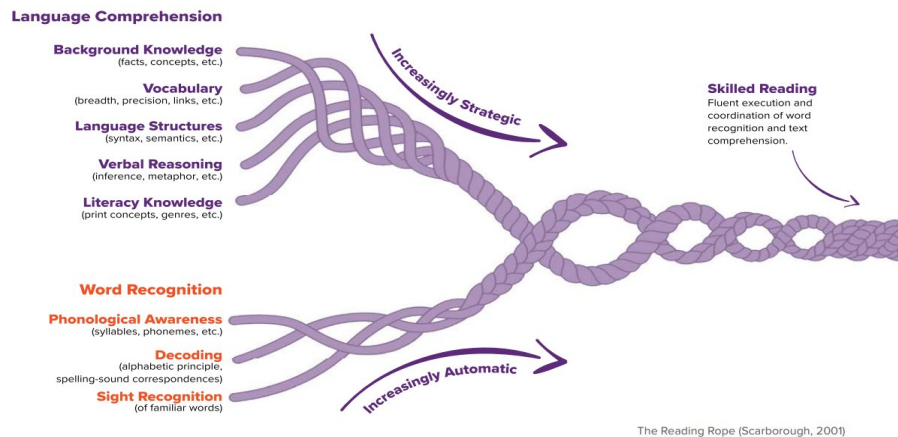
**Phonics:** An approach to teaching reading that emphasizes the systematic relationship between the sounds of language and the graphemes (i.e., letters or letter combinations) that represent those sounds. Learners apply this knowledge to decode printed words.

**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 /boʃok/, (2) by onsets and rimes, as /b/ and /oʃok/, or (3) by phonemes, as /b/ and /oʃo/ 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 and is expressly prohibited by NE Revised Statute 79-2607.

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

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

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

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

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

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

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

References:

- IDA - International Dyslexia Association, [Fact Sheet](#)
- ILA - International Literacy Association, [Literacy Glossary](#)

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



2024-2025 Board Travel  
*At-A-Glance*

Budgeted

**\$19,754**

Monthly Spending

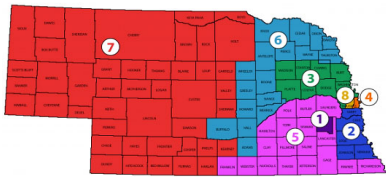
**\$2,800**  
Average

Annual Spending

**\$33,600**  
Projected

Expenditures

Lodging  
Meals  
Mileage

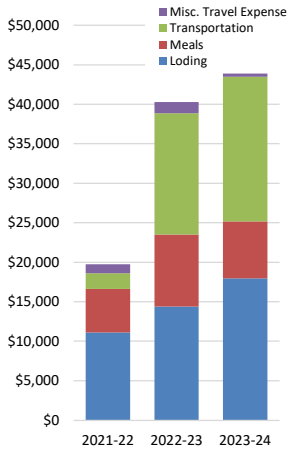


*Board Member Activity*

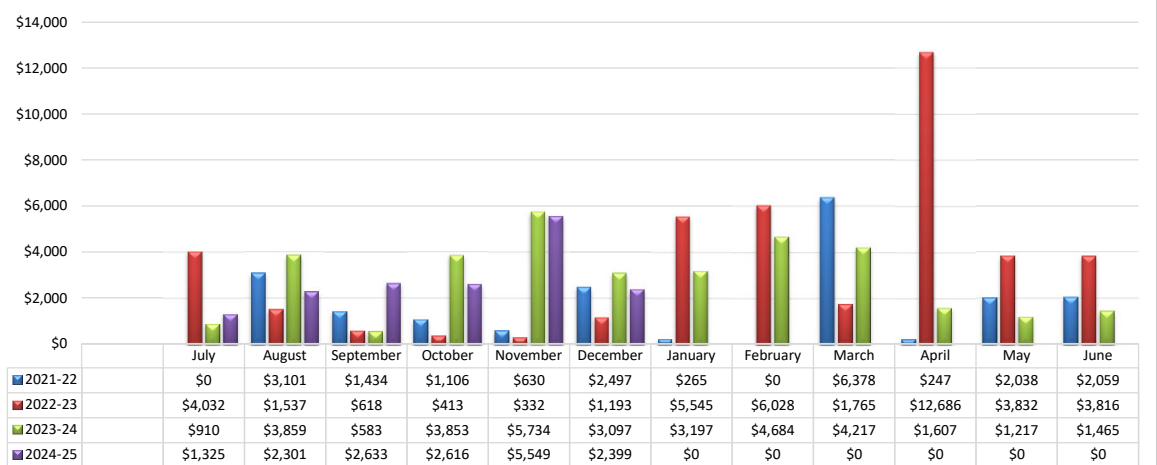
District	Board Member
1	Patsy Koch Johns
2	Lisa Fricke
3	Patti Gubbels
4	Jacquelyn Morrison
5	Kirk Penner
6	Sherry Jones
7	Elizabeth Tegtmeier - President
8	Deborah Neary - vice President

	Current Year July 2024-June 2025		Prior Year July 2023-June 2024		Variance	
	December	Year-To-Date	December	Year-To-Date	December	Year-To-Date
1	\$0	\$376	\$215	\$652	-\$215	-\$275
2	-\$233	\$229	\$1,867	\$4,966	-\$2,100	-\$4,737
3	\$254	\$2,588	\$2,271	\$4,990	-\$2,018	-\$2,401
4	\$0	\$956	\$72	\$1,154	-\$72	-\$198
5	\$0	\$548	\$0	\$548	\$0	\$0
6	\$0	\$2,456	\$971	\$3,345	-\$971	-\$888
7	\$2,379	\$6,843	\$1,071	\$330	\$1,309	\$6,513
8	\$0	\$455	\$2,193	\$2,612	-\$2,193	-\$2,157
<b>Annual Budget</b>	<b>\$2,399</b>	<b>\$14,451</b>	<b>\$8,659</b>	<b>\$18,596</b>	<b>(\$6,260)</b>	<b>(\$4,145)</b>
<b>Over/(Under) Budget</b>		<b>\$19,754</b>		<b>\$19,754</b>		
		<b>(\$5,303)</b>		<b>(\$1,158)</b>		<b>6%</b>

Annual Expenditures by Fiscal Year



Annual Expenditures by Month



**In-State Travel Authorization Reports - January**

<b>Name</b>	<b>Event Name</b>	<b>Date</b>	<b>Location</b>	<b>Board Bylaw B16 Code A-F</b>
Kristin Christensen	NASB Legislative Issues Conference	January 26-27, 2025	Lincoln, NE	E
Lisa Schonhoff	(NONE)			
Sherry Jones	Tour of Ponca Public Schools	December 10, 2024	Ponca, NE	E
	Read to students at Jackson Elementary School	December 10, 2024	Jackson, NE	E
	Great American Wax Museum	December 12, 2024	South Sioux City, NE	E
	Visit with NDE Staff about Literacy Project Plan	December 17, 2024	Lincoln, NE	E
	NASB Legislative Issues Conference	January 26-27, 2025	Lincoln, NE	E
Elizabeth Tegtmeier	NASB Legislative Issues Conference	January 26-27, 2025	Lincoln, NE	E

**In-State Travel Authorization Reports - January**

<b>Name</b>	<b>Event Name</b>	<b>Date</b>	<b>Location</b>	<b>Board Bylaw B16 Code A-F</b>
Maggie Douglas	(NONE)			
Liz Renner	(NONE)			
Kirk Penner	(NONE)			
Deborah Neary	(NONE)			



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** December 11, 2024

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Dr. Katie Graham  
Administrator, Office of Career, Technical, & Adult Education

**PROPOSED AGENDA ITEM:** Information on the Implementation of the Computer Science & Technology Education Fund

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

### **RATIONALE/BACKGROUND INFORMATION:**

#### **Background:**

Nebraska Revised Statute 79-3301 to 79-3305, known and cited as the *Computer Science and Technology Act*, outlines the requirements for instruction in computer science and technology. Additionally, 79-729 specifies the Computer Science and Technology Act requirement for high school graduation.

The Nebraska legislature declared that it is the policy of the State to promote computer science and technology education in each school district in order to: (1) provide students the skills and competencies to compete in a twenty-first-century workforce, (2) develop skills that translate to high-skill, high-wage jobs, and (3) encourage the creation and retention of new, high-paying jobs in Nebraska.

Computer Science and Technology education includes, but is not limited to, knowledge and skills regarding computer literacy, educational technology, digital citizenship, information technology, and computer science.

To assist and support schools and educators in implementing the *Computer Science and Technology Act*, Nebraska Revised Statute 79-3306, passed in 2024, established the *Computer Science and Technology Education Fund*.

#### **Computer Science & Technology Education Fund:**

The *Computer Science and Technology Education Fund* is to be used establish a “statewide computer science education expansion program to recruit, train, and support teachers in computer science and technology education.”

Expansion Program Requirements:

- Training for teachers seeking supplemental computer science certification;

- Training designed to support the integration of computer science and technology education into the instructional programs of elementary, middle, and high schools;
- Support for schools and teachers in the development of computer science instructional plans that are consistent with the academic content standards for computer science and technology education adopted by the State Board of Education; and
- Incentive and stipend payments for teachers who meet training, certification, and teaching requirements as established by the State Board of Education.

**Funding:**

The Legislature will transfer one million dollars for fiscal year 2024-25 and one million dollars for fiscal year 2025-26 from the Education Future Fund to the *Computer Science and Technology Education Fund* to carry out the expansion program requirements. The Legislature will transfer an additional five hundred thousand dollars for fiscal year 2024-25 and each fiscal year thereafter contingent upon the receipt of matching private funds of such amount.

**Stakeholder Engagement:**

Input from educators and administrators across the state regarding computer science and technology education implementation was recently re-collected. Feedback indicated top priorities related to the computer science expansion program include professional development in both content knowledge and subject matter pedagogy, pathways to supplemental computer science endorsement, high-quality instructional materials, and enriched workplace experiences to foster career readiness skills in computer science, technology, and related areas.

**Procurement Timeline:**

The Office of Career, Technical, and Adult Education is working through the procurement process, specifically competitive negotiation, to identify a qualified vendor(s) to implement the expansion program requirements. A Request for Proposals was issued on December 9, 2024: (<https://das.nebraska.gov/materiel/purchasing/NDERFP241202/NDERFP241202.html>). The proposals will be evaluated by the review committee between December 30 – January 5<sup>th</sup> with vendor demonstrations held the week of January 13<sup>th</sup>. Approval to contract with the selected vendor will be sought during the February State Board of Education meeting.

**PROPOSED BOARD MEETING (MONTH/YEAR):** January 2025

**ESTIMATED COST:** Up to \$1,000,000.00

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: State Appropriation for the Computer Science & Technology Education Fund
- New or Renewal: New
- If renewal, date of first approval: N/A

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: Competitive Negotiation
- Rationale for method of procurement: Solicitation from multiple proposals from qualified vendors allows the NDE to benefit from a variety of technical perspectives in selecting the best solution for NDE's desired outcomes. A Request for Proposals (RFP) will be utilized to best identify a contractor that will meet the needs specified in the proposal.
- Rationale for contractor selection: Consistent with the principles of competitive negotiation models, the rationale for contractor selection will be based on hiring the individual or entity who can best complete the tasks required while taking into account the contractor's total cost and any other factors relevant to the scope of the particular contracting application. A multi-person evaluation committee will be formed to consistently evaluate each proposal based on pre-determined scoring criteria.

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process: N/A

*\*Updated 08.15.2023*



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** December 17, 2024

**TO:** Dr. Brian L. Maher  
Commissioner of Education

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

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to approve funding recommendations for school districts and educational service unit to support schools in delivering mental health training for staff.

**AGENDA ITEM TYPE:** Grant

### RATIONALE/BACKGROUND INFORMATION:

- **What:** Authorize the Commissioner to approve funding recommendations for school districts and educational service unit to support schools in delivering mental health training for staff.
- **Why:** Nebraska Revised Statute 79-11,160 is tasked the Nebraska Department of Education to establish a mental health first aid training grant program for teachers and other personnel employed by a school district or an educational service unit participating in this grant.
- **Who:** School districts and to educational service unit.
- **How:**
  - On October 1, 2024, the Nebraska Department of Education (NDE) issued a Request for Proposals (RFP) for grants to support school mental health programs, applicable during years when grant funds are available.
  - The grant applications were reviewed by both internal and external school mental health experts. The external reviewers were members of the NDE School Mental Health Advisory Committee, a group of stakeholders from across the state dedicated to supporting school mental health efforts.
  - Reviewers scored the applications using a weighted rubric with the components of; program(s): (needs, objectives, assessment, & implementation), stakeholder engagement, poverty percentage, evidence-based programs, and allowable uses.
  - This committee includes professionals and leaders in school mental health programs, representing school districts, Educational Service Units (ESUs), higher education institutions, the Department of Health and Human Services (DHHS), and NDE staff. Four members of the committee reviewed the applications using a rubric specifically developed for this purpose.
  - The number of subgrants was determined by the Nebraska Department of Education based on the rubric scores and the available state funds.
  - Total amount requested by the applicants is **\$\$196,211.90**.
  - with the initial recommended by the committee at the same amount.

- Seven (7) applications were awarded (see attached)
- **When:**
  - **Grant Open: October 1, 2024,**
  - **Grant Close: November 1, 2024**
  - **Grant Award Notification: February 7, 2025, 2025**

**PROPOSED BOARD MEETING (MONTH/YEAR):** January 2025

**ESTIMATED COST:** approximately \$250,000.

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source:
  - Nebraska Capital Expansion Act, see section 72-1269.
  - Nebraska State Funds Investment Act, see section 72-1260.
- New or Renewal: New
- If renewal, date of first approval:

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

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

**FOR GRANT SUBAWARDS:** Subgrants are awarded on a competitive basis and will be made based on the proposed projects quality, an assessment of the educational and related needs of students, and the ability of the applicant to meet these needs related to the School Mental Health Grant.

Name of Site	Amount Requested	Proposed Plan
Chambers Public Schools	\$867	Provide Training
ESU 7	\$7400	Provide Training
ESU 13	\$22,485	Provide Training
Grand Island Public Schools	\$75,545	Provide Training
Omaha Public Schools	\$71,598	Provide Training
Papillion LaVista Community Schools	\$6,687	Provide Training
Wakefield Community School	\$11,629.90	Provide Training
Total	\$196,211.90	

*\*Updated 08.15.2023*



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** December 9, 2024

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Melody Hobson

**PROPOSED AGENDA ITEM:** Approve Rule 11 teacher waiver request from Lincoln Public Schools

**AGENDA ITEM TYPE:** Information

### 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.
- Through a partnership for a Sixpence grant (Early Childhood Education Endowment Program) Lincoln Public Schools partners with Educare of Lincoln. This partnership requires Educare to have certificated teachers in each grant funded classroom.
- Educare of Lincoln had been unable to replace certificated teachers in their Sixpence classrooms after several previous teachers left the organization.
- The NDE Office of Early Childhood Education is working with both Lincoln Public Schools and Educare of Lincoln to ensure that the information regarding the waiver request is complete, and the staff are moving forward in their education.

**PROPOSED BOARD MEETING:** Information – December 2024, January 2025, Discussion- February 2025, Action – March 2025

**ESTIMATED COST: NA**

**FOR CONTRACTS AND GRANTS: NA**

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

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

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

**FOR GRANT SUBAWARDS: NA**

- Describe the grantee selection process:

*\*Updated 08.15.2023*



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** December 9, 2024

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Melody Hobson

**PROPOSED AGENDA ITEM:** Approve Rule 11 teacher waiver request from Schuyler Public Schools

**AGENDA ITEM TYPE:** Information

### 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.
- Schuyler public schools is adding an infant toddler classroom as part of their Sixpence (Early Childhood Education Endowment) grant.
- The district has been unable to find a certificated teacher to fill the teacher position in this new grant classroom.
- They have identified an internal candidate who has been a paraprofessional in their preschool and elementary school who is willing to complete her degree and obtain certification.
- The teacher has an associate degree in early childhood education from Central Community College and is pursuing her bachelor's degree in early childhood education working toward a teaching certificate with an Early Childhood Inclusive Endorsement.

**PROPOSED BOARD MEETING:** Information – December 2024, January 2025, Discussion – February 2025, Action – March 2025.

**ESTIMATED COST:** NA

**FOR CONTRACTS AND GRANTS:** NA

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

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:** NA

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

**FOR GRANT SUBAWARDS:** NA

- Describe the grantee selection process:

*\*Updated 08.15.2023*



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** December 11, 2024

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Decua Jean-Baptiste, Accreditation Director

**PROPOSED AGENDA ITEM:** Approve the waiver request from the Nebraska Correctional Youth Facility (NCYF) to waive the requirements found in Rule 10, Section 007.04A in accordance with the waiver provisions in Rule 10, Section 013.01

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

### **RATIONALE/BACKGROUND INFORMATION:**

The Nebraska Correctional Youth Facility (NCYF) operates the NCYF Community High School under a current Special Purpose Agreement adopted by the Nebraska State Board of Education and approved on June 3, 2016. NCYF Community High School works with a unique population in that students are all currently incarcerated in the Nebraska Department of Correctional Services (NDCS adult correctional setting). Given their unique population and small number of concurrent students being served, there are barriers that negatively impact functioning as a Rule 10 School and result in the need for the Rule 10 Special Purpose Agreement to facilitate and accommodate their specific setting. (013.01A.) NCYF Community High School has been identified as being deficit of Rule 10 requirements in the area(s) of:

007.04A Media Specialist

Due to the inability to hire a properly endorsed school librarian or meet regulatory requirements through flexibilities in Rule 10, the Nebraska Correctional Youth Facility (NCYF) is requesting approval for a waiver of the Library/Media Specialist certification which shall remain in effect for no more than three years while they continue to search for a school librarian and implement a plan to ensure the quality of education provided to students is not diminished.

A previous waiver request was submitted to the Board and approved in May 2022.

**PROPOSED BOARD MEETING (MONTH/YEAR):** January 2025

**ESTIMATED COST:**

**FOR CONTRACTS AND GRANTS:**

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

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

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

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

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process:

*\*Updated 08.15.2023*



Jim Pillen, Governor

To: Dr. Brian L. Maher, Nebraska Education Commissioner

From: Susan Harder, Principal, NCYF Community High School

Re: NCYF Community High School Request of Waiver for Regulation 007.04A

November 1, 2024

Re-Submission Date: November 22, 2024

Commissioner:

NCYF Community High School continues to work with a unique population in that our students are all currently incarcerated in the Nebraska Department of Correctional Services (NDCS adult correctional setting). Our students come from a wide range of past academic programs and are at varying stages with academic skills and abilities. We are currently working with a student population of thirty-five (35) students on site at the Nebraska Correctional Youth Facility through the NCYF Community High School and assigned five teaching positions. Given our unique population and small number of concurrent students being served, we have barriers that negatively impact our functioning as a Rule 10 School and result in the need for the Rule 10 Special Purpose Agreement to facilitate and accommodate our specific setting.

Annually, as part of our continuous improvement plan, we look specifically at goals to:

- 1) Improve math skills / skill levels for all students.
- 2) Increase staff and student access to technology in education.
- 3) Identify educational status and communicate specific needs to students in a timely fashion.

Programmatically, we have additional goals specific to the high school:

- 1) Meet with all potential high school students within 5 days of arrival in the facility.
- 2) Ensure assessment within 30 days of admission.
- 3) Ensuring all students enrolling complete career readiness assessments/career interest inventories
- 4) Increase high school completions each year by 10%

Rob Jeffrey, Director

**Department of Correctional Services**

**NEBRASKA CORRECTIONAL YOUTH FACILITY**

2610 North 20<sup>th</sup> Street East Omaha, NE 68110

Phone: 402-595-2000 Fax: 402-636-8610

[corrections.nebraska.gov](http://corrections.nebraska.gov)

Each of the listed goals are designed with the intent of meeting the definition of our school Mission Statement:

The Mission of the NCYF Community High School and the NDCS Education Department is to provide learning opportunities to empower students with the knowledge, skills, and attitudes to succeed upon return to their communities. In addition to this overarching goal, NDCS Education has adopted a goal of including multicultural education and creating an atmosphere based on dignity and inclusiveness, focused on academic growth with respect to cultural dignity.

Staffing continues to be a concern while ensuring compliance with the NCYF Community High School Rule 10 Special Purpose Agreement. We have repeatedly been unable to find and employ a Library Media Specialist for our school library. We have previously requested and were granted a waiver of the librarian requirement for our school, and we continue to need to do the same. Our library is compliant with rules governing the number of publications required and the number of new books purchased each year, but we continue to be unable to locate a properly endorsed staff member to fulfill the role. Attempts to get other staff already on board to complete the Library Media Endorsement have fallen short and we continue to be non-compliant with this component of Rule 10. Thus, we continue to seek an outside applicant for the position.

(013.01A) As noted in our Fall Assurance Statement being submitted for PY2024-2025, NCYF Community High School has been identified again this year as being deficit of Rule 10 requirements in the area(s) of:

#### 007.04A Media Specialist

This continues to be a deficit for the NCYF Community High School. No qualified candidate has been found to fulfill the requirements of this position. As a Department, Nebraska Department of Correctional Services (NDCS), employs a Masters' level Librarian who oversees the libraries at all NDCS sites. However, he does not possess the Library Media Specialist certification nor is he a certificated educator.

In a past meeting with the Accreditation Office, we had discussed waiving the requirement for this position and / or modifying it to permit this Masters' level Librarian be utilized in place of the certificated teacher/library media specialist. We continue to serve less than 60 students in our school thus, per policy we need a certificated Library Media Specialist 20% of the time. We still have two staff members who have previously begun the certification process, but one dropped out due to conflicts outside of work (and the other is the principal). Additionally, attempts to hire a certificated teacher with the additional endorsement for Library Media Specialist have not been fruitful.

Thus, at this juncture, we respectfully request consideration for an additional waiver of the Library/Media Specialist certification.

(013.01B) As a part of the NDCS accreditation requirements, there are libraries located at all NDCS sites. Each site library is overseen/supervised by a staff member with a master's in library sciences and has at least one on site staff member who has or is working on the Public Librarian Certification through the Nebraska Library Commission. At present, the master's level librarian is primarily located at one Lincoln location, but he does make site visits as needed to all sites and the staff member at the NCYF maintaining his Public Librarian Certification is Skyler Saathoff. He participates regularly in all library meetings (minimum of monthly meetings) with other similarly placed staff from other sites and continues to garner needed continuing education credits to remain eligible for his certification.

Teachers at the NCYF Community High School, teach based on the needs of the student body and courses are arranged to meet those highly individualized needs. Each teacher wears a number of different professional hats both in and outside of their endorsed areas. As such, they are used to integrating learning from other areas into whatever courses they may be teaching. Within the confines of various English and Social Studies classes, various aspects of Library skills are taught to our students. Research skills are a component of the English IV A class with one fifth of the course focusing on writing research papers. This curriculum includes a range of skills related to the tasks generally reinforced by a Library Media Specialist. In accordance with our Rule 10 Special Purpose Agreement, NCYF Community High School is required to have 1 teacher assigned to supervise each of the following academic areas: Language Arts, Math, Science, and Social Studies. Any of our teachers are permitted to be the assigned teacher of record, but we have these four positions filled with properly endorsed staff to supervise the curriculum.

(013.01C) Given the requirements placed upon us by the Nebraska Department of Correctional Services to have a staff member at each site with (or working on) a Public Librarian Certification overseen by a master's level staff with a degree in Library Science as well as our teachers integrating Library Media responsibilities into their other class assignments and the exception in our Special Purpose Agreement which allows teachers to teach outside their endorsed areas I believe we have done a viable job of creating a working plan to cover the needs of 007.04A without having the required endorsed staff member on duty. We do have a continuous posting for a teacher (until filled) and have requested the added endorsement of Library Media Specialist as this teacher will, like the other NCYF teachers, be assigned multiple duties. Additionally, as library media endorsed staff have not previously responded to job postings with the NCYF Community High School, staff may be surveyed, and volunteers requested to begin the library media endorsement program. We have repeatedly tried to fill the position from outside so training one of our own staff may be our only way of becoming compliant with this requirement.

(013.01D) The resources that will be re-allocated to accomplish this plan will be ensuring the continued certification of the Public Librarian acting within the NCYF Community High School Library as well as ensuring the English and Social Studies teachers continue to provide library media enhancing curriculum.

(013.01E) The request for waiver is three years during which time we will further strive to hire or get a staff member endorsed in the area of Library Media.

(013.01F) Progress on this plan will be updated annually with the Fall Assurance Statement submitted to the Nebraska Department of Education by November 1st.

*Susan G. Harder*  
Susan G. Harder, Principal  
NCYF Community High School

11/22/2024  
Date

Rob Jeffreys, Director  
**Department of Correctional Services**

**NEBRASKA CORRECTIONAL YOUTH FACILITY**  
2610 North 20<sup>th</sup> Street East Omaha, NE 68110  
Phone: 402-595-2000 Fax: 402-636-8610

[corrections.nebraska.gov](http://corrections.nebraska.gov)



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** December 11, 2024

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Decua Jean-Baptiste, Accreditation Director

**PROPOSED AGENDA ITEM:** Approve the waiver request from the Niobrara Public Schools to waive the requirements found in Rule 10, Section 007.04B

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

### **RATIONALE/BACKGROUND INFORMATION:**

Rule 10, Section 007.04B A school system may assign a person holding a Nebraska Teaching Certificate with no endorsement appropriate for library science or educational media specialist to fulfill the requirements for Sections 007.04A, 007.04A1, and 007.04A2 of this Chapter if such person acquires at least six (6) credit hours each year toward an appropriate endorsement pursuant to 92 NAC 24. Persons employed by a Nebraska school prior to July 1, 1989, to provide library media services and who hold a Nebraska Special Services Certificate with an endorsement appropriate for library media services may fulfill the requirements of these regulations.

Niobrara Public Schools has identified a need to improve library media services. To address this, the plan is to implement corrective actions to waive library media personnel while facilitating professional development for Charissa Avery, who is pursuing her BS degree. Their plan details how students will receive library media services while Ms. Avery is pursuing her BS degree.

Niobrara Public Schools has submitted all required information as stated in Rule 10 section 013 Waivers and Plans.

**PROPOSED BOARD MEETING (MONTH/YEAR):** January 2025

**ESTIMATED COST:**

**FOR CONTRACTS AND GRANTS:**

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

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

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

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

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process:

*\*Updated 08.15.2023*

## Local Improvement Plan for Niobrara Public Schools (Library/Media)

**Objective:** Enhance library media services and support student learning by transitioning library media personnel into certified teaching roles.

### Current Situation

Niobrara Public Schools has identified a need to improve library media services. To address this, we will implement corrective actions to waive library media personnel while facilitating professional development for Charissa Avery, who is pursuing her BS degree.

### Corrective Actions

#### 1. Waiver of Library Media Personnel:

- **Review Current Staffing Needs:** Assess the immediate needs for library services and identify areas where support can be provided by existing staff.
- **Temporary Staffing Adjustments:** Utilize para educator to cover library duties during the transition period. This may include managing check-outs, overseeing student use of library resources, and maintaining an orderly environment.
- **Community Partnerships:** Reach out to local libraries and community members for volunteer support to assist in library activities and management.

#### 2. Professional Development for Charissa Avery:

- **Enrollment in Degree Program:** Ensure Charissa Avery is enrolled in a BS degree program that meets the state certification requirements for teachers.
- **Support for Coursework:** Provide flexible scheduling and resources to help Charissa balance her work responsibilities with her coursework. This may include adjusted hours or remote work options.
- **Mentorship Program:** Pair Charissa with a mentor who has experience in library media services and education to guide her through her studies and practical experiences.

#### 3. Pathway to Certification:

- **Certification Process:** Outline the steps Charissa must take to achieve teacher certification, including passing required exams and completing student teaching hours.
- **Library Media Endorsement:** Once she obtains her teaching certification, Charissa will begin to accumulate hours toward her library media endorsement.
- **Professional Development Opportunities:** Encourage Charissa to attend workshops, conferences, and training sessions focused on library media and educational technology.

### Timeline

- **Months 1-3:** Implement temporary staffing adjustments and begin outreach for community support.

- **Months 4-6:** Monitor Charissa's progress in her coursework and provide necessary resources and mentorship.
- **Months 7-12:** Assist Charissa in preparing for certification exams and begin planning for her library media endorsement.

### **Expected Outcomes**

- **Enhanced Library Services:** Improved access to library resources for students and staff during the transition.
- **Certification Achieved:** Charissa Avery becomes a certified teacher and begins her library media endorsement, bringing expertise back to the school.

### **Monitoring and Evaluation**

- **Regular Check-Ins:** Schedule bi-monthly meetings with Charissa to assess progress and adjust plans as needed.
- **Progress Reports:** Document Charissa's journey towards certification and library media endorsement for future reference and improvement planning.

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This plan aims to ensure that Niobrara Public Schools maintains high-quality library media services while supporting the professional development of staff to meet the evolving needs of our students.

The Niobrara Public Schools will offer open library hours with a para educator or classroom teacher being present at all times in the Library. The utilization of card catalog software in the classrooms will provide teachers and students with the ability to search for books before making the trip to the library.

The request is for three years to provide adequate time for our continued recruitment of someone to fill this position.

The Nebraska State Board of Education will be informed by each September a letter/email indicating the work that has been completed or will continue to be made to fill this position.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** December 11, 2024

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Decua Jean-Baptiste, Accreditation Director

**PROPOSED AGENDA ITEM:** Approve the waiver request from the Niobrara Public Schools to waive the requirements found in Rule 10, Section 007.05D

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

### **RATIONALE/BACKGROUND INFORMATION:**

Rule 10, Section 007.05D states “A person holding a Nebraska Teaching Certificate with no endorsement appropriate for guidance and counseling may be assigned to fulfill the requirements of Sections 007.05A and 007.05B of this Chapter if such person has two years of teaching experience and acquires at least six credit hours each year toward an endorsement appropriate for guidance and counseling pursuant to 92 NAC 24. Persons employed by a Nebraska school prior to July 1, 1989, to provide guidance and counseling services and who hold a Nebraska Special Services Certificate with an endorsement appropriate for guidance and counseling services may fulfill the requirements of this regulation.”

Niobrara Public Schools has identified a need to improve school counseling services. To address this issue, the plan is to implement corrective actions to waive school personnel while facilitating professional development for a staff member who is pursuing their BS degree.

Niobrara Public Schools has submitted all required information as stated in Rule 10 section 013 Waivers and Plans.

**PROPOSED BOARD MEETING (MONTH/YEAR):** January 2025

**ESTIMATED COST:**

**FOR CONTRACTS AND GRANTS:**

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

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

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

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

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process:

*\*Updated 08.15.2023*

## Local Improvement Plan for Niobrara Public Schools (School Counselor)

**Objective:** Enhance school counseling services and support student well-being by transitioning personnel into certified counseling roles.

### Current Situation

Niobrara Public Schools has identified a need to improve school counseling services. To address this, we will implement corrective actions to waive school counselor personnel while facilitating professional development for a staff member, who is pursuing their BS degree.

### Corrective Actions

1. **Waiver of School Counselor Personnel:**
  - **Review Current Staffing Needs:** Assess the immediate needs for counseling services and identify areas where support can be provided by existing staff.
  - **Temporary Staffing Adjustments:** Utilize classroom teachers and administrative staff to cover counseling duties during the transition period. This may include managing student appointments and providing general support.
  - **Community Partnerships:** Reach out to local mental health professionals and community members for volunteer support to assist in counseling activities.
2. **Advertising for a Suitable Candidate:**
  - **Job Posting:** Advertise the school counselor position through various channels (school website, local job boards, educational networks) to attract qualified candidates.
  - **Ongoing Recruitment:** Continue the search until a suitable candidate is found, ensuring that we maintain high standards for the role.
3. **Professional Development for TO BE DETERMINED:**
  - **Enrollment in Degree Program:** Ensure the staff member is enrolled in a BS degree program that meets the state certification requirements for school counselors.
  - **Support for Coursework:** Provide flexible scheduling and resources to help the staff member balance work responsibilities with coursework. This may include adjusted hours or remote work options.
  - **Mentorship Program:** Pair the staff member with a mentor who has experience in school counseling to guide them through their studies and practical experiences.
4. **Pathway to Certification:**
  - **Certification Process:** Outline the steps the staff member must take to achieve school counselor certification, including passing required exams and completing supervised hours.
  - **Professional Development Opportunities:** Encourage participation in workshops, conferences, and training sessions focused on counseling practices and student support.

## Timeline

- **Months 1-3:** Implement temporary staffing adjustments, begin outreach for community support, and initiate job postings for the counselor position.
- **Months 4-6:** Monitor the staff member's progress in their coursework and provide necessary resources and mentorship while continuing recruitment efforts.
- **Months 7-12:** Assist the staff member in preparing for certification exams and planning for their counseling endorsement.

## Expected Outcomes

- **Enhanced Counseling Services:** Improved access to counseling resources for students and staff during the transition.
- **Certification Achieved:** The staff member becomes a certified school counselor, bringing expertise back to the school.
- **Sustained Support:** Establish a framework for ongoing professional development in counseling services for all staff.
- **Qualified Personnel:** Secure a qualified candidate for the school counselor position to ensure comprehensive support for students.

## Monitoring and Evaluation

- **Regular Check-Ins:** Schedule bi-monthly meetings with the staff member to assess progress and adjust plans as needed.
- **Feedback Mechanisms:** Collect feedback from students and staff on counseling services and adjustments made during the transition.
- **Progress Reports:** Document the staff member's journey towards certification and the recruitment process for future reference and improvement planning.

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This plan aims to ensure that Niobrara Public Schools maintains high-quality counseling services while supporting the professional development of staff to meet the evolving needs of our students.

The Niobrara Public Schools will offer school psychologists five days a week to support student SEBL and Special Education requirements. Classroom teachers will incorporate Second Step into their daily routines and staff will have the opportunity to visit with consultants from the MTSS Leadership group for help and support.

The request is for three years to provide adequate time for our continued recruitment of someone to fill this position.

The Nebraska State Board of Education will be informed each September by a letter/email indicating the work that has been completed or will continue to be made to fill this position.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** December 12, 2024

**TO:** Dr. Brian L. Maher  
Commissioner of Education

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

**PROPOSED AGENDA ITEM:** Approve the Pilot Process for conducting clinical observations virtually for the University of Nebraska Kearney

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

### **RATIONALE/BACKGROUND INFORMATION:**

Section 009 of Rule 20, Regulations for the Approval of Educator Preparation Programs (EPP), was added in the most recent revision to the Rule, effective June 2, 2024. This section of Rule allows for an EPP to submit a request to the Board for a pilot program or processes that would provide flexibility to one or more regulations found in Rule 20. The Rule allows the Board to approve requested pilot programs or processes for up to three years if the plan demonstrates high likelihood that the requested flexibility related to applicable regulations of the Chapter will promote quality learning, equity and/ or accountability. If approved, the University of Nebraska Kearney will provide annual progress reports to the Board. At the end of the approved time period for the pilot program or process, the educator preparation program may request, and be granted, Board approval to continue the pilot program for a period of up to three additional years if the educator preparation program demonstrates that the pilot program or process is meeting the objectives for which flexibility related to applicable regulations of this Chapter was granted. The University of Nebraska Kearney has submitted information in their requests for a pilot process related to section 005.03C. Starting with Spring Semester 2025, UNK proposes that all required observations for Speech-Language Pathology and School Psychology students seeking initial certification be allowed to be completed virtually. This request is driven by the widespread geographic locations of students' placements, which often span across Nebraska and into other states, making in-person visits both logistically difficult and make faculty less available to on-campus students. UNK is dedicated to maintaining the high standards established by the Nebraska Department of Education (NDE) as well as continuing their national accreditation for both programs. They plan to utilize secure video observation software to ensure secure and encrypted visual and audio interactions between faculty and students during virtual observations. The UNK Speech-Language Pathology program has already implemented this technology and methodology for pre-student teaching field experiences and clinical internships occurring in the medical setting. The national accreditation for both programs does not mandate in-person site visits for field experience students. UNK collects a variety of data throughout the year and program to assess student competencies and clinical performance. To gather data specifically on the impact of virtual visits during student teaching, the UNK will disseminate short, anonymous Qualtrics surveys to the

cooperating staff as well as UNK students at the end of the placement. The focus of the surveys will be on effective implementation of virtual visits to support student progress in their placements. This data will be used to analyze and determine the impact on students and the feasibility of continued use of virtual visits, supervision and observations. Current 92 NAC 20 005.03C Speech Language Pathology and School Psychologist Preparation Programs at the Initial Teacher Certification Level Field Experience requires that the educator preparation program must ensure that a minimum of three (3) formal onsite observations by faculty are conducted. The full requests and supporting materials from the University of Nebraska Kearney are attached.

**PROPOSED BOARD MEETING (MONTH/YEAR):** Information item January 2025  
Discussion item February 2025  
Action item March 2025

**ESTIMATED COST:** \$0

**FOR CONTRACTS AND GRANTS:** N/A

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

**FOR GRANT SUBAWARDS:** N/A

*\*Updated 08.15.2023*

September 18, 2024

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

Dear Mr. Kent,

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

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

### **Resource Optimization and Benefits**

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

#### **Increased Time for Class Instruction and Student Support**

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

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

### **Flexibility and Accessibility**

#### 1. Scheduling Flexibility:

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

#### 2. Adaptability to Unexpected Events:

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

### **Reduced Travel Time and Costs**

#### 1. Elimination of Travel Barriers:

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

#### 2. Cost Savings for the Institution:

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

### **Enhanced Use of Technology**

#### 1. Integration of Digital Tools:

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

#### 2. Development of Digital Competencies:

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

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

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

### **Maintaining Educational Standards**

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

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

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

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

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

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

Thank you for your time and consideration of this proposal.

Sincerely,

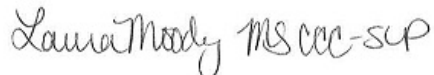


Whitney Schneider-Cline, Ph.D., CCC-SLP

Associate Professor

Department Chair, Communication Disorders Department

University of Nebraska Kearney



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

Senior Lecturer

Clinic & Internship Coordinator, Communication Disorders Department

University of Nebraska Kearney

# UNK SLP Pilot Assessment Measures

## Surveys of Cooperating SLPs & Students

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

## Time Savings of UNK Faculty Supervisor

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



September 25, 2024

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

Dear Mr. Kent,

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

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

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

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

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

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

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

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

**009.02D** Not applicable

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

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

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

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

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

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

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

Tammi Ohmstede, Ph.D., NCSP  
Professor and School Psychology Program Chair  
Counseling, School Psychology, and Family Science Department  
University of Nebraska at Kearney  
[ohmstedetj@unk.edu](mailto:ohmstedetj@unk.edu)  
308-865-8834

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

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

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



To: Dr. Brian L. Maher, Commissioner of Education  
From: Debra Holmes, Paralegal  
Date: December 11, 2024  
Subject: Report on Rules

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**Awaiting Approval by the Attorney General and Governor**

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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*

Public Hearing Held: December 3, 2024  
Approved by the State Board of Education: December 6, 2024  
Approved by the Attorney General: \_\_\_\_\_  
Approved by the Governor: \_\_\_\_\_

Title 92, Nebraska Administrative Code, Chapter 24, *Regulations for Certificate Endorsements*

Public Hearing Held: December 3, 2024  
Approved by the State Board of Education: December 6, 2024  
Approved by the Attorney General: \_\_\_\_\_  
Approved by the Governor: \_\_\_\_\_

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**Development, Revision, or Repeal in Progress Following Committee Discussion**

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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

## 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		<a href="#">Big Green Tomato</a>	\$5,300	1/12/2024	1/11/2025	Federal	Serve as Procurement Coach	Zainab Rida
1/2/2024	43268	AM#3	<a href="#">Linda Clavel</a>	\$29,000			Federal	Increase amount	Amy Rhone
1/2/2024	44253		<a href="#">Grace Timm</a>	\$4,106.97	1/2/2024	5/3/2024	General	Transform highly technical research.	Lane Carr
1/2/2024	44256		<a href="#">Little Gerkins Child Care</a>	\$2,000	1/1/2024	12/31/2024	General	Provide classrooms.	Melody Hobson
1/2/2024	44254		<a href="#">Samuel Kelly</a>	\$4,106.97	1/2/2024	5/3/2024	General	Transform highly technical research.	Lane Carr
1/5/2024	44175	AM#1	<a href="#">Marna Stack</a>	\$24,200			Federal	Increase amount	Zainab Rida
1/5/2024	44255		<a href="#">Scott Phillips</a>	\$12,000	1/1/2024	2/1/2025	Federal	2024 NE Teacher of Year	David Jespersen
1/8/2024	44257		<a href="#">Easter Seals</a>	\$6,068	1/1/2024	12/31/2024	Federal	Provide training. Develop Farm to ECE Garden materials & Heartland Farm School and ECE Institute content for Institute retreat and year-long program development program.	Lindy Foley
1/8/2024	44261		<a href="#">Black Chick Farm</a>	\$37,900	1/12/2024	1/11/2025	Federal		Zainab Rida
1/9/2024	44264		<a href="#">Beginnings Early Development Center</a>	\$3,000	2/2/2024	2/1/2025	Federal/General	Provide classrooms	Melody Hobson
1/9/2024	44263		<a href="#">Reed Family Learning Academy</a>	\$3,000	1/15/2024	1/14/2025	Federal/General	Provide classrooms	Melody Hobson
1/9/2024	44252		<a href="#">Slalom</a>	\$136,240	12/4/2023	4/12/2024	Federal	Develop data system	Kristin Yates
1/11/2024	44262		<a href="#">Brain &amp; Body Balancing</a>	\$17,000	1/15/2024	1/14/2025	Federal/General	Coaching/trng svcs	Melody Hobson
1/12/2024	44057	AM#1	<a href="#">TNTP</a>	\$393,794			General	Increase amount/scope	Amy Rhone
1/17/2024	44259		<a href="#">OCIO-Siva Saggurthi</a>	\$104,413.85	1/1/2024	9/27/2024	Federal	Application Development	Kristin Yates
1/17/2024	44260		<a href="#">OCIO-Nidhi Upadhyay</a>	\$102,268.89	1/4/2024	9/27/2024	Federal	SPED support and programming	Kristin Yates
1/17/2024	43399	AM#1	<a href="#">Community Language Cooperative</a>					Revise quote so not billed for multiple repeating words.	Melody Hobson
1/17/2024	44268		<a href="#">Vivayic</a>	\$170,430	1/18/2024	9/30/2024	Federal	Build an e-Learning Management System.	Zainab Rida
1/18/2024	44240		<a href="#">Kitamba Mgmt LLC</a>	\$213,000	1/1/2024	6/30/2024	Cash	Complete Nebraska Education Innovation Network Phase V: Data Visualization	Kristin Yates
1/18/2024	44258		<a href="#">Dick Meyer</a>	\$15,000	1/2/2024	4/30/2024	General	Provide consultation to Commissioner on statewide assessment strategies.	Ryan Foor
1/18/2024	44266		<a href="#">Value-Up</a>	\$30,000	1/15/2024	9/30/2024	Federal	Provide training.	Zainab Rida
1/19/2024	43326	AM#2	<a href="#">Ha'Hanna Consulting</a>					Extend ending date	Amy Rhone
1/23/2024	44272		<a href="#">OCIO-Donna Roddam</a>	\$98,238.84	1/19/2024	9/27/2024	Federal	GIS coordination, development and support	Kristin Yates
1/23/2024	44275		<a href="#">World Speaks</a>	\$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		<a href="#">OCIO-Martine Pola</a>	\$72,738.09	1/30/2024	9/27/2024	Federal	Systems Development	Kristin Yates
1/25/2024	44274		<a href="#">Creative Press &amp; Design</a>	\$15,000	3/1/2024	2/28/2025	Federal	Sign production & shipping	Melody Hobson
1/26/2024	43301	AM#1	<a href="#">UNMC</a>					Extend ending date	Amy Rhone
1/31/2024	43408	AM#2	<a href="#">Public Consulting Group</a>					Extend ending date	Lindy Foley
1/31/2024	44277		<a href="#">Jack Michael Lionberger</a>	\$45,000	2/12/2024	6/30/2024	Federal	Medical consultant svcs	Krysti Michl
1/31/2024	44271		<a href="#">Hayes &amp; Associates</a>	\$46,278	1/15/2024	9/30/2024	Federal	Child & Adult Care Food Program Audits	Zainab Rida
1/31/2024	44269		<a href="#">UNMC</a>	\$70,859	2/7/2024	1/6/2025	Federal	Evaluate grants/PBIS trainings	Amy Rhone
2/1/2024	44270		<a href="#">UNL</a>	\$12,100	1/25/2024	1/24/2025	Federal/General	CDA visits and training svcs	Melody Hobson
2/1/2024	44265		<a href="#">Children's Hospital &amp; Medical Center</a>	\$18,000	1/11/2024	1/9/2025	Federal	Provide tobacco prevention education.	Zainab Rida
2/1/2024	44279		<a href="#">Janus Software</a>	\$245,485.35	2/1/2024	8/30/2024	Federal	Complete IT security assessment.	Kristin Yates
2/2/2024	44273		<a href="#">Lynette Breedlove</a>	\$5,000	12/12/2023	1/31/2024	Federal	Prepare materials for 90 minute module.	Allyson DenBeste
2/2/2024	44101	AM#2	<a href="#">ESU #2</a>					Change in date, location, schedule, budget and in planning members.	Lindy Foley
2/12/2024	44278		<a href="#">Colleen Svoboda</a>	\$5,040	2/2/2024	2/1/2025	Federal	Provide facilitation.	Zainab Rida
2/12/2024	43141	AM#1	<a href="#">Brianna Gable</a>					Extend ending date and increase amount.	Shirley Vargas
2/12/2024	43359	AM#1	<a href="#">OCIO-Tom Kapocius</a>					Extend ending date and increase amount.	Kristin Yates
2/12/2024	43404	AM#1	<a href="#">OCIO-Mary Yeruva</a>					Extend ending date and increase amount.	Kristin Yates
2/12/2024	44078	AM#1	<a href="#">The Foundry</a>					Extend ending date and increase amount.	Zainab Rida
2/12/2024	44285		<a href="#">Therapeutic Play</a>	\$9,000	4/1/2024	3/31/2025	Federal	Conduct breakout sessions.	Amy Rhone
2/13/2024	44251		<a href="#">UNL</a>	\$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		<a href="#">Lexis Nexis</a>	\$41,784	7/1/2023	6/30/2026	Federal	Legal research services.	Tamra Walz
2/16/2024	44286		<a href="#">Tasha Jedlicka</a>	\$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		<a href="#">Children's Nebraska</a>	\$83,500	2/5/2024	9/29/2024	Federal	Children's school social work coordinator will serve as a Nebraska Department of Education representative to serve on the NDE School Mental Health team.	Zainab Rida
2/20/2024	44281	AM#1	<a href="#">Lrene Smith</a>	\$9,000	3/1/2024	2/28/2025	Federal/General	Coaching/trng svcs	Melody Hobson
2/20/2024	44205		<a href="#">Diego Gamero</a>					Increase amount/consideration.	Melody Hobson
2/20/2024	44290		<a href="#">Say Hey There</a>	\$9,000	3/1/2024	8/31/2024	Federal	Build on current social media strategies.	Zainab Rida
2/21/2024	44289		<a href="#">Emily Aksamit</a>	\$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	<a href="#">Public Consulting Group</a>					Increase amount/scope.	Lindy Foley
2/21/2024	44288		<a href="#">Heuristic Strategies</a>	\$198,756	2/5/2024	4/29/2024	Federal	Strategic planning and data governance activities for ECIDS.	Kristin Yates
2/21/2024	44293		<a href="#">Marzano Research</a>	\$49,500	2/19/2024	9/30/2024	Federal	Provide technical support for the development of the Request for Proposal for statewide assessment. 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.	Allyson DenBeste
2/21/2024	44267		<a href="#">Clayton Early Learning</a>	\$3,850	4/1/2024	4/30/2024	Federal		Melody Hobson
2/22/2024	44283		<a href="#">Bellwether Education Partners</a>	\$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		<a href="#">District Management Group</a>	\$37,500	2/26/2024	6/30/2024	General	Implement Breakthrough Results Program.	Shirley Vargas
2/22/2024	44280		<a href="#">Chadron State College</a>	\$206,000	1/8/2024	6/30/2025	General	Develop cohort system.	Lane Carr
2/23/2024	44295		<a href="#">UNL</a>	\$6,270	2/1/2024	1/31/2025	Federal	Maintain Nebraska Transition website.	Amy Rhone
2/23/2024	45000		<a href="#">Data Recognition Corporation</a>	\$1,675,864	7/1/2024	6/30/2025	Federal/General	Engage vendor in development, delivery and reporting NSCAS general assessments; provide benchmark assessment for Nebraska districts; support professional learning around assessments.	Allyson DenBeste
2/27/2024	43086	AM#3	<a href="#">PRISM Investigations</a>					Increase services/decrease expenses.	Amy Rhone
2/27/2024	44314		<a href="#">Edwise</a>	\$583,000	2/26/2024	9/30/2024	Federal	Assist in developing NDE web portal.	Kristin Yates
2/28/2024	44294		<a href="#">Janice Lee</a>	\$4,500	3/1/2024	2/28/2025	General	Provide training.	Melody Hobson
2/28/2024	44302		<a href="#">Angel Guardians</a>	\$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		<a href="#">Goodwill Industries Omaha</a>	\$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		<a href="#">ESU 6</a>	\$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		<a href="#">Easter Seals Nebraska</a>	\$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		<a href="#">Grand Island Public</a>	\$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		<a href="#">Suzanne Schneider</a>	\$7,000	3/15/2024	3/14/2025	Federal/General	Coaching/trng svcs	Melody Hobson
2/29/2024	44307		<a href="#">ESU 4</a>	\$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		<a href="#">ESU 5</a>	\$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		<a href="#">Susan Borcher</a>	\$4,500	3/1/2024	2/28/2025	General	Provide training.	Melody Hobson
2/29/2024	44292		<a href="#">WestEd</a>	\$134,582	2/20/2024	8/20/2024	Federal	Conduct statewide middle school CTE leadscape analysis.	Katie Graham
2/29/2024	44296		<a href="#">Ha'Hanna Consulting</a>	\$75,000	3/1/2024	9/30/2024	Federal	Lead Indigenous Pedagogies project.	Amy Rhone
2/29/2024	44298		<a href="#">Jennifer Snyder</a>	\$4,500	3/1/2024	2/28/2025	General	Provide training.	Melody Hobson
2/29/2024	44279	AM#1	<a href="#">Janus Software</a>					Revised payment schedule.	Kristin Yates
2/29/2024	44315		<a href="#">Jeannie Fielder</a>	\$4,500	3/1/2024	2/28/2025	General	Provide training.	Melody Hobson
2/29/2024	44120	AM#1	<a href="#">ESU 17</a>					Increase amount.	Zainab Rida
2/29/2024	44024	AM#1	<a href="#">Leah Merkwon</a>					Increase amount.	Melody Hobson
2/29/2024	44301		<a href="#">OCIO-Praneeth Kakarla</a>	\$89,440	2/26/2024	9/27/2024	Federal	ETL development and support.	Kristin Yates
3/1/2024	44118	AM#1	<a href="#">ESU 3</a>					Increase amount.	Zainab Rida
3/4/2024	44305		<a href="#">ESU 13</a>	\$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		<a href="#">Green School Farms</a>	\$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		<a href="#">Lincoln Public Schools</a>	\$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		<a href="#">Whispering Acres Trails &amp; Treasures</a>	\$44,182.39	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
3/5/2024	45001		<a href="#">NWEA</a>	\$8,962,295	7/1/2024	6/30/2025	Federal/General	Engage vendor in development, delivery and reporting NSCAS general assessments.	Allyson DenBeste
3/6/2024	44255	AM#1	<a href="#">Scott Phillips</a>					Mileage reimbursement change.	David Jespersen
3/6/2024	44303		<a href="#">Beatrice YMCA</a>	\$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		<a href="#">Office Innovations</a>	\$20,000	3/1/2024	2/28/2025	Federal	Install furniture.	Joel Scherling
3/7/2024	44158	AM#1	<a href="#">TCB Consulting dba CN Resource</a>					Increase amount/scope.	Zainab Rida
3/12/2024	44311		<a href="#">Marcus Lincoln Hotel</a>	\$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		<a href="#">NE Commission for the Blind &amp; Visually Impaired</a>	\$24,999.99	3/10/2024	2/28/2025	Federal	Provide installation of equipment and individualized consumer training.	Lindy Foley
3/12/2024	44319		<a href="#">OCIO</a>	\$621,032.28	3/14/2024	9/27/2024	Federal	Provide IT project managers, trainers and business analysts.	Kristin Yates
3/12/2024	44238		<a href="#">UNL</a>	\$33,051	3/8/2024	3/7/2025	Federal	Assist with farm to school strategic planning, project evaluation and development of a statewide farm to school network.	Zainab Rida
3/13/2024	44320		<a href="#">Amara Munoz</a>	\$15,000	3/15/2024	3/14/2025	General	Spanish translations of trainings and other documents.	Melody Hobson
3/18/2024	44227	AM#1	<a href="#">OCIO-Aeshwarya Jain</a>					Increase amount.	Kristin Yates
3/19/2024	44287		<a href="#">Midland University</a>	\$350,000	1/14/2024	6/30/2025	Cash	Nebraska Teacher Apprenticeship program education provider.	Lane Carr
3/19/2024	44323		<a href="#">OCIO-Sreekanth Pall</a>	\$87,552	3/18/2024	9/27/2024	Federal	ETL development and support.	Kristin Yates
3/19/2024	43084	AM#2	<a href="#">ACERI Partners</a>					Increase amount.	Amy Rhone
3/19/2024	43087	AM#2	<a href="#">Nicole Stewart</a>					Increase amount.	Amy Rhone
3/19/2024	43085	AM#2	<a href="#">Data Driven Enterprises</a>					Increase amount.	Amy Rhone
3/19/2024	44282	AM#1	<a href="#">Green School Farms</a>					Increase amount.	Zainab Rida
3/20/2024	43401	AM#1	<a href="#">NAESP</a>					Change ending date.	Melody Hobson
3/20/2024	43086	AM#4	<a href="#">PRISM Investigations</a>					Increase amount.	Amy Rhone
3/20/2024	43411	AM#1	<a href="#">Kristi Albrecht</a>					Increase expenses/decrease services.	Melody Hobson
3/22/2024	44327		<a href="#">Perfect Touch</a>	\$11,749.80	4/1/2024	3/31/2025	Federal	Cleaning service for VR Kearney Office.	Lindy Foley
3/22/2024	44330		<a href="#">Avenue Scholars</a>	\$49,000	5/15/2024	7/15/2024	Federal	Develop and facilitate summer industry bootcamps.	Katie Graham
3/22/2024	44291		<a href="#">ESUCC</a>	\$500,000	2/9/2024	12/15/2024	Federal	Coordinating and providing cybersecurity training and consulting services.	Kristin Yates
3/22/2024	44321		<a href="#">UNL</a>	\$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		<a href="#">Sparg Data Solutions</a>	\$2,600	4/1/2024	3/31/2025	General	NDE to access and use the web-based electronic meeting service software.	Elizabeth Tegtmeyer/Ryan Foot
3/26/2024	43399	AM#2	<a href="#">Community Language Cooperative</a>					Scope/consideration.	Melody Hobson
3/28/2024	44331		<a href="#">Emotionally Naked</a>	\$8,000	4/30/2024	5/13/2024	Federal	Provide four webinars to assist and support school mental health professionals and partners across the state.	Zainab Rida
4/1/2024	44325		<a href="#">Meghan Gibbons</a>	\$18,500	4/15/2024	4/14/2025	Federal/General	Coaching/training services/complete program quality assessments in Early Childhood Education and Care programs.	Melody Hobson
4/3/2024	44329		<a href="#">Eric Knoll</a>	\$5,000	4/1/2024	7/31/2024	Federal	Facilitate NE CTE's jump start summer professional development workshop.	Katie Graham
4/4/2024	44336		<a href="#">Shannon Hampson</a>	\$2,400	4/1/2024	3/31/2025	General	Provide classrooms.	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	44333		<a href="#">Linda Meyers</a>	\$20,800	5/1/2024	4/30/2025	Federal/General	Training services and to conduct program quality assessments.	Melody Hobson
4/5/2024	44328		<a href="#">Strengths Connection</a>	\$6,500	4/10/2024	1/31/2025	Federal/General	Facilitate Gallup strength finder assessment.	Zainab Rida
4/5/2024	44324		<a href="#">Nilofar Saidi</a>	\$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		<a href="#">UNL</a>	\$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		<a href="#">Larry McElravy</a>	\$5,000	5/20/2024	8/31/2024	Federal	Develop and facilitate summer CTE Leadership Academy.	Katie Graham
4/9/2024	44142	AM#1	<a href="#">ESU 11</a>				Federal	Increase amount.	Zainab Rida
4/9/2024	44274	AM#1	<a href="#">Creative Press &amp; Design</a>					Scope/consideration.	Melody Hobson
4/9/2024	44332		<a href="#">Michelle Rupiper</a>	\$26,000	5/1/2024	4/30/2025	Federal	Coaching/training services.	Melody Hobson
4/9/2024	44346		<a href="#">TNTP</a>	\$140,973	4/4/2024	6/30/2024	Cash	Provide online modules & inperson professional learning experience.	Shirley Vargas
4/9/2024	44086	AM#1	<a href="#">Emspace</a>					Scope.	Melody Hobson
4/9/2024	44244	AM#1	<a href="#">Panhandle Public Health Dept.</a>					Increase amount.	Zainab Rida
4/9/2024	44335		<a href="#">Central Community College</a>	\$15,211	5/28/2024	6/20/2024	Federal	Develop and facilitate summer technical skill workshops.	Katie Graham
4/9/2024	44285	AM#1	<a href="#">Mark Hald dba Therapeutic Play</a>					Increase amount.	Amy Rhone
4/11/2024	44319	AM#1	<a href="#">OCIO</a>					Scope.	Kristin Yates
4/11/2024	44348		<a href="#">OCIO</a>	\$432,000	4/15/2024	9/27/2024	Federal	IT Applications Developer Seniors.	Kristin Yates
4/11/2024	42127	AM#2	<a href="#">UNL</a>					Extend date.	Zainab Rida
4/12/2024	44344		<a href="#">Taryn Brown</a>	\$24,000	4/15/2024	3/31/2025	Federal	Serve as State Officer Coordinator.	Katie Graham
4/12/2024	44343		<a href="#">National Assoc of Elementary School Principals (NAESP)</a>	\$170,000	4/30/2024	4/29/2025	Federal	Provide NAESP Pre-K-3 Leadership Academy.	Melody Hobson
4/12/2024	44337		<a href="#">Lindsay Hastings</a>	\$5,000	5/20/2024	8/31/2024	Federal	Develop and facilitate summer CTE Leadership Academy.	Katie Graham
4/15/2024	44018	AM#1	<a href="#">Eagle Delivery Service</a>					Scope.	Krysti Michl
4/15/2024	44339		<a href="#">Student1</a>	\$49,500	4/30/2024	8/31/2024	Federal	Maintain Child Core Referral Network and training.	Melody Hobson
4/15/2024	44252	AM#1	<a href="#">Slalom</a>					Extend date.	Kristin Yates
4/16/2024	44347		<a href="#">Southeast Comm College</a>	\$18,368	6/10/2024	6/26/2024	Federal	Develop and facilitate summer technical skill workshops.	Katie Graham
4/17/2024	44350		<a href="#">Share Collaborative</a>	\$10,619.04	5/1/2024	8/31/2024	Federal	Provide training.	Lindy Foley
4/17/2024	44352		<a href="#">B.E.T. Learning Academy Omaha</a>	\$3,000	6/15/2024	6/14/2025	Federal/General	Provide classrooms used for CLASS observations.	Melody Hobson
4/17/2024	44341		<a href="#">Renee Proksek</a>	\$2,569	4/8/2024	7/20/2024	Federal	Attend conference.	Lindy Foley
4/17/2024	45003		<a href="#">Eagle Delivery Service</a>	\$16,941	7/1/2024	6/30/2025	Federal	Mail Services.	Krysti Michl
4/17/2024	43414	AM#1	<a href="#">Partners for Insightful Evaluation</a>					Increase amount/extend date/scope.	Lindy Foley
4/18/2024	44342		<a href="#">Lori Chleborad</a>	\$7,000	4/15/2024	4/14/2025	Federal/General	Coaching/training services.	Melody Hobson
4/19/2024	44345		<a href="#">Joan Callahan</a>	\$19,350	4/15/2024	4/14/2025	Federal/General	Provide training and classroom observations.	Melody Hobson
4/22/2024	44351		<a href="#">NE Children &amp; Families Foundation</a>	\$450,000	4/10/2024	3/30/2025	Federal	Provide comprehensive support/facilitate workshops.	Lane Carr
4/22/2024	45006		<a href="#">Daniel Cronk</a>	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45012		<a href="#">Joanell Wheeler</a>	\$126,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45008		<a href="#">Helen Montova</a>	\$91,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45010		<a href="#">Jerry Tanner</a>	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45015		<a href="#">Bradford Brabec</a>	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45004		<a href="#">Kathleen Barrett</a>	\$111,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45016		<a href="#">Kevin Coughlin</a>	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	44354		<a href="#">Global Interpreting Network</a>	\$6,616.25	4/10/2024	5/1/2024	General	Provide written language translations.	Allison DenBeste
4/22/2024	45018		<a href="#">Patricia Newman</a>	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/23/2024	45019		<a href="#">Surgical Care</a>	\$156,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/23/2024	45017		<a href="#">Jack Lionberger</a>	\$116,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/23/2024	45009		<a href="#">Alexandra Suslow-Geditz</a>	\$176,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/23/2024	44246	AM#1	<a href="#">No More Empty Pots</a>					Scope/consideration.	Zainab Rida
4/23/2024	45014		<a href="#">Kathryn Benes</a>	\$126,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/24/2024	44121	AM#1	<a href="#">ESU 13</a>					Increase amount.	Zainab Rida
4/24/2024	45021		<a href="#">Dianna Clyne</a>	\$136,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/24/2024	44340		<a href="#">HHS</a>	\$10,000	4/5/2024	4/4/2025	Federal	Facilitate/present at Early Development Network meetings.	Amy Rhone
4/24/2024	45005		<a href="#">Child &amp; Family Services</a>	\$176,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/29/2024	44355		<a href="#">Northeast Comm College</a>	\$6,314	5/28/2024	6/20/2024	Federal	Develop and facilitate summer technical skill workshops.	Katie Graham
4/29/2024	44358		<a href="#">OCIO-Matt Marron</a>	\$49,900	4/29/2024	9/30/2024	Federal	Webmaster.	David Jespersen
4/30/2024	44353		<a href="#">Courtney Thompson</a>	\$2,547	4/22/2024	7/20/2024	Federal	Attend conference.	Lindy Foley
4/30/2024	45020		<a href="#">Kevin Wycoff</a>	\$151,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/30/2024	42404	AM#3	<a href="#">Jared Stevens</a>					Extend date/increase amount.	Kristin Yates
4/30/2024	44356		<a href="#">QPR Institute</a>	\$18,360	4/8/2024	4/7/2025	Federal	Provide trainings.	Zainab Rida
4/30/2024	45002		<a href="#">Northern Signs Research</a>	\$2,400	8/1/2024	9/30/2025	Federal	Provide workshops.	Amy Rhone
4/30/2024	45007		<a href="#">Thomas Martin</a>	\$126,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/30/2024	45011		<a href="#">Terri Vontz</a>	\$61,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
5/1/2024	45000	AM#1	<a href="#">Data Recognition Corporation</a>					Change amount/scope.	Allison DenBeste
5/2/2024	42405	AM#3	<a href="#">Benjamin Baumfalk</a>					Extend date/increase amount.	Kristin Yates
5/3/2024	44153	AM#2	<a href="#">LINQ</a>					Increase amount/scope.	Zainab Rida
5/6/2024	45013		<a href="#">Lee Branham</a>	\$61,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
5/6/2024	41228	AM#1	<a href="#">Department of Labor</a>					Extend date/increase amount.	Lindy Foley
5/6/2024	44357		<a href="#">Ali Hearn Coaching &amp; Consulting</a>	\$48,500	5/29/2024	5/13/2025	Federal	Provide training and support.	Amy Rhone

## NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM		START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
				CONTRACT AMOUNT						
5/7/2024	44348	AM#1	<a href="#">OCIO</a>						Scope.	Kristin Yates
5/7/2024	44363		<a href="#">Brenda Saxe</a>	\$19,000		5/15/2024	5/14/2025	Federal/General	Coaching/training services.	Melody Hobson
5/7/2024	44148	AM#1	<a href="#">NCSA</a>						Scope/consideration.	Amy Rhone
5/7/2024	43315	AM#1	<a href="#">NACTE</a>						Other.	Lane Carr
5/8/2024	44364		<a href="#">SPED Strategies</a>	\$37,000		5/13/2024	5/12/2025	Federal	Assist with Federal mandates.	Amy Rhone
5/8/2024	44026	AM#1	<a href="#">Saffron Buettner</a>						Increase amount.	Melody Hobson
5/9/2024	44360		<a href="#">NE Dept of Environment &amp; Energy</a>	\$12,000		6/1/2024	8/31/2024	Federal	Conduct health inspections.	Zainab Rida
5/10/2024	44157	AM#1	<a href="#">Westat</a>						Increase amount.	Amy Rhone
5/10/2024	44238	AM#1	<a href="#">UNL</a>						Extend date.	Zainab Rida
5/10/2024	44156	AM#1	<a href="#">University of Massachusetts-Boston</a>						Increase amount.	Lindy Foley
5/10/2024	44362		<a href="#">Great Plains Top LLC</a>	\$10,600		5/23/2024	9/30/2024	Federal	Provide facilitation training.	Allyson DenBeste
5/10/2024	44361		<a href="#">Megan Crawford</a>	\$18,000		5/15/2024	5/14/2025	Federal	Lesson development.	Zainab Rida
5/13/2024	44024	AM#2	<a href="#">Leah Merkwan</a>						Consideration.	Melody Hobson
5/13/2024	44117	AM#2	<a href="#">Partnership for a Healthy Nebraska</a>						Increase amount.	Zainab Rida
5/15/2024	44170	AM#1	<a href="#">Brain Injury Alliance of NE</a>						Increase amount.	Lindy Foley
5/15/2024	44332	AM#1	<a href="#">Michelle Rupiper</a>						Consideration.	Melody Hobson
5/15/2024	44125	AM#1	<a href="#">ESU 7</a>						Increase amount.	Zainab Rida
5/15/2024	44367		<a href="#">ESU 7</a>	\$13,500		6/1/2024	5/31/2025	General	Provide training registrations.	Melody Hobson
5/15/2024	42249	AM#1	<a href="#">NE Children &amp; Families Foundation</a>						Extend date.	Zainab Rida
5/16/2024	44366		<a href="#">Community Language Cooperative</a>	\$48,000		5/13/2024	5/12/2025	Federal/General	Format/translate documents.	Melody Hobson
5/20/2024	42405	AM#4	<a href="#">Benjamin Baumfalk</a>						Increase amount.	Kristin Yates
5/20/2024	44370		<a href="#">ESU 7</a>	\$49,500		5/15/2024	4/15/2025	Federal	Handle conference registrations.	Zainab Rida
5/20/2024	44156	AM#2	<a href="#">University of Massachusetts-Boston</a>						Increase amount.	Lindy Foley
5/21/2024	44371		<a href="#">Cordes Keynotes &amp; Seminars</a>	\$3,764		5/17/2024	6/7/2024	General	Facilitate State Officer Leadership Academy.	Katie Graham
5/21/2024	45023		<a href="#">Teaching Strategies</a>	\$43,092		7/1/2024	6/30/2025	Federal/General	Training services.	Melody Hobson
5/21/2024	44049	AM#1	<a href="#">Sandra Miller</a>						Consideration.	Melody Hobson
5/21/2024	45001	AM#1	<a href="#">NWEA</a>						Scope.	Allyson DenBeste
5/28/2024	44304	AM#1	<a href="#">ESU 6</a>						Increase amount.	Lindy Foley
5/28/2024	44050	AM#1	<a href="#">Ben Sparks</a>						Increase amount.	Lindy Foley
5/28/2024	44243	AM#1	<a href="#">Northeast NE Public Health Dept.</a>						Increase amount.	Zainab Rida
5/28/2024	44306	AM#1	<a href="#">Goodwill Industries Omaha</a>						Scope.	Lindy Foley
5/28/2024	44239	AM#1	<a href="#">Julie Jones-Branch</a>						Increase amount.	Melody Hobson
5/28/2024	45024		<a href="#">ESU 9</a>	\$220,000		7/1/2024	6/30/2025	Federal	Provide staff who will serve as NDE liason.	Amy Rhone
5/28/2024	44374		<a href="#">AI in Education</a>	\$6,000		6/10/2024	6/10/2024	Federal	Keynote speaker.	Allyson DenBeste
5/28/2024	44373		<a href="#">Edvolve</a>	\$5,500		6/10/2024	6/11/2024	Federal	Conference speaker.	Allyson DenBeste
5/28/2024	44372		<a href="#">Megan Shepherd</a>	\$48,825		6/1/2024	5/31/2025	Federal	Edit online courses.	Melody Hobson
5/28/2024	44369		<a href="#">ESU 6</a>	\$18,000		6/1/2024	5/31/2025	General	Provide trainings.	Melody Hobson
5/28/2024	44368		<a href="#">Fremont Children's Academy</a>	\$3,000		6/1/2024	5/31/2025	Federal/General	Provide classrooms.	Melody Hobson
5/28/2024	44375		<a href="#">Jaime Donally</a>	\$5,500		6/11/2024	6/12/2024	Federal	Keynote speaker.	Allyson DenBeste
5/28/2024	42219	AM#4	<a href="#">ACT</a>						Other.	Allyson DenBeste
5/29/2024	44349		<a href="#">UNL</a>	\$500,000		4/10/2024	4/1/2025	Federal	Provide video recording in classrooms/homes.	Melody Hobson
5/30/2024	44377		<a href="#">Laurel Wheeler</a>	\$10,000		5/28/2024	8/17/2024	Federal	Support National School Lunch & Summer Food Service programs.	Zainab Rida
5/30/2024	45022		<a href="#">UNMC</a>	\$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	<a href="#">OCIO-Spencer Rue</a>						Extend date/increase amount.	Kristin Yates
5/30/2024	43420	AM#1	<a href="#">OCIO-DaWayne Perry</a>						Extend date/increase amount.	Kristin Yates
5/30/2024	44148	AM#2	<a href="#">NCSA</a>						Consideration.	Amy Rhone
5/30/2024	44142	AM#2	<a href="#">ESU 11</a>						Scope.	Zainab Rida
5/31/2024	42314	AM#4	<a href="#">Student 1</a>						Extend date/increase amount.	Kristin Yates
6/3/2024	44302	AM#1	<a href="#">Angel Guardians</a>						Scope.	Lindy Foley
6/3/2024	45026		<a href="#">META Associates</a>	\$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	<a href="#">ESU 4</a>						Increase amount.	Zainab Rida
6/3/2024	44376		<a href="#">Center for Safe &amp; Resilient Schools &amp; Workplace</a>	\$77,500		5/23/2024	5/22/2025	Federal	Provide facilitator trainings.	Zainab Rida
6/3/2024	44140	AM#1	<a href="#">Emspace</a>						Scope.	Zainab Rida
6/4/2024	44265	AM#1	<a href="#">Children's Hospital &amp; Medical Center</a>						Increase amount.	Zainab Rida
6/5/2024	44359		<a href="#">Douglas Co Health Dept</a>	\$8,000		6/1/2024	9/30/2024	Federal	Conduct health inspections.	Zainab Rida
6/6/2024	44384		<a href="#">Three Pillars Media</a>	\$2,230		6/7/2024	6/30/2024	Federal	Produce orientation video for VR.	Lindy Foley
6/7/2024	44379		<a href="#">Kristi Albrecht</a>	\$16,000		6/15/2024	6/14/2025	Federal/General	Coaching/training services.	Melody Hobson
6/7/2024	45030		<a href="#">Literacy Pro Systems</a>	\$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	<a href="#">Partners for Insightful Evaluation</a>						Increase amount.	Zainab Rida
6/14/2024	44350	AM#1	<a href="#">Share Collaborative</a>						Increase amount/scope.	Lindy Foley
6/17/2024	44381		<a href="#">Rivet Education</a>	\$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		<a href="#">Rebecca Dunlap-Morton</a>	\$10,300		7/1/2024	6/30/2025	Federal/General	Training services and complete program quality observations.	Melody Hobson
6/17/2024	45029		<a href="#">Leah Merkwan</a>	\$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		<a href="#">Donelle Wolters</a>	\$48,750		7/1/2024	6/30/2025	Federal	Serve as FFA Leadership Program Manager.	Katie Graham

## NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
6/17/2024	45027		<a href="#">Saffron Buettner</a>	\$32,000	7/1/2024	6/30/2025	Federal/General	Coaching, training and complete program quality observations.	Melody Hobson
6/17/2024	44321		<a href="#">UNL</a>					Consideration.	Amy Rhone
6/17/2024	44386	AM#1	<a href="#">Deaf Services Unlimited</a>	\$5,130	6/23/2024	8/31/2024	Federal	Provide interpreters.	Amy Rhone
6/18/2024	44384	AM#1	<a href="#">Three Pillars Media</a>					Extend date/increase amount.	Lindy Foley
6/18/2024	44122	AM#1	<a href="#">ESU 10</a>					Increase amount.	Zainab Rida
6/18/2024	45025		<a href="#">NCSA</a>	\$24,000	7/1/2024	8/31/2024	General	NDE Day at Administrator Days.	Ryan Foor
6/20/2024	44392		<a href="#">ESUCC</a>	\$45,000	6/15/2024	9/27/2024	Federal	Technical development work for STEADfast Phase II Development Project.	Kristin Yates
6/20/2024	42212	AM#7	<a href="#">Security Equipment Incorporated</a>					Increase amount.	Joel Scherling
6/20/2024	44389		<a href="#">Cindy Gray</a>	\$45,000	6/18/2024	6/17/2025	Federal	Develop process to identify and evaluate evidence-based reading professional learning options.	Allyson DenBeste
6/20/2024	45039		<a href="#">Amanda Hoffmann</a>	\$48,750	7/1/2024	6/30/2025	Federal/General	Serve as FFA Events Coordinator.	Katie Graham
6/20/2024	45040		<a href="#">Bartle &amp; Geier Law Firm</a>	\$20,000	7/1/2024	6/30/2025	Federal	Serve as Hearing Officer.	Lindy Foley
6/20/2024	44393		<a href="#">Partners for Insightful Evaluation</a>	\$29,250	6/17/2024	9/30/2024	Federal	Format SEARCH pre and post surveys.	Zainab Rida
6/20/2024	44158	AM#2	<a href="#">CN Resources</a>					Increase amount.	Zainab Rida
6/20/2024	44245	AM#1	<a href="#">ESU 4</a>					Increase amount.	Zainab Rida
6/21/2024	45038		<a href="#">Rita Porter</a>	\$26,000	7/1/2024	6/30/2025	General	Srv as Microsoft IT Initiative Project Manager.	Katie Graham
6/21/2024	44394		<a href="#">Westminster Preschool</a>	\$3,000	6/21/2024	6/20/2025	Federal/General	Provide classrooms.	Melody Hobson
6/21/2024	44388		<a href="#">Firespring</a>	\$20,400	6/15/2024	6/14/2025	Federal/General	Manage website.	Melody Hobson
6/24/2024	45035		<a href="#">George Toman</a>	\$45,000	7/8/2024	7/7/2025	Federal	Provide consultation.	Amy Rhone
6/24/2024	45036		<a href="#">Traci Strazdas</a>	\$76,100	7/1/2024	6/30/2025	Federal/General	Statewide anchor for the CLASS program quality observation tools.	Melody Hobson
6/24/2024	44383		<a href="#">Danielle Bettmann</a>	\$8,000	6/7/2024	6/6/2025	Federal	Review and approval of independent study of documentation via NECPRS.	Melody Hobson
6/25/2024	45033		<a href="#">Arica Carlson</a>	\$16,000	7/1/2024	6/30/2025	Federal	Interpreting services.	Lindy Foley
6/25/2024	44378		<a href="#">UNL</a>	\$49,800	5/1/2024	9/30/2024	Federal	Assist with school safety related work.	Zainab Rida
6/25/2024	44391		<a href="#">NS4ed LLC</a>	\$270,000	6/21/2024	9/30/2024	Federal	Develop and provide access to a statewide labor market information dashboard.	Katie Graham
7/1/2024	45049		<a href="#">SPED Strategies</a>	\$520,000	7/1/2024	6/30/2027	Federal	Co-construct the Building Inclusive Leaders program content and implementation cycle.	Amy Rhone
7/1/2024	45043		<a href="#">Sally Carlson</a>	\$36,000	7/1/2024	6/30/2025	Federal	Provide guidance and support in mental health psychological first aid for schools and suicide prevention awareness.	Zainab Rida
7/1/2024	45044		<a href="#">Kimberly Jacobson</a>	\$36,000	7/1/2024	6/30/2025	Federal	Provide guidance and support in mental health psychological first aid for schools and suicide prevention awareness.	Zainab Rida
7/1/2024	42085	AM#2	<a href="#">Nebraska Children &amp; Families Foundation</a>					Increase amount.	Zainab Rida
7/1/2024	45031		<a href="#">Ben Sparks</a>	\$16,000	7/1/2024	6/30/2025	Federal	Interpreting services.	Lindy Foley
7/1/2024	45042		<a href="#">TNTP</a>	\$200,000	7/1/2024	6/30/2025	Federal	Support Isanti Community Schools.	Amy Rhone
7/1/2024	44192	AM#1	<a href="#">Jared Noetzel</a>					Extend date.	Zainab Rida
7/2/2024	45047		<a href="#">ESU 1</a>	\$8,100	7/1/2024	6/30/2025	General	Provide training.	Melody Hobson
7/3/2024	44193	AM#1	<a href="#">Samantha Kesselring</a>					Extend date.	Zainab Rida
7/3/2024	45032		<a href="#">Margaret Propp</a>	\$16,000	7/1/2024	6/30/2025	Federal	Interpreting services.	Lindy Foley
7/8/2024	44302	AM#2	<a href="#">Angel Guardians</a>					Scope.	Lindy Foley
7/9/2024	45045		<a href="#">Boys Town</a>	\$845,000	7/1/2024	6/30/2025	General	Establish anonymous reporting system supporting threat assessment teams.	Zainab Rida
7/9/2024	45034		<a href="#">State of Iowa-Dept of Education</a>	\$117,311	7/1/2024	6/30/2025	General	Educational/residential services to Nebraska children & outh with hearing impairments.	Amy Rhone
7/10/2024	44023	AM#1	<a href="#">Kelcy Sass</a>					Adjust ending date/amount of contract.	Shirley Vargas
7/11/2024	44382		<a href="#">Nebraska Children &amp; Families Foundation</a>	\$20,000	7/8/2024	12/31/2024	Federal	Support the implementaton of SEARCH.	Zainab Rida
7/11/2024	44388	AM#1	<a href="#">Firespring</a>					Scope.	Melody Hobson
7/11/2024	44138	AM#1	<a href="#">ESU 16</a>					Increase amount.	Zainab Rida
7/11/2024	44124	AM#1	<a href="#">ESU 8</a>					Increase amount.	Zainab Rida
7/11/2024	44216	AM#1	<a href="#">Nebraska Appleseed</a>					Increase amount.	Zainab Rida
7/11/2024	44243	AM#2	<a href="#">Northeast NE Public Health Dept.</a>					Increase amount.	Zainab Rida
7/11/2024	44244	AM#2	<a href="#">Panhandle Public Health Dept.</a>					Increase amount.	Zainab Rida
7/11/2024	44026	AM#2	<a href="#">Saffron Buettner</a>					Increase amount.	Melody Hobson
7/11/2024	45051		<a href="#">ESU 10</a>	\$92,722	7/1/2024	6/30/2025	Federal	Provide staff to support ATP Education Program.	Lindy Foley
7/11/2024	45048		<a href="#">NCSA</a>	\$7,100	7/1/2024	9/1/2024	Federal	Provide keynote speaker for School Safety Summit.	Zainab Rida
7/11/2024	45056		<a href="#">Gina DeFreece</a>	\$9,400	8/1/2024	7/31/2025	General	Completion of program quality observations/training services.	Melody Hobson
7/11/2024	44380		<a href="#">Sarah Hubbel</a>	\$9,500	6/17/2024	6/16/2025	Federal	Facilitate development of educational resources.	Zainab Rida
7/11/2024	44390		<a href="#">David Majo</a>	\$8,400	6/5/2024	8/1/2024	Federal	Provide driving instructions to Afghan individuals.	Zainab Rida
7/15/2024	44386	AM#1	<a href="#">Deaf Services Unlimited</a>					Increase amount.	Amy Rhone
7/16/2024	45063		<a href="#">Diane Ellis</a>	\$7,500	8/1/2024	7/31/2025	General	Provide coaching, training and observation work for Step Up to Quality.	Melody Hobson
7/16/2024	44396		<a href="#">The Leadership Academy</a>	\$16,600	6/29/2024	6/27/2025	Federal	Provide executive coaching and leadership development.	Shirley Vargas
7/16/2024	45050		<a href="#">Center for Rural Affairs</a>	\$40,000	7/12/2024	7/11/2025	Federal	Assist with planning & implementation of farm to school training.	Zainab Rida
7/16/2024	45041		<a href="#">Anderson &amp; Creager &amp; Wittstruck</a>	\$40,000	7/1/2024	6/30/2025	Federal	Serve as hearing officer for Special Education & Nutrition Services.	Amy Rhone/Zainab Rida
7/16/2024	45046		<a href="#">UNL</a>	\$15,000	7/1/2024	12/1/2024	Federal	Support portion of total services for the Rural Nebraska Grow Your Own program at UNL.	Shirley Vargas
7/16/2024	45057		<a href="#">Yukon Learning</a>	\$15,000	8/13/2024	8/16/2024	Federal	Train NDE staff in E-Learning and how to use their Articulate 360 accounts.	Allyson DenBeste
7/16/2024	45052		<a href="#">Sandra Miller</a>	\$21,500	7/15/2024	7/14/2025	Federal/General	Coaching, observing and training services.	Melody Hobson

## NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM		START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
				CONTRACT AMOUNT						
7/16/2024	45059		<a href="#">Firespring Printing</a>	\$15,975		7/15/2024	9/30/2024	Federal	Create 4 videos.	Zainab Rida
7/16/2024	44209	AM#1	<a href="#">Sara Voss</a>						Increase amount.	Melody Hobson
7/16/2024	44121	AM#2	<a href="#">ESU 13</a>						Increase amount.	Zainab Rida
7/16/2024	45058		<a href="#">La Sonja Kirksey</a>	\$16,800		8/1/2024	7/31/2025	General	Provide training & observation work for Step Up to Quality.	Melody Hobson
7/16/2024	45053		<a href="#">Shape Nebraska</a>	\$10,000		7/3/2024	12/31/2024	Federal	Host Walk2 Unlock Nebraska mini grants.	Zainab Rida
7/16/2024	44387		<a href="#">UNO</a>	\$200,000		6/1/2024	5/31/2025	Federal	Create microcredential courses to support teacher & leadership development.	Shirley Vargas
7/23/2024	45061		<a href="#">OCIO-Eric Tomasek</a>	\$208,771.65		7/1/2024	9/30/2025	Federal	Develop and implement SPED projects.	Kristin Yates
7/23/2024	45060		<a href="#">OCIO-Krishnaprasth Ravishandran</a>	\$144,621.20		7/1/2024	9/30/2025	Federal	ETL development and support.	Kristin Yates
7/23/2024	44056	AM#1	<a href="#">OCIO-Guna Vulipala</a>						Extend date/increase amount.	Kristin Yates
7/23/2024	44061	AM#1	<a href="#">OCIO-Sivakumar Reddy</a>						Extend date/increase amount.	Kristin Yates
7/23/2024	45062		<a href="#">Nicole Long</a>	\$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	<a href="#">TNTP</a>						Extend date/increase amount.	Allyson DenBeste
7/23/2024	45064		<a href="#">Dr Barbara Minton</a>	\$10,000		8/15/2024	9/30/2024	Federal	Provide music program.	Zainab Rida
7/23/2024	45054		<a href="#">National Center for Grow Your Own</a>	\$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		<a href="#">Resultant LLC</a>	\$171,250		7/1/2024	12/30/2024	Federal	Provide diagnostic examination of the NECPRS.	Melody Hobson
7/30/2024	44292	AM#1	<a href="#">WestEd</a>						Extend date.	Katie Graham
8/1/2024	45067		<a href="#">Avenue Scholars</a>	\$228,900		7/29/2024	9/30/2024	Federal	Develop and provide access to Statewide workplace experience portal.	Katie Graham
8/1/2024	45066		<a href="#">Interaction Institute for Social Change</a>	\$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	<a href="#">TNTP</a>						Increase amount.	Amy Rhone
8/4/2024	44362	AM#1	<a href="#">Great Plains Top LLC</a>						Increase amount.	Allyson DenBeste
8/5/2024	44166	AM#1	<a href="#">The Resoluton Center</a>						Consideration.	Amy Rhone
8/5/2024	44164	AM#1	<a href="#">Concord Mediation Center</a>						Consideration.	Amy Rhone
8/5/2024	45071		<a href="#">Scottsbluff Public School</a>	\$15,000		8/4/2024	9/15/2024	Federal	Provide back to school supplies to homeless.	Beth Wooster
8/5/2024	44160	AM#1	<a href="#">Nebraska Mediation Center</a>						Consideration.	Amy Rhone
8/5/2024	44072	AM#1	<a href="#">UNL</a>						Extend date.	Lindy Foley
8/6/2024	45073		<a href="#">UNO</a>	\$1,285,250		7/19/2024	9/30/2024	Federal	Develop Nebraska Early Literacy Workshop.	Allyson DenBeste
8/6/2024	44159	AM#1	<a href="#">Central Mediation Center</a>						Consideration.	Amy Rhone
8/6/2024	44349	AM#1	<a href="#">UNL</a>						Scope.	Melody Hobson
8/7/2024	44188	AM#1	<a href="#">Jessica Trinidad</a>						Scope/consideration.	Melody Hobson
8/7/2024	45065		<a href="#">NE Children &amp; Families Foundation</a>	\$60,000		10/1/2024	9/30/2025	Federal	Facilitate workshops.	Zainab Rida
8/12/2024	44172	AM#1	<a href="#">Michelle Gall</a>						Extend date/increase amount.	Allyson DenBeste
8/12/2024	44162	AM#1	<a href="#">Mediation West</a>						Consideration.	Amy Rhone
8/12/2024	45077		<a href="#">Crete Public Schools</a>	\$30,000		8/12/2024	8/30/2024	Federal	Provide back to school supplies to homeless.	Beth Wooster
8/13/2024	45069		<a href="#">Children's Nebraska</a>	\$47,500		7/31/2024	4/15/2025	Federal	AED/CPR trainings.	Zainab Rida
8/14/2024	44279	AM#2	<a href="#">Janus Software</a>						Extend date.	Kristin Yates
8/14/2024	44257	AM#1	<a href="#">Easter Seals of NE</a>						Increase amount/scope/consideration.	Lindy Foley
8/15/2024	45082		<a href="#">Hastings Public Schools</a>	\$30,000		8/18/2024	8/30/2024	Federal	Provide back to school supplies to homeless.	Beth Wooster
8/15/2024	44113	AM#1	<a href="#">Jennifer Burkey</a>						Increase amount/consideration.	Melody Hobson
8/16/2024	45074		<a href="#">Partners for Insightful Evaluation</a>	\$28,000		9/1/2024	8/31/2025	Federal	Provide program performance evaluation services for Traumatic Brain Injury	Lindy Foley
8/16/2024	45075		<a href="#">ESUCC</a>	\$1,900,000		8/11/2024	12/31/2025	Federal	Demonstration grant program for Nebraska VR.	Zainab Rida
8/20/2024	45035	AM#1	<a href="#">George Toman</a>						Consideration.	Amy Rhone
8/20/2024	45081		<a href="#">StoryBlocks</a>	\$10,000		8/25/2024	8/24/2025	Federal	Provide user licenses/logins	Lindy Foley
8/20/2024	45078		<a href="#">June Analco</a>	\$16,000		5/1/2024	4/30/2025	Federal	Interpreting services.	Lindy Foley
8/20/2024	44126	AM#1	<a href="#">ESU 6</a>						Extend date/increase amount.	Zainab Rida
8/20/2024	44127	AM#2	<a href="#">ESU 4</a>						Extend date/increase amount.	Zainab Rida
8/20/2024	45079		<a href="#">Megan Davison</a>	\$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		<a href="#">NE Children &amp; Families Foundation</a>	\$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		<a href="#">Emspace</a>	\$200,000		9/1/2024	8/31/2025	Federal	Communication/public engagement project.	Melody Hobson
8/21/2024	45091		<a href="#">Andori Cleaning Solutions</a>	\$3,150		9/1/2024	8/31/2025	Federal	Janitorial services.	Lindy Foley
8/21/2024	45070		<a href="#">District Management Group</a>	\$200,000		8/1/2024	6/30/2025	Cash	Implement the Breakthrough Results Program.	Shirley Vargas
8/23/2024	44161	AM#1	<a href="#">The Mediation Center</a>						Consideration.	Amy Rhone
8/26/2024	44121	AM#3	<a href="#">ESU 13</a>						Extend date/increase amount.	Zainab Rida
8/26/2024	45087		<a href="#">Hourglass Education Technology</a>	\$130,000		8/23/2024	8/22/2025	Federal	Provide comprehensive needs assessment.	Shirley Vargas
8/26/2024	43414	AM#2	<a href="#">Partners for Insightful Evaluation</a>						Consideration.	Lindy Foley
8/26/2024	42186	AM#2	<a href="#">TNTP</a>						Extend date/increase amount.	Shirley Vargas
8/26/2024	44339	AM#1	<a href="#">Student1</a>						Extend date/increase amount.	Melody Hobson
8/26/2024	45088		<a href="#">ESUCC</a>	\$1,465,500		7/1/2024	6/30/2029	General	Administer textbook loan program.	Bryce Wilson
8/26/2024	45080		<a href="#">Kuder</a>	\$312,500		9/3/2024	9/2/2025	General	Provide site-wide Spanish translation.	Katie Graham

# NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
8/27/2024	45095		<a href="#">Say Hey There</a>	\$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	<a href="#">Jackson Lewis PC</a>					Increase amount.	Kristin Yates
8/29/2024	45072		<a href="#">Central Plains Center for Services</a>	\$350,000	8/15/2024	9/3/2024	Federal	Homelessness services and activities.	Beth Wooster
8/29/2024	45086		<a href="#">Peetz Koerwitz &amp; Lafleur</a>	\$40,000	7/1/2024	6/30/2025	General/Cash	Serve as Hearing Officer.	Bryce Wilson/Brad Dirksen
8/30/2024	45084		<a href="#">Home Baking Association</a>	\$5,975	11/7/2024	11/9/2024	Federal	Conduct workshop.	Katie Graham
8/30/2024	45093		<a href="#">I Love U Guys Foundation</a>	\$49,500	9/1/2024	9/1/2025	Federal	Create Nebraska SRP & SRM Program.	Zainab Rida
8/30/2024	45104		<a href="#">Instruction Partners</a>	\$15,000	8/27/2024	9/30/2024	General	Provide training.	Allyson DenBeste
9/3/2024	45085		<a href="#">Harleigh Clausen</a>	\$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	<a href="#">Emspace</a>					Scope.	Zainab Rida
9/4/2024	45099		<a href="#">BCDM Architects</a>	\$3,000	8/26/2024	8/25/2025	Federal	Provide trainings.	Zainab Rida
9/5/2024	45118		<a href="#">Lexington Public Schools</a>	\$40,000	9/6/2024	10/15/2024	Federal	Provide back to school supplies to homeless.	Beth Wooster
9/5/2024	45089		<a href="#">Liliana Vellasquez</a>	\$3,575	9/1/2024	8/31/2025	General	Provide special care training in English and Spanish.	Melody Hobson
9/5/2024	45107		<a href="#">District Management Group</a>	\$1,000,000	9/1/2024	9/30/2025	Federal	Implement Breakthrough Results Program.	Shirley Vargas
9/6/2024	44123	AM#1	<a href="#">ESU 9</a>					Extend date/increase amount.	Zainab Rida
9/6/2024	44125	AM#2	<a href="#">ESU 7</a>					Extend date/increase amount.	Zainab Rida
9/6/2024	45092		<a href="#">UNL</a>	\$21,700	8/29/2024	8/28/2025	Federal	Assist with development of Nebraska Farm to School Network.	Zainab Rida
9/6/2024	45103		<a href="#">ESU 1</a>	\$19,107.75	8/31/2024	9/30/2024	Federal	Provide professional development for area school districts.	Melody Hobson
9/9/2024	45105		<a href="#">ESU 13</a>	\$82,696.46	9/1/2024	8/31/2025	Federal	Provide employee to serve as Educator Effectiveness Specialist.	Shirley Vargas
9/9/2024	45116		<a href="#">College Possible</a>	\$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		<a href="#">Central Plains Center for Services</a>	\$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		<a href="#">Jenniffer Burkev</a>	\$23,000	9/15/2024	9/14/2025	Federal/General	Coaching and training services.	Melody Hobson
9/9/2024	45094		<a href="#">Katie Miller</a>	\$15,000	9/1/2024	8/31/2025	Federal/General	Develop, revise & provide training.	Melody Hobson
9/9/2024	45098		<a href="#">Arelly Valles</a>	\$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	<a href="#">Nebraska Children &amp; Families Foundation</a>					Extend date.	Zainab Rida
9/9/2024	45108		<a href="#">ESU 8</a>	\$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		<a href="#">ESU 3</a>	\$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		<a href="#">ESU 13</a>	\$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		<a href="#">ESU 7</a>	\$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		<a href="#">ESU 2</a>	\$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		<a href="#">University of Massachusetts-Boston</a>	\$365,844	10/1/2024	9/30/2025	Federal	Project.	Lindy Foley
9/10/2024	43359	AM#2	<a href="#">OCIO-Tom Kapocius</a>					Extend date/increase amount.	Kristin Yates
9/10/2024	44301	AM#1	<a href="#">OCIO-Praneeth Kakarla</a>					Extend date/increase amount.	Kristin Yates
9/10/2024	44248	AM#1	<a href="#">OCIO-Mike Eckel</a>					Extend date/increase amount.	Kristin Yates
9/10/2024	44206	AM#1	<a href="#">Teachstone</a>					Scope.	Melody Hobson
9/11/2024	45106		<a href="#">Gray Local Media</a>	\$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		<a href="#">MTW Solutions</a>	\$1,254,533	7/1/2024	6/30/2025	Federal/General	Support GMS.	Jen Utemark
9/12/2024	44190	AM#1	<a href="#">Education Development Center</a>					Extend date/increase amount.	Shirley Vargas
9/12/2024	44219	AM#1	<a href="#">Stephanie McDonald</a>					Increase amount.	Melody Hobson
9/12/2024	44357	AM#1	<a href="#">Ali Hearn Coaching &amp; Consulting</a>					Consideration.	Amy Rhone
9/12/2024	45114		<a href="#">Avenue Scholars</a>	\$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	<a href="#">ESUCC</a>					Extend date.	Kristin Yates
9/16/2024	42085	AM#3	<a href="#">NE Children &amp; Families Foundation</a>					Extend date.	Zainab Rida
9/16/2024	42109	AM#2	<a href="#">NE Children &amp; Families Foundation</a>					Extend date.	Zainab Rida
9/16/2024	45120		<a href="#">Susan Jensen</a>	\$13,000	10/1/2024	9/30/2025	General	Step Up to Quality program rating services.	Melody Hobson
9/16/2024	45108		<a href="#">ESU 8</a>	\$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		<a href="#">ESU 2</a>	\$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		<a href="#">ESU 7</a>	\$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		<a href="#">ESU 13</a>	\$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		<a href="#">ESU 3</a>	\$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		<a href="#">Jared Noetzel</a>	\$2,500	10/1/2024	6/30/2025	General	Serve as Bullying Prevention Specialist.	Zainab Rida
9/23/2024	45135		<a href="#">ESU 10</a>	\$46,500	10/1/2024	9/30/2025	Federal	Provide hosting services and maintenance for the AT4ALL website.	Lindy Foley
9/23/2024	45096		<a href="#">Samantha Kesselring</a>	\$2,500	10/1/2024	6/30/2025	General	Serve as Bullying Prevention Specialist.	Zainab Rida
9/23/2024	45117		<a href="#">UNL</a>	\$245,000	9/30/2024	9/29/2025	Federal	Provide data and evaluation services.	Zainab Rida
9/23/2024	44227	AM#2	<a href="#">OCIO-Aeshwarya Jain</a>					Extend date/increase amount.	Kristin Yates
9/23/2024	44291	AM#1	<a href="#">ESUCC</a>					Extend date.	Kristin Yates
9/23/2024	44346	AM#2	<a href="#">TNTF</a>					Extend date/increase amount.	Allyson DenBeste
9/23/2024	42314	AM#5	<a href="#">Student1</a>					Extend date.	Kristin Yates
9/23/2024	45132		<a href="#">HOSA</a>	\$5,700	9/30/2024	5/31/2025	General	Conference assistance.	Katie Graham
9/23/2024	44279	AM#3	<a href="#">Janus Software</a>					Extend date.	Kristin Yates
9/23/2024	44314	AM#1	<a href="#">Edwise</a>					Extend date.	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
9/23/2024	45131		<a href="#">FFA</a>	\$5,500	9/30/2024	5/31/2025	General	Conference assistance.	Katie Graham
9/24/2024	45130		<a href="#">FCCLA</a>	\$9,800	9/30/2024	5/31/2025	General	Conference assistance.	Katie Graham
9/24/2024	45124		<a href="#">University of Massachusetts-Boston</a>	\$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		<a href="#">Kearney Public Schools</a>	\$30,000	9/25/2024	11/8/2024	Federal	Provide back to school supplies to homeless.	Beth Wooster
9/24/2024	44284	AM#1	<a href="#">Children's Nebraska</a>					Extend date.	Zainab Rida
9/24/2024	45000	AM#2	<a href="#">Data Recognition Corporation</a>					Increase amount.	Allyson DenBeste
9/24/2024	45133		<a href="#">SkillsUSA</a>	\$10,000	9/30/2024	5/31/2025	General	Conference assistance.	Katie Graham
9/24/2024	45129		<a href="#">FBLA</a>	\$39,300	9/30/2024	5/31/2025	General	Conference assistance.	Katie Graham
9/24/2024	42405	AM#5	<a href="#">Ben Baumfalk</a>					Extend date/increase amount.	Kristin Yates
9/24/2024	44266	AM#1	<a href="#">Value-Up</a>					Increase amount.	Zainab Rida
9/25/2024	44165	AM#1	<a href="#">Renner's Cleaning Svc</a>					Extend date/increase amount.	Lindy Foley
9/25/2024	45101		<a href="#">UNL</a>	\$17,820	9/10/2024	5/16/2025	Federal	Develop ESUCC hosted learning modules.	Katie Graham
9/25/2024	45146		<a href="#">CTI</a>	\$10,924.25	10/1/2024	1/30/2025	Federal	Install AV system in training room.	Krysti Michl
9/25/2024	45123		<a href="#">Deaf Services Unlimited</a>	\$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	<a href="#">OCIO-Sivakumar Reddy</a>					Extend date/increase amount.	Kristin Yates
9/25/2024	44319	AM#2	<a href="#">OCIO</a>					Extend date/increase amount.	Kristin Yates
9/25/2024	44212	AM#1	<a href="#">OCIO-Sohini Maharjan</a>					Extend date/increase amount.	Kristin Yates
9/25/2024	44276	AM#1	<a href="#">OCIO-Martine Pola</a>					Extend date/increase amount.	Kristin Yates
9/25/2024	44214	AM#1	<a href="#">Abigail Fiske</a>					Increase amount.	Katie Graham
9/26/2024	43420	AM#2	<a href="#">OCIO-DaWayne Perry</a>					Extend date/increase amount.	Kristin Yates
9/26/2024	44389	AM#1	<a href="#">Cindy Gray</a>					Consideration.	Allyson DenBeste
9/26/2024	45145		<a href="#">South Sioux City Comm Schools</a>	\$49,256	9/30/2024	6/30/2025	General	Design and implement a free application for Federal Student Aid (FAFSFA) completion pilot.	Shirley Vargas
9/26/2024	45138		<a href="#">Mediation West</a>	\$3,000	10/1/2024	9/30/2025	Federal	Provide mediation services and/or outreach training.	Amy Rhone
9/26/2024	45134		<a href="#">Larissa Resendiz de Moguel</a>	\$21,000	10/1/2024	9/30/2025	Federal/General	Coaching and training services.	Melody Hobson
9/26/2024	45126		<a href="#">OCIO-Swetha Manne</a>	\$140,341.20	10/1/2024	9/30/2025	Federal	Application design and development of project NECPRS.	Kristin Yates
9/26/2024	45125		<a href="#">OCIO-Sushmitha Sayempu</a>	\$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	<a href="#">OCIO-Guna Vulipala</a>					Extend date/increase amount.	Kristin Yates
9/26/2024	43422	AM#2	<a href="#">OCIO-Spencer Rue</a>					Extend date/increase amount.	Kristin Yates
9/26/2024	43404	AM#2	<a href="#">OCIO-Mary Yeruva</a>					Extend date/increase amount.	Kristin Yates
9/26/2024	44323	AM#1	<a href="#">OCIO-Srekanth Pall</a>					Extend date/increase amount.	Kristin Yates
9/26/2024	44215	AM#1	<a href="#">OCIO-Madhavi Arza</a>					Extend date/increase amount.	Kristin Yates
9/26/2024	45147		<a href="#">Columbus Public Schools</a>	\$45,000	9/27/2024	11/11/2024	Federal	Provide back to school supplies to homeless.	Beth Wooster
9/27/2024	45141		<a href="#">Concord Mediation Center</a>	\$3,000	10/1/2024	9/30/2025	Federal	Provide mediation services and/or outreach training.	Amy Rhone
9/27/2024	45150		<a href="#">CN Resources</a>	\$171,225	10/1/2024	9/30/2025	Federal	Provide contractual services for compliance reviews.	Zainab Rida
9/27/2024	45127		<a href="#">Nebraska DECA</a>	\$7,000	9/30/2024	5/31/2025	General	Conference assistance.	Katie Graham
9/30/2024	45143		<a href="#">NE Mediation Association</a>	\$5,000	10/1/2024	9/30/2025	Federal	Provide mediation services and/or outreach training.	Amy Rhone
9/30/2024	45151		<a href="#">Lacey Sateren</a>	\$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		<a href="#">UNMC</a>	\$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		<a href="#">LINQ</a>	\$157,766	10/1/2024	9/30/2025	Federal	Provide system maintenance and enhancements.	Zainab Rida
9/30/2024	45155		<a href="#">Instruction Partners</a>	\$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		<a href="#">Gee Whiz</a>	\$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		<a href="#">Four Monkeys Press</a>	\$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	<a href="#">Avenue Scholars</a>					Extend date.	Katie Graham
9/30/2024	45152		<a href="#">Jessica Trinidad</a>	\$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		<a href="#">Emspace</a>	\$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	<a href="#">ESU 1</a>					Extend date.	Melody Hobson
9/30/2024	45156		<a href="#">UNK</a>	\$870,998	9/30/2024	12/30/2025	Federal	Provide Teaching Strategies GOLD Early Literacy Certification to teachers.	Melody Hobson
10/1/2024	45137		<a href="#">Central Mediation Center</a>	\$3,000	10/1/2024	9/30/2025	Federal	Provide mediation services and/or outreach training.	Amy Rhone
10/1/2024	45102		<a href="#">Tiffany Verzal</a>	\$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	<a href="#">NE Chamber of Commerce</a>					Extend date.	Ryan Foor
10/1/2024	44382	AM#1	<a href="#">NE Children &amp; Families Foundation</a>					Extend date/increase amount.	Zainab Rida
10/1/2024	45142		<a href="#">The Mediation Center</a>	\$3,000	10/1/2024	9/30/025	Federal	Provide mediation services and/or outreach training.	Amy Rhone
10/3/2024	42249	AM#2	<a href="#">NE Children &amp; Families Foundation</a>					Extend date.	Zainab Rida
10/3/2024	44216	AM#2	<a href="#">NE Appleseed</a>					Increase amount.	Zainab Rida
10/3/2024	44177	AM#1	<a href="#">Four Monkeys Press</a>					Increase amount.	Melody Hobson
10/3/2024	45128		<a href="#">NE Future Educators Association</a>	\$5,600	9/30/2024	5/31/2025	General	Conference assistance.	Katie Graham

## NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
10/7/2024	45148		<a href="#">UNL</a>	\$34,700	9/1/2024	9/30/2024	Federal	Assist with school safety related work.	Zainab Rida
10/7/2024	45139		<a href="#">Nebraska Mediation Center</a>	\$3,000	10/1/2024	9/30/2025	Federal	Provide mediation services and/or outreach training.	Katie Graham
10/7/2024	45158		<a href="#">Bryan Hermesen</a>	\$25,000	10/1/2024	9/30/2025	Federal	Maintain and update databases.	Lindy Foley
10/7/2024	45160		<a href="#">Erica Timperley</a>	\$66,000	11/7/2024	11/6/2025	Federal/General	Observing, training and anchor services.	Melody Hobson
10/8/2024	45161		<a href="#">DeAnne Mueller</a>	\$21,000	11/15/2024	11/14/2025	Federal/General	Coaching/training services.	Melody Hobson
10/9/2024	45073	AM#1	<a href="#">UNO</a>					Extend date.	Allyson DenBeste
10/15/2024	45140		<a href="#">Resolution Center</a>	\$3,000	10/1/2024	9/30/2025	Federal	Provide mediation services and/or outreach training.	Amy Rhone
10/17/2024	45100		<a href="#">NCSA</a>	\$40,000	10/7/2024	8/31/2025	Federal	Assist with NCE Summer Conference.	Katie Graham
10/21/2024	44157	AM#2	<a href="#">Westat</a>					Funding modification.	Amy Rhone
10/25/2024	45165		<a href="#">Rapport International</a>	\$8,500	11/1/2024	10/31/2025	Federal	Provide translation/interpretation services.	Lindy Foley
10/28/2024	44119	AM#1	<a href="#">ESU 15</a>					Scope.	Zainab Rida
10/28/2024	45122		<a href="#">NCSA</a>	\$18,000	11/1/2024	10/31/2025	Federal	Assist with conferences.	Amy Rhone
10/28/2024	44175	AM#2	<a href="#">Marna Stack</a>					Extend date/scope/consideration.	Zainab Rida
10/28/2024	45159		<a href="#">SPED Strategies</a>	\$160,000	10/7/2024	6/30/2025	Federal	Continue to build inclusive school communities.	Amy Rhone
10/29/2024	45162		<a href="#">NE Children &amp; Families Foundation</a>	\$250,000	10/23/2024	6/30/2025	General	Coordinate Nebraska ELO Innovation Network	Lane Carr
11/3/2024	45169		<a href="#">Mirian Balcazar Ruiz</a>	\$2,000	11/1/2024	10/31/2025	Federal/General	Provide training and training materiel in Spanish.	Melody Hobson
11/3/2024	45163		<a href="#">Heidi Kleinman</a>	\$150,000	11/1/2024	10/31/2027	Federal	Conduct investigations of special education complaints.	Amy Rhone
11/3/2024	45166		<a href="#">Ashley Niedzwiecki</a>	\$150,000	11/1/2024	10/31/2027	Federal	Conduct investigations of special education complaints.	Amy Rhone
11/3/2024	45173		<a href="#">Carime Ruvalcaba</a>	\$2,000	11/1/2024	10/31/2025	Federal/General	Provide training and training materiel in Spanish.	Melody Hobson
11/3/2024	45171		<a href="#">Dawn Murphy</a>	\$13,200	11/15/2024	11/14/2025	Federal/General	Complete program quality observations and training.	Melody Hobson
11/3/2024	45170		<a href="#">Diego Gamero</a>	\$7,000	11/10/2024	11/9/2025	Federal/General	Provide training and training materiel in Spanish.	Melody Hobson
11/3/2024	45172		<a href="#">Central Plains Center for Services</a>	\$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	<a href="#">Sara Voss</a>					Increase amount.	Melody Hobson
11/3/2024	45055	AM#1	<a href="#">Resultant LLC</a>					Increase amount.	Melody Hobson
11/5/2024	45095	AM#1	<a href="#">Say Hey There</a>					Increase amount.	Zainab Rida
11/8/2024	45174		<a href="#">Kyle Peter</a>	\$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	<a href="#">UNMIC</a>					Increase amount.	Amy Rhone
11/12/2024	45167		<a href="#">Education Resolutions</a>	\$150,000	11/1/2024	10/31/2027	Federal	Conduct investigations of special education complaints.	Amy Rhone
11/15/2024	45154		<a href="#">UNO</a>	\$275,336	9/30/2024	6/30/2025	Lottery Funds	Create improving student attendance program.	Shirley Vargas
11/18/2024	44082	AM#1	<a href="#">ESUCC</a>					Extend date.	Kristin Yates
11/18/2024	45175		<a href="#">K Crom Saunders</a>	\$2,500	3/1/2025	3/31/2025	General	Keynote at Deaf/Hard of Hearing Statewide conference.	Amy Rhone
11/18/2024	45180		<a href="#">ESU 10</a>	\$7,200	12/1/2024	11/30/2025	General	Provide training.	Melody Hobson
11/18/2024	45178		<a href="#">Koukol Johnson Schmit &amp; Milone</a>	\$20,000	11/15/2024	6/30/2025	Federal/General	Serve as hearing officer.	Brian Halstead
11/18/2024	44279	AM#4	<a href="#">Janus Software</a>					Other.	Kristin Yates
11/18/2024	45181		<a href="#">Sara Voss</a>	\$40,900	12/1/2024	11/30/2025	Federal/General	Coaching, training and completing program quality observations.	Melody Hobson
11/18/2024	45177		<a href="#">Cline Williams Wright Johnson &amp; Oldfather</a>	\$20,000	11/15/2024	6/30/2025	Federal/General	Serve as hearing officer.	Brian Halstead
11/18/2024	45183		<a href="#">Catie Limbach</a>	\$22,700	12/15/2024	12/14/2025	Federal/General	Provide training and program quality observations.	Melody Hobson
11/18/2024	45149	AM#1	<a href="#">LINQ</a>					Consideration.	Zainab Rida
11/18/2024	43085	AM#3	<a href="#">Data Driven Enterprises</a>					Consideration.	Amy Rhone
11/20/2024	45179		<a href="#">Mattson Ricketts Law Firm</a>	\$20,000	11/15/2024	6/30/2025	Federal/General	Serve as hearing officer.	Brian Halstead
11/21/2024	45176		<a href="#">Lindsey Wilson</a>	\$12,000	1/1/2025	2/1/2026	Indirect Cost	2025 Teacher of the Year.	David Jespersen
11/26/2024	44376	AM#1	<a href="#">Center for Safe &amp; Resilient Schools &amp; Workplace</a>					Increase amount.	Zainab Rida
11/26/2024	45182		<a href="#">Nancy Carley</a>	\$13,000	12/1/2024	11/30/2025	Federal/General	Conduct program quality ratings for Step Up to Quality.	Melody Hobson
11/26/2024	45193		<a href="#">Partnership for a Healthy Nebraska</a>	\$49,999	12/2/2024	12/1/2025	Federal	Development and evaluation of Farm to School, ECE, Harvest of the Month and Team Nutrition resources; create video and coordinate language translation.	Zainab Rida
11/26/2024	45187		<a href="#">Security Equipment Incorporated</a>	\$5,434	11/26/2024	2/20/2025	General	Add equipment to allow automatic door operations to work properly with security system.	Joel Scherling
12/2/2024	44225	AM#1	<a href="#">University of South Florida</a>					Extend date.	Lindy Foley
12/2/2024	45075	AM#1	<a href="#">ESUCC</a>					Consideration.	Zainab Rida
12/2/2024	45184		<a href="#">The Foundry</a>	\$3,500	11/14/2024	5/14/2025	Federal	Provide interns.	Zainab Rida
12/3/2024	45068		<a href="#">Laura Cady</a>	\$4,500	12/1/2024	11/30/2025	General	Create/record podcasts.	Melody Hobson
12/3/2024	45191		<a href="#">Heather's Behavior Support Svcs</a>	\$150,000	1/1/2025	12/31/2025	Federal	Provide consultation training and support to the NeMTSS, SPDG and SPED teams to provide quality professional development.	Amy Rhone
12/3/2024	45197		<a href="#">Leadership Harbor</a>	\$4,100	12/6/2024	12/31/2024	Federal	Deliver Maxwell DISC assessment and Working Genius training.	Katie Graham
12/3/2024	45194		<a href="#">UNO</a>	\$94,911	11/15/2024	6/30/2027	Federal	Help lower financial barriers to entry for locally sourced teaching candidates and to maintain a high bar for quality preparation.	Brad Dirksen
12/3/2024	45000	AM#3	<a href="#">Data Recognition Corporation</a>					Extend date.	Allyson DenBeste
12/3/2024	45189		<a href="#">Geonasha Agbeletey</a>	\$4,106.97	12/16/2024	5/2/2025	General	Serve as intern.	Lane Carr
12/6/2024	45198		<a href="#">Melinda Young</a>	\$8,000	12/16/2024	12/15/2025	Federal/General	Provide training.	Melody Hobson
12/6/2024	44235	AM#1	<a href="#">Susan Wiggins</a>					Consideration.	Amy Rhone
12/6/2024	45040	AM#1	<a href="#">Bartle &amp; Geier Law Firm</a>					Scope.	Ami Huff
12/9/2024	45164		<a href="#">American Council on the Teaching of Foreign Language</a>	\$3,000	12/1/2024	2/20/2025	General	Provide training.	Allyson DenBeste
12/9/2024	45201		<a href="#">Teachstone</a>	\$49,600	1/1/2025	12/31/2025	Federal/General	Provide training materials.	Melody Hobson