

ESUCC

Professional Development Committee Meeting

Wednesday, April 13, 2016, 4:00 PM

Professional Development Committee Meeting Educational Service Unit No. 3 6949 So. 110th Street LaVista, NE 68128 DL via Zoom: 1, 3, 6, 7, 9, 10, 13, 18, 6949 South 110th Street, LaVista, NE 68128

Attendance Taken at 4:02 PM.

Allen ESU 19:	Absent
Jeff West (NE):	Absent
Dr Kraig Lofquist:	Present
Tedesco ESU 11:	Absent
Ted DeTurk (ESU 02):	Absent
Dr Larianne Polk (ESU 07):	Present

1. Call to Order

2. Roll Call

3. Agenda Item

3.1. May PDO

3.2. MSP Math Grant - RFP Released

3.2.1. NMPDS

3.3. BlendEd Pilot

3.4. Teacher/Principal Evaluation - needs assessment

3.5. NWEA - Statewide Student Pricing

4. Next Meeting Agenda Items

5. Executive Session

6. Adjournment

{{Name: Agenda Item Name}}

{{Discussion: Agenda Item Discussion}}

{{Comments: Agenda Item Comments}}

{{Actions: Agenda Item Actions}}

**Nebraska  
Mathematics and Science  
Partnerships Program**

**Statewide  
Competitive Grant  
Request for Applications**

***Application Postmark Deadline:  
May 2, 2016***

Nebraska Department of Education

### **Contact Information**

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**MSP Web Site**

<http://www.education.ne.gov/msp/>

**Nebraska Mathematics and Science Partnerships Program  
Request for Applications: Statewide Competitive Grant**

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# NEBRASKA MATHEMATICS AND SCIENCE PARTNERSHIPS STATEWIDE GRANT APPLICATION

## I. Program Description

**Purpose.** The Nebraska Mathematics and Science Partnerships (MSP) grant program is authorized under Title II, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind (NCLB) Act of 2001*. The purpose of this competition is to fund statewide project(s) for innovative teacher professional development that improves the academic achievement of Nebraska students in mathematics or science. The overall goals of the Nebraska MSP program are to:

- (1) improve Nebraska's collaborative environment for upgrading the status and stature of mathematics and science teaching by encouraging four-year institutions of higher education to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of recruiting, training, and advising mathematics and science teachers;
- (2) focus on the education of mathematics or science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;
- (3) bring mathematics and science teachers in elementary schools and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and science teachers and improve such teachers' teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that four-year institutions of higher education are better able to provide than the elementary schools and secondary schools;
- (4) contribute to more rigorous mathematics and science curricula that are aligned with challenging state academic content standards and with the standards expected for postsecondary study in engineering, mathematics, and science; and
- (5) improve and expand the collaborative training of mathematics and science teachers, including training such teachers in the effective integration of technology into curricula and instruction.

**Funds Available.** For the 2016 statewide MSP grant competition, approximately \$1 million is available to fund statewide grant(s) for the period July 1, 2016 - September 30, 2017.

It is anticipated that one mathematics and one science proposal or a singular proposal providing both mathematics and science institutes will be awarded, however, final funding decisions are subject to the quality of the proposals received and results of the external grant review. Up to ten percent of the amount of grant funds requested must be budgeted for statewide evaluation activities. All applicants must propose professional development institutes and the creation of a teacher leader network that supports mathematics and science teachers.

### **Required Components.**

**Applicant partnership requirements.** Each partnership must initially include 1) at least one high-need Nebraska school building from each of the 4-5 proposed regions (additional high-need buildings will be identified in cooperation with NDE after the grant award); 2) an engineering, mathematics, or science department of a four-year institution of higher education (IHE); and 3) a teacher education department of a four-year institution of higher education. Other partners are

encouraged to participate. Any eligible member of the partnership may serve as the lead agency/fiscal agent. A school building may qualify as high-need by meeting at least two of the following criteria:

- (1) Poverty level – At least 40% of the school building students qualified to receive free or reduced cost meals as reported to NDE and published in the 2014-2015 Nebraska State of the Schools Report (Report Card);
- (2) AQuESTT Classification – The school building received a classification of “Needs Improvement” on the AQuESTT Classification Report (ACR) released in December, 2015;
- (3) Student Performance on NeSA statewide tests – The school building percentage of students that scored “Proficient” on either the NeSA Mathematics or NeSA Science test is below the statewide average (72% for mathematics, 72% for science), as reported on the 2014-15 Nebraska State of the Schools Report.

Addressing statewide needs. Proposed activities by a partnership must address student mathematics and science proficiency needs identified on the 2014-15 [Nebraska State of the Schools Report](#) (SOSR) and the needs identified in the [Nebraska Mathematics & Science Needs Assessment](#) administered in Fall 2015.

Grant planning period. The proposal must describe the plan, if awarded, to engage all partners during the planning period that begins July 1, 2016.

Note: To access specific data by school district, use the figures as published in the 2014-15 Nebraska State of the Schools Report (Report Card), which is available at <http://reportcard.education.ne.gov>. Detailed instructions on the retrieval of report card data are provided at <http://www.education.ne.gov/msp/Guidance/Instructions.pdf>. AQuESTT Final Classification Reports are posted on <http://aquestt.com/>.

Authorized activities. A partnership must use funds to:

- 1) create opportunities for enhanced and ongoing professional development (see definition on page 3) of mathematics and science teachers that primarily focuses on improving the subject matter knowledge of such teachers, and may also promote strong teaching skills for mathematics and science teachers and teacher educators, including integrating reliable scientifically-based research teaching methods and technology-based teaching methods into the curriculum. This must be accomplished by establishing and operating mathematics and science institutes (see definition on page 4), including follow-up training, for elementary school and secondary school mathematics and science teachers that —
  - (A) shall —
    - (i) directly relate to the curriculum and academic areas in which the teacher provides instruction, and focus only secondarily on pedagogy;
    - (ii) enhance the ability of the teacher to understand and use the challenging State academic content standards for mathematics and science and to select appropriate curricula; and
    - (iii) train teachers to use curricula that are —
      - (I) based on scientific research;
      - (II) aligned with challenging State academic content standards;and
      - (III) object-centered, experiment-oriented, and concept- and content-based; and

- (B) may include —
- (i) programs that provide teachers and prospective teachers with opportunities to work under the guidance of experienced teachers and college faculty;
  - (ii) instruction in the use of data and assessments to inform and instruct classroom practice; and
  - (iii) professional development activities, including supplemental and followup activities, such as curriculum alignment, distance learning, and activities that train teachers to utilize technology in the classroom,

**AND**

- 2) establish or refine a collaborative network for mathematics and science teachers across the state that must:
- (A) replicate “building a presence” (or another similar model) that creates mathematics/science points of contact in each district/building and each post-secondary institution,
  - (B) utilize technology to support the sharing of information and resources, and
  - (C) establish mathematics or science cadres for instructional leadership to deliver ongoing professional development in selected areas across the state,
  - (D) establish community partnerships, and
  - (E) create a plan for sustainability after conclusion of grant.

Consultations with Nebraska Department of Education. Meaningful collaboration with the mathematics and science specialists at the Nebraska Department of Education is required to be initiated at the beginning of the proposal, with continued communication and collaboration throughout the grant cycle. This proposal should support the statewide vision to provide teachers with exemplar mathematics and science experiences in their regions.

Professional development. Professional development activities must be sustained, intensive, classroom focused, and aligned with Nebraska mathematics and science standards. Professional development activities must seek to demonstrate measurable improvement in student academic achievement in mathematics and science. The professional development must create opportunities for enhanced and ongoing professional development of mathematics and science teachers with a goal of improving subject matter knowledge of K-12 teachers.

Based on the results of the *2015 Nebraska Mathematics and Science Needs Assessment* and the recommendation of the statewide evaluator, the only allowable delivery method that may be utilized is the summer institute model. The professional development must:

1. directly relate to the curriculum and academic areas in which the teacher provides instruction, and focus only secondarily on pedagogy;
2. enhance the ability of the teacher to understand and use the challenging Nebraska academic standards for mathematics and science and to select appropriate curricula; and
3. train teachers to use curricula that are based on scientific research, aligned with challenging Nebraska academic standards, and are object-centered, experiment-oriented, and concept- and content-based.

These professional development goals must be accomplished by establishing and operating mathematics and science summer institutes, including follow-up training.

Summer institute model. A summer institute is a workshop conducted during the summer, that:

- a. is conducted for a period of not less than 60 hours within a two-week period;
- b. includes, as a component, a program that provides direct interaction between teacher participants and workshop faculty; and
- c. provides for follow-up training during the academic year that is conducted in the classroom for a period of not less than four consecutive or nonconsecutive days, except:
  1. if the workshop or institute is conducted during a 2-week period, the follow-up training shall be conducted for a period of not less than 24 hours and not less than 4 days.

Statewide evaluation. Each eligible partnership receiving a grant must report annually to the U.S. Department of Education the partnership's progress in meeting the objectives described in the accountability plan. The partnership must contract with the statewide evaluator identified by NDE and the proposed budget must include a line item for an external evaluator. The evaluation fee should include the cost for the evaluator's attendance at a minimum of one statewide advisory meeting and one national MSP meeting. The amount set aside for evaluation may be no greater than 10% of the grant funds requested.

Sustainability. Partnerships should develop a sustainability plan to continue the activities funded by the MSP grant after the original grant ends. The plan should include strategies to develop local capacity to support statewide sustainability.

**Eligible Applicants/Requirements.** These partnerships must draw upon the strong disciplinary expertise of the mathematicians, scientists, engineering and teacher education faculty from four-year institutions of higher education to develop collaborative professional development activities and/or redesign curriculum to effect improvements in student outcomes. An eligible applicant is a partnership that **must** include:

- A. one high-need Nebraska school building per region;
- B. an engineering, mathematics, or science department of a four-year institution of higher education; and
- C. a teacher education department of a four-year institution of higher education.

In addition to the required partners, the partnership **may** also include:

- D. additional high-need Nebraska school buildings, public or private elementary schools or secondary schools, or a consortium of such schools (to be identified by NDE after the grant award);
- E. additional engineering, mathematics, or science departments of four-year institutions of higher education;
- F. additional teacher education departments of a four-year institution of higher education;
- G. a community college or colleges;
- H. an educational service unit or units;
- I. a business or businesses; or
- J. a nonprofit or for-profit organization or organizations that have demonstrated effectiveness in improving the quality of mathematics and/or science teachers.

Every partner receiving services from, or providing \$1,000 or more in services/resources to, the proposed project must sign the "Consortia Partners Signature Page" (NDE 18-012).
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Nonpublic school participation. The MSP grant program is governed by the *Uniform Provisions*, and requires the equitable participation of teachers who teach in nonpublic schools located within the geographic boundaries of public school buildings of participating teachers. For purposes of submitting the proposal, any nonpublic schools geographically located within the boundaries of the high-need public school buildings identified as participating in the partnership must be consulted prior to submission of the proposal. A list of Nebraska public schools and the nonpublic schools that each district must consult is available at [http://www.education.ne.gov/msp/Guidance/Public\\_Nonpublics.html](http://www.education.ne.gov/msp/Guidance/Public_Nonpublics.html). A signed [Nonpublic School Participation Form](#) documenting each consultation must be included to document the consultation.

Duration of grant. Funded MSP statewide grants from this competition will be awarded for a period of one year (July 1, 2016 – September 30, 2017) with the option to request an additional one-year extension until September 30, 2018, subject to availability of federal funds, annual review of and successful attainment of project objectives, and timely completion of reporting requirements.

Lead agency/fiscal agent. Any eligible member of the partnership may represent the partnership as the lead agency/fiscal agent. Proposed indirect cost rates for this project must be reviewed with and approved by the Nebraska Department of Education prior to award of grant.

Timeline. A summary of the key grant process activities is provided below.

March 17, 2016	Release of the 2016 statewide MSP grant application
March 29, 2016	Grant writing technical assistance workshop via video conference
May 2, 2016	Grant application postmark deadline
May, 2016	External review of grant applications
June 3, 2016	State Board of Education considers approval of awards/applicants notified
July 1, 2016	Grant planning period begins

## II. Proposal Narrative Requirements

The format for writing Nebraska MSP grant applications is designed to provide consistency among proposals so that all may be rated based on the same fundamental elements. Applications will not be evaluated if they do not include the components requested below. Extraneous materials or information should not be included and will not be reviewed.

### **COVER PAGE AND ASSOCIATED REQUIRED FORMS (0 Points)**

Use the forms available at <http://www.education.ne.gov/msp/Application/TableForms.html>. All applicants must complete the Grant Application Cover Page (NDE 18-010), Statement of Assurances Signature Page (NDE 18-011), and Consortia Partners Signature Page (NDE 18-012). If the high need school building participating in the partnership has any nonpublic schools geographically located within its boundaries, a meaningful consultation with each school must occur prior to the grant application deadline and be documented by completion of a Nonpublic School Participation Form (NDE 18-013) for each of these nonpublic schools. Detailed instructions are provided on the back of each required form.

## **TABLE OF CONTENTS (0 Points)**

Provide a Table of Contents that identifies the page number of each required part, subpart and form. Use the application headings and subheadings to assist readers in finding requested information.

## **ABSTRACT (0 Points)**

Prepare a one-page abstract that provides a brief overview of the project. Summarize the need, members of partnership, participants to be served, and the intended outcomes.

## **PART A - STATEMENT OF NEED (15 Points)**

- Describe how 2015 Nebraska Needs Assessment results informed the objectives and activities of the proposed project to support the teaching and learning of mathematics and science.
- Describe how the proposed project will address the mathematics and science academic achievement needs of students as identified in the 2014-15 Nebraska State of the Schools Report.
- Identify the 4-5 Nebraska geographic regions in which institutes are proposed, including the rationale for these selections. Describe the criteria used to select the regions.
- Identify criteria that will be used to select teacher participants (public and nonpublic) and how baseline professional development needs of participants will be prioritized.
- Explain how the proposed project will provide professional development which will a) improve subject matter knowledge of K-12 teachers, and, if applicable, b) promote strong teaching skills for K-12 teachers.

## **PART B – PARTNERSHIPS (15 Points)**

- Describe the partners included in the project. Description should include the expertise, time, and resources that partners will provide to support the project's goals and vision.
- Describe the partner contributions. Matching funds are not required however, in-kind support is highly desirable and preference will be given to proposals in which partners contribute their own resources to support the project.
- Provide a letter of commitment in the Appendix from each member of the partnership identified on the Cover Page.
- Describe how the content specialists in mathematics and science from the Nebraska Department of Education will be consulted from the beginning of the proposal and throughout the project, particularly during the planning period beginning July 1, 2016.
- Describe the school building commitment and ongoing support that each building principal will provide. Letters of commitment from each building principal should be provided in the Appendix.

## **PART C – MATHEMATICS AND SCIENCE TEACHER LEADERS NETWORK (15 Points)**

- Describe the criteria for identifying teacher leaders from high need buildings. Describe how teacher leaders will be selected for participation and/or how leadership will be developed in the project's activities.
- Describe how the project will prepare participating teachers to be providers of professional development to other mathematics or science teachers within the defined regions.
- Describe how participating teachers will engage with one another throughout the school year and continue as a functioning teacher leader network beyond the grant funding. Describe how this network will be expanded to include additional teachers and mathematics and science stakeholders.

**PART D – PROPOSED OBJECTIVES/ACTIVITIES (45 Points)**

- The proposal must describe the plan, if awarded, to engage all partners during the planning period that begins July 1, 2016.
- Describe recruitment/marketing strategies to targeted teacher populations.
- Describe scientifically-based research and/or best practices that will be utilized to attain the intended outcomes.
- Describe how the proposed activities are aligned with the tenets of the Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) initiative.
- Describe the content-focused professional development activities that will be offered.
- Describe how the activities will be aligned with Nebraska mathematics and science standards and with other educational reform activities that promote student academic achievement in mathematics and science;
- Describe how the proposed activities will help teachers apply what they are learning to their classroom practice.
- Describe the extent to which the project focuses on developing local capacity to support statewide sustainability after the grant period has expired.
- Describe the capacity/credentials and prior experience of the lead agency/fiscal agent. Identify the project director and other individuals who will be responsible for administering the grant and achieving project objectives. Complete the Staffing Summary Table identifying all project personnel who are responsible for either administering the grant, delivering professional development to participants or fiscal management.

STAFFING SUMMARY				
Position	Name	Qualifications	Project Responsibilities	Percentage of FTE/hours per week

**PART E – EVALUATION (5 Points)**

- What evidence will be gathered to measure the success of the proposed objectives? Provide a narrative describing the program’s agreement to fully participate in a timely manner with all state and federal evaluation requirements, the retention of the statewide evaluator identified by NDE and an agreement to compensate the evaluator no more than 10% of the grant award for evaluation services.

**PART F – BUDGET (5 Points)**

Expenditures of MSP grant funds must be: 1) allowable (benefiting the program, directly supporting the program objectives, and clearly demonstrable), 2) reasonable and 3) necessary. All staff paid with MSP grant funds must maintain time and effort logs to track their MSP hours of work. Disbursements are based on reimbursement for expenditures within annual budget periods. The budget consists of two forms (two budget justification forms) and a narrative. The two forms are:

- The Year 1 Budget Justification (Grant Funds Only) (NDE 18-015); explains why the expenses are necessary and how they relate to the project objectives and activities. It describes and itemizes each expense that comprises the total amount requested for each line item budgeted under each object code (e.g., 100 [Salaries], 200 [Benefits]) in the budget.
- The Year 1 Budget Justification (Partner Contributions Only) (18-016) provides a breakdown of in-kind/matching funds.

The budget narrative must:

- Describe how the budget summary and justification are aligned with the activities described in the proposal narrative. Describe the extent to which the budget provides for capacity to accomplish the project objectives (e.g., adequate staff resources or other infrastructure components).
- Document that the project will not duplicate services, but rather will address unmet need or enhance existing mathematics and science professional development resources. Describe how the project will collaborate with other agencies and how MSP funds will be used with other federal, state, and local programs or funds to achieve project outcomes.
- Describe the capacity/credentials of the fiscal agent, including administration of any prior MSP grant awards. Describe previous experience administering local, state or federal grants of similar dollar value and an assurance that the fiscal agent will annually register in the SAM (System for Award Management) and have a DUNS (Dun & Bradstreet) number.

Restricted costs. The following costs are restricted unless prior written approval is received from NDE.

- Mathematics & Science Partnerships grant funds are intended for professional development and building the capacity of mathematics and science teachers, not to purchase equipment and technology-related tools. Therefore, the purchase of equipment or technology-related tools for teacher participants in workshops is not allowed unless justification is provided, including an explanation of how existing local resources are insufficient to provide these items. Equipment and technology-related purchases are generally limited to 2% of the annual budget. Items purchased with MSP grant funds shall be considered the property of the lead agency. Any other proposed ownership of these items must be stipulated in the grant proposal and is subject to approval by NDE.
- Stipends for participant teachers performing grant-related work on non-contract time are allowable up to a limit of \$15/hour or \$120/day, plus benefits.
- Pre-service teachers may be served only in the event there is available space remaining after all eligible classroom teachers have been accommodated. No additional grant funds may be expended than were budgeted if those spaces were filled with classroom teachers.
- Indirect costs are allowed but must be set at the restricted indirect cost rate of the partner that is the fiscal agent. The 2015-2016 restricted indirect cost rates are available at <http://www.education.ne.gov/FOS/ASPX/IndirectCost/Default.aspx>. Indirect costs are those costs that are not readily identifiable with the activities of the grant, (i.e., accounting, payroll, budgeting, purchasing). These costs are not to be confused with administrative costs (salaries, benefits) for staff conducting grant activities readily identifiable with the grant and documented by time and effort logs.
- Consultant costs are limited to \$500 per 8-hour day, plus expenses.
- Mileage and lodging rates may not exceed the State of Nebraska rates.

Non-allowable costs.

- Costs for tuition to receive college credit are the responsibility of the teacher participants, and may not be paid for with MSP grant funds.
- Out-of-state travel (unless authorized by NDE).
- Equipment/materials for student use.
- Any costs not allowable for federal programs per EDGAR or as determined by NDE.

Supplement not supplant. Funds received shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities.

## **PART G – APPENDIX**

Letters of commitment are required from: 1) *each* member of the partnership identified on the cover page, and 2) the building principal of each identified high need building. These letters must be placed in the Appendix. The Appendix may not be used as a means to circumvent the narrative page limit. Reviewers will be instructed to disregard extraneous Appendix materials in scoring the proposal.

### **III. Submission Requirements**

Format instructions. The narrative portion of the proposal must be double-spaced, with one-inch margins and the font used must not be smaller than 11-point (Arial is recommended). The application must be printed on one side of 8 1/2" x 11" paper and securely stapled. Use the exact application topical headings and subheadings to assist readers in finding information. The narrative portion of the proposal should be no more than 25 pages in length. The page limit does not include the required forms and budget.

Order of application information. Listed below are the required components of an acceptable application, in the order in which they should appear:

- (1) Cover page. Use NDE 18-010. The cover page should be the first page of the application.
- (2) Statement of Assurances. Use NDE 18-011. Insert the assurances page behind the cover page as the second page of the application.
- (3) Consortia Partners Signature Page. Use NDE 18-012. Insert this form next in the application; use multiple copies of this form if more than five signatures are needed. An authorized representative of each partner and each high need school building identified in the proposal must sign this form.
- (4) Nonpublic School Participation form (if applicable). Use NDE 18-013. If any of the high-need public school buildings identified in the proposal have any nonpublic schools geographically located within the public school district's attendance area, a separate form must be completed to document each consultation. The nonpublic school may authorize a designee (i.e., an archdiocese) to sign one form on behalf of several nonpublic schools.
- (5) Proposal Narrative (may be no more than 25 pages in length and must include the following 4 sections)
  - Part A. Statement of Need (15 Points)
  - Part B. Partnerships (15 Points)
  - Part C. Statewide Mathematics & Science Teacher Leaders Network (15 Points)
  - Part D. Proposed Objectives/Activities (45 Points)
  - Part E. Evaluation (5 Points)
  - Part F. Budget (must include the narrative and the following 2 forms) (5 Points)
    - Year 1 Budget Justification (Grant Funds Only) (NDE 18-015)
    - Year 1 Budget Justification (Partner Contributions Only) (NDE 18-016)

Deadline and delivery instructions. The postmark deadline for the Nebraska MSP 2016 grant competition is Monday, May 2, 2016. In order to be considered for funding, the application must be postmarked by a U.S. Post Office, personally delivered, or submitted to a delivery agent for delivery on or before May 2, 2016. Click [here](#) for information about acceptable proof of mailing and delivery methods. The postmark deadline and procedures for guaranteeing timely submission will be strictly observed in order to ensure equity for all applicants. No supplemental or revised information from applicants will be accepted after the closing date, or after an application has been submitted. No facsimile or electronic submission will be accepted.

Proposals should be mailed or addressed to:

Jan Handa  
Mathematics and Science Partnerships Grant Program  
Nebraska Department of Education, 6<sup>th</sup> Floor  
301 Centennial Mall South, P.O. Box 94987  
Lincoln, NE 68509-4987

Rejection of proposals. The Nebraska Department of Education reserves the right to reject any and all proposals received as a result of this announcement, and will do so if the proposal does not adhere to eligibility requirements, provide all proposal components (see “Order of Application Information” on page 9), or comply with the funding specifications, application preparation instructions or submission procedures.

Number of copies. Applicants must submit an original and four copies of the entire application. Write “ORIGINAL” in the upper-right-hand corner of the original and be sure that it is signed (blue ink is preferred) by the authorized representative of the lead agency as listed on the cover page.

#### **IV. Review Process**

Staff review. As proposals are received they will be reviewed by Nebraska Department of Education staff for eligibility, completeness, and compliance with the requirements set forth in the Nebraska MSP 2016 Statewide Grant Application. Any questions about the proposal will be referred to the lead agency representative listed on the Cover Page. If, in the judgment of the Nebraska Department of Education, a proposal is late or an applicant cannot establish its eligibility, the proposal will be withdrawn from the competition. The decision of the Nebraska Department of Education is final. Applicants submitting proposals that are rejected will be notified in writing.

Review panel. An expert review panel designated by the Nebraska Department of Education will evaluate eligible applications by using the [MSP Scoring Rubric](#) provided on the MSP website. Proposals will be ranked according to the final score assigned by the review panel and selected for funding consideration based upon the following criteria: funding recommendation, final score assigned each proposal by the review panel; a cost-effectiveness ratio determined by the relationship between the number of teachers served, the actual amount of teacher-faculty instructional contact time, and the total cost of the program; and geographic scope. The review panel will make funding recommendations to the Commissioner, and the State Board of Education will make the final funding decision. Following the review, successful lead agency representatives will be contacted to discuss any modifications of the project plan that may be required. In order to maximize the effects of limited funds, applicants whose grants are recommended may be asked to revise the project budget and/or scope of activities.

Notification of funding decision. The lead agency representative will be notified of the status of the proposal after the June 3, 2016 State Board of Education meeting.

Reporting requirements: Each eligible partnership receiving a grant must report annually to the U.S. Secretary of Education and the Nebraska Department of Education regarding the partnership’s progress in meeting the objectives described in the partnership’s evaluation plan. Further information regarding reporting requirements and forms will be made available on the Nebraska MSP website.

## Mathematics and Science Partnerships Grant Program GRANT APPLICATION COVER PAGE

<b>APPLICANT IDENTIFIER:</b> 8 - _ _ _ - 17	<b>POSTMARK DATE:</b>	<input type="checkbox"/> <b>HAND DELIVERED</b>
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<p>1(A). Lead Agency/Fiscal Agent          _____          Address _____          _____          _____</p> <p>1(B). Lead Agency/Fiscal Agent Representative          Name _____          Title _____          Phone _____ Fax _____          Email _____</p>	<p>2. Types of Partners:</p> <p style="text-align: center;"><b>Required</b></p> <p><input type="checkbox"/> A. One high-need Nebraska school building in each region</p> <p><input type="checkbox"/> B. Engineering, mathematics, or science department of an IHE</p> <p><input type="checkbox"/> C. Teacher education department of an IHE</p> <p style="text-align: center;"><b>Optional</b></p> <p><input type="checkbox"/> D. Additional high-need Nebraska school buildings</p> <p><input type="checkbox"/> E. Other engineering, mathematics, or science departments of an IHE</p> <p><input type="checkbox"/> F. Additional teacher education departments of an IHE</p> <p><input type="checkbox"/> G. Appropriately credentialed community college or colleges</p> <p><input type="checkbox"/> H. Educational Service Unit(s)</p> <p><input type="checkbox"/> I. Businesses</p> <p><input type="checkbox"/> J. Qualified non-profit or for-profit organizations</p>						
<p>3. Federal tax identification number (FTIN) of fiscal agent:          47 - _ _ _ _ _</p>							
<p>4. Funding Request Calculation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">A. Grant Funds Requested</td> <td style="width: 70%;"></td> </tr> <tr> <td style="padding: 5px;">B. Partner Contributions</td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>C. GRAND TOTAL</b></td> <td></td> </tr> </table>	A. Grant Funds Requested		B. Partner Contributions		<b>C. GRAND TOTAL</b>		
A. Grant Funds Requested							
B. Partner Contributions							
<b>C. GRAND TOTAL</b>							
<p>Date Received</p>							

Instructions on the following page.

## INSTRUCTIONS FOR COMPLETING THE COVER PAGE

#1 Lead agency/Fiscal Agent. 1(A) The *lead agency* represents the applicant organization as well as the partnership and serves as the fiscal agent. 1(B) The *lead agency* representative must sign the application on its behalf, and will provide information about the proposal during the application process. List the name of the authorized representative of the partnership. This individual will be the primary contact for correspondence about the grant application, including notification of funding decision. Provide the contact information of the lead agency representative to which all grant correspondence will be sent.

#2.Types of partners. Indicate the type of partner that *each* member of the partnership represents. Check the appropriate box in the space provided. Boxes "A", "B", and "C" must be checked to document participation by the three required entities: a high-need Nebraska school building in each region, an engineering, mathematics, or science department of an IHE, and a teacher education department of an IHE. Check boxes "D" – "J" to indicate additional members of the partnership.

#3 Federal tax identification number (FTIN). Provide the FTIN number of the entity identified in 1(A).

#4 Funding request calculation. 4(A): Indicate the amount of grant funds requested. 4(B): Indicate the amount of partner contributions. 4(C): This figure is the sum of rows 4(A) plus 4(B).

**NEBRASKA  
 MATHEMATICS AND SCIENCE PARTNERSHIPS GRANT PROGRAM  
 STATEMENT OF ASSURANCES SIGNATURE PAGE**

The applicant(s) for the Nebraska Mathematics and Science Partnerships (MSP) grant hereby assure(s) the Nebraska Department of Education that:

- The applicant(s) is/are an 'eligible entity' for the Nebraska MSP award as such term is defined by federal law (H.R. 1, *No Child Left Behind Act of 2001*).
- Equal opportunities will be provided to persons without discrimination because of race, national origin, creed, age, marital status, sex or disability.
- The activities proposed in this application take into consideration other educational agency and/or community programs in order to assure a coordinated approach and to avoid duplication of effort.
- The MSP grant will not be used to supplant federal, state or local funds. MSP grant funds will not be used to fund ongoing projects or activities.
- Statistical, financial, and descriptive reports required by the U.S. Department of Education and the Nebraska Department of Education will be submitted in accordance with applicable law and regulation.
- Income and expenditure records will be audited in accordance with the appropriate auditing standards for that entity (i.e. governmental, non-profit educational organizations) and any additional auditing criteria specified in the grant award. The State of Nebraska will have access to the financial records for this project for a period of five complete fiscal years after the conclusion of the project period.
- A copy of all materials developed using grant funds (including curriculum if applicable) will be provided to the Nebraska Department of Education. The rights to the copyright of all materials produced under the grant are retained by the State of Nebraska unless otherwise specified in the grant. The department reserves the right to reproduce and distribute any materials produced in whole or in part with grant funds, in addition to any such rights maintained by the federal government.
- Applicants will adhere to stipend/extended contract time parameters, restricted costs, and other policies as set forth in the grant application and guidance publications unless waived by NDE.
- The program will be administered in accordance with all applicable statutes, regulations, program plans and applications.
- Funds under the program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.
- The proposed program was developed, and will be carried out, in active collaboration with all of the identified partners.
- The lead agency will:
  - enforce any obligations imposed on agencies, institutions, organizations, and other partners responsible for carrying out the program as specified in the application;
  - correct deficiencies in program operations that are identified through audits, monitoring, or evaluation;
  - adopt written procedures for the receipt and resolution of complaints in the administration of the program, and
  - submit all MSP annual reports and associated data required by NDE and/or the U.S. Department of Education.
  - provide professional development to eligible teacher participants identified by NDE.
  - report to and work collaboratively with NDE, the Statewide Evaluator and the Statewide MSP Committee in accordance with the policies of each, to advance the statewide mission of the MSP program.
  - collect and provide, upon request, all data related to the MSP program that the U.S. Department of Education or the Nebraska MSP Office deems necessary.
- Equitable services will be offered to teachers in nonpublic schools, if those teachers are part of the qualifying target population.
- The applicant has the legal authority to conduct all activities proposed to be funded under the grant.
- Unless otherwise provided by applicable law or regulation, any personal property or equipment purchased with MSP grant funds shall be considered the property of the lead agency. Any other proposed ownership of property or equipment purchased with MSP grant monies must be stipulated in the grant proposal and is subject to approval by NDE. All maintenance or replacement of any property or equipment purchased with MSP grant funds will be the responsibility of the grantee(s).
- Total funding is contingent upon availability of grant funds from the U.S. Department of Education.

**Signature of Lead Agency Representative**

5. To the best of my knowledge and belief, all information in this application is true and correct. The document has been approved by the board(s) or governing body(ies) of the applicant(s) and the applicant(s) will comply with the assurances listed above if the assistance is awarded. The individual who is authorized by the governing body of the applicant to sign on behalf of the organization should sign below. All co-applicant representatives must sign the *Mathematics and Science Partnerships Consortia Partners Signature Page* (NDE 18-012).

a. Typed Name of Authorized Representative	b. Title	c. Telephone Number
d. Signature of Authorized Representative	e. Representing	f. Date Signed
g. E-mail address		

## INSTRUCTIONS FOR COMPLETING THE STATEMENT OF ASSURANCES SIGNATURE PAGE

A statement of assurance is required to ensure compliance with NDE guidelines and applicable state and federal laws.

### **Signature of Lead Agency/Fiscal Agent Representative**

Lead agency/fiscal agent representative signature. A representative of one of the eligible members of the partnership must be selected to represent the partnership as the lead agency/fiscal agent representative. This individual must sign the "Statement of Assurances" (NDE 18-011) in Box 5 on page 12 as noted above to represent the partnership (e.g., ABC Partnership) and must also sign the "Consortia Partners Signature Page" (NDE 18-012) on behalf of their individual organization (e.g., XYZ Public Schools).

The signature must be that of the lead agency/fiscal agent representative identified in Box 1(B) on the Cover Page.

Partnership representatives' signatures. All members of the partnership (including the lead agency/fiscal agent representative, if representing another entity in addition to the entire partnership) must sign the "Consortia Partners Signature Page" form. Each signature attests to the individual board's approval of the application, partner contributions, and commitment to the assurances. A member of the partnership is any group or organization receiving services from, or providing \$1,000 or more in services/resources to, the proposed project.

#### Summary of necessary signatures...

- 1) "Statement of Assurances Signature Page" (NDE 18-011):
  - an original signature from the lead agency/fiscal agent representative (on behalf of the partnership)

Members of the partnership must also sign the Consortia Partners Signature Page form (NDE 18-012).

- 2) "Consortia Partners Signature Page" (NDE 18-012):
  - an original signature from a board authorized representative of each high need school building identified as a member of the partnership on the Cover Page, Boxes 2 A, B and C
  - an original signature from a board-authorized representative from each member of the partnership identified on the Cover Page, Boxes 2 D-J that is receiving services from or providing \$1,000 or more in services/resources to the proposed project.

## Nebraska Mathematics and Science Partnerships Grant Program CONSORTIA PARTNERS SIGNATURE PAGE

Consortium Applicant Name \_\_\_\_\_

### Signature Statement

6. To the best of my knowledge and belief, all information in this application is true and correct. We are co-applicants in the proposed project. This document and participation in this project have been approved by the board (or governing body) of the undersigned school district(s) or organization(s). We will comply with the statement of assurances if the assistance is awarded.

a. Typed Name of Authorized Representative	b. Title	c. Date Signed
d. Signature of Authorized Representative	e. Representing	f. Telephone Number
g. E-mail address		
a. Typed Name of Authorized Representative	b. Title	c. Date Signed
d. Signature of Authorized Representative	e. Representing	f. Telephone Number
g. E-mail address		
a. Typed Name of Authorized Representative	b. Title	c. Date Signed
d. Signature of Authorized Representative	e. Representing	f. Telephone Number
g. E-mail address		
a. Typed Name of Authorized Representative	b. Title	c. Date Signed
d. Signature of Authorized Representative	e. Representing	f. Telephone Number
g. E-mail address		
a. Typed Name of Authorized Representative	b. Title	c. Date Signed
d. Signature of Authorized Representative	e. Representing	f. Telephone Number
g. E-mail address		

Instructions on the following page.

## **INSTRUCTIONS FOR COMPLETING THE CONSORTIA PARTNERS SIGNATURE PAGE**

This form is intended to document all participating members of the partnership. Be sure to include the e-mail address of each authorized representative.

Partnership representatives' signatures. All members of the partnership (including the lead agency/fiscal agent representative, if representing another entity in addition to the entire partnership) must sign the "Consortia Partners Signature Page" form. Each signature attests to the individual board's approval of the application, partner contributions, and commitment to the assurances. A member of the partnership is any group or organization receiving services from, or providing \$1,000 or more in services/resources to, the proposed project.

Summary of necessary signatures...

1) "Statement of Assurances Signature Page" (NDE 18-011):

- an original signature from the lead agency/fiscal agent representative (on behalf of the partnership)

Members of the partnership must also sign the Consortia Partners Signature Page form (NDE 18-012).

2) "Consortia Partners Signature Page" (NDE 18-012):

- an original signature from a board authorized representative of each high need school building identified as a member of the partnership on the Cover Page, Boxes 2 A, B and C
- an original signature from a board-authorized representative from each member of the partnership identified on the Cover Page, Boxes 2 D-J that is receiving services from or providing \$1,000 or more in services/resources to the proposed project.

Lead Agency Name \_\_\_\_\_

**MATHEMATICS AND SCIENCE PARTNERSHIPS BUDGET JUSTIFICATION  
 (GRANT FUNDS ONLY)**

Budget Period: July 1, 2016 – September 30, 2017

BUDGET ITEM	EXPLANATORY NOTES & JUSTIFICATION (INCLUDE CALCULATIONS)	GRANT FUNDS REQUESTED
Subtotal for this page		
Grand Total		

Instructions on the following page.

## INSTRUCTIONS FOR COMPLETING THE BUDGET JUSTIFICATION (GRANT FUNDS ONLY) FORM

On the “Mathematics and Science Partnerships Grant Budget Justification (Grant Funds Only)” (NDE 18-015) form, the applicant must provide explanation of the items budgeted under each object code (e.g., 100 (Salaries), etc. The justification must include an itemization of what will be purchased, including the per unit or hourly/daily breakdown of costs, for all funds budgeted. List the object code first, and then list all items to be included in that object code.

Complete the top of the form by filling in the lead agency/fiscal agent name. It should be identical to the lead agency/fiscal agent name found in Box “1” of the Cover Page.

### HELPFUL HINTS

- (1) Itemize the specific proposed expenditures by object codes in numerical order (i.e., 100, 200, 300). The budget justification should be very specific.
- (2) The figures on the Budget Justification form must be rounded.
- (3) If applicable, “white out” the page number before duplicating the budget justification form.
- (4) Remember to keep the budget justification separate for grant funds requested (NDE 18-015) versus partner contributions (NDE 18-016). A separate form is provided for each.
- (5) Budget object codes (and definitions in large part) are taken from the [Users’ Manual-Program Budgeting, Accounting and Reporting System for Nebraska School Districts](#), (revised July 2015). See the manual for definitions of the budget object codes.

Lead Agency Name \_\_\_\_\_

**MATHEMATICS AND SCIENCE PARTNERSHIPS BUDGET JUSTIFICATION  
 (PARTNER CONTRIBUTIONS ONLY)**

Budget Period: July 1, 2016 – September 30, 2017

<b>BUDGET ITEM</b>	<b>EXPLANATORY NOTES &amp; JUSTIFICATION (INCLUDE CALCULATIONS)</b>	<b>IN-KIND/MATCHING CONTRIBUTION</b>
Subtotal for this page		
Grand Total		

## INSTRUCTIONS FOR COMPLETING THE BUDGET JUSTIFICATION (PARTNER CONTRIBUTIONS ONLY) FORM

On the "Mathematics and Science Partnerships Grant Budget Justification (Partner Contributions Only)" (NDE 18-016) form, the applicant must provide explanation of the items budgeted under each object code (e.g., 100 (Salaries), etc. The justification must include an itemization of what will be purchased, including the per unit or hourly/daily breakdown of costs, for all funds budgeted. List the object code first, and then list all items to be included in that object code.

Complete the top of the form by filling in the lead agency/fiscal agent name. It should be identical to the lead agency/fiscal agent name found in Box "1" of the Cover Page.

### HELPFUL HINTS

- (1) Itemize the specific proposed expenditures by object codes in numerical order (i.e., 100, 200, 300). The budget justification should be very specific.
- (2) The figures on the Budget Justification form must be rounded.
- (3) If applicable, "white out" the page number before duplicating the budget justification form.
- (5) Remember to keep the budget justification separate for grant funds requested (NDE 18-015) versus partner contributions (NDE 18-016). A separate form is provided for each.
- (5) Budget object codes (and definitions in large part) are taken from the [Users' Manual-Program Budgeting, Accounting and Reporting System for Nebraska School Districts](#), (revised July 2015). See the manual for definitions of the budget object codes.



November 2, 2015

ESU Administrators

On behalf of the Blended Learning Pilot Project Team, I want to invite you to join in the blended learning movement. This project will provide leadership and guidance for schools in your region to enrich their progress in reaching goals for all students. To quote Commissioner Blomstedt, "The fact of the matter is, we're improving education for every student, every day."

The documents included in the enclosed packet include information for a two-year pilot. This pilot has been developed with the cooperation and collaboration of ESUCC and NCSA. The team of ESU Technology Affiliate Group (TAG) members Nick Ziegler and Dawn Ferreyra as well as Executive Director, David Ludwig have worked along side with NCSA representatives Mike Dulaney, Megan Hillabrand and Ryan Ricenbaw from Waverly. This team has spent numerous hours reviewing and learning what are the best practices to implement a systemic blended learning environment in schools.

Take a look at the timeline of the project. The first steps will include bringing in school teams to work with national leaders in blended learning from Highlander Institute. At that time, a school plan will be developed by the team members and their ESU partner that will define the process to implement a systemic blended learning plan.

The second page identifies criteria of readiness for schools. Review that list to ensure the foundational systems are in place for a positive experience. Please review this rubric with your staff to identify potential schools that would benefit by applying for the pilot. Notice this page can also be used as an application for the pilot project. Applications will be accepted until January 15 where ESU TAG members will be evaluating the received applications and identify those districts/schools that will be selected for the pilot project at the January ESUPDO meeting.

For questions regarding the Blended Pilot Project, please contact your TAG representative or contact Nick, Dawn or myself. This project will bring much-needed support for the statewide initiative and implementation of strategies to enhance district achievement goals.

Sincerely

Beth Kabes  
Director of Blended and Distance Education  
Educational Service Unit Coordinating Council

**ESU Blended Contact Representatives**  
**November 9, 2015**

The following is a list of ESU Blended Contact Representatives for the Blended Pilot Project:

ESU 1	Chris Good	<a href="mailto:cgood@esu1.org">cgood@esu1.org</a>
ESU 2	Eileen Barks	<a href="mailto:ebarks@esu2.org">ebarks@esu2.org</a>
ESU 3	Robbie Jensen	<a href="mailto:rjensen@esu3.org">rjensen@esu3.org</a>
ESU 4	Gregg Robke	<a href="mailto:grobke@esu4.net">grobke@esu4.net</a>
ESU 5	Nick Ziegler	<a href="mailto:nziegler@esu5.org">nziegler@esu5.org</a>
ESU 6	Lynne Herr	<a href="mailto:lynne.herr@esu6.org">lynne.herr@esu6.org</a>
ESU 7	Otis Pierce	<a href="mailto:opierce@esu7.org">opierce@esu7.org</a>
ESU 8	Molly Ashoff	<a href="mailto:mashoff@esu8.org">mashoff@esu8.org</a>
ESU 9	Lois Hafer	<a href="mailto:lois.hafer@esu9.us">lois.hafer@esu9.us</a>
ESU 10	Jason Evertt	<a href="mailto:jeverett@esu10.org">jeverett@esu10.org</a>
ESU 11	Jody Bauer	<a href="mailto:jody.bauer@esu11.org">jody.bauer@esu11.org</a>
ESU 13	Craig Hicks	<a href="mailto:CHicks@esu13.org">CHicks@esu13.org</a>
ESU 15	Todd Weimer	<a href="mailto:tweimer@esu15.org">tweimer@esu15.org</a>
ESU 16	Melissa Engel	<a href="mailto:mengel@esusixteen.org">mengel@esusixteen.org</a>
ESU 17	Patty Finney	<a href="mailto:pfinney@esu17.org">pfinney@esu17.org</a>
ESU 18	Linda Dickeson	<a href="mailto:ldickes@lps.org">ldickes@lps.org</a>
ESU 19	Dawn Ferreyra	<a href="mailto:dawn.ferreyra@ops.org">dawn.ferreyra@ops.org</a>



## ESUCC NCSA BlendEd Pilot Project

The Nebraska Department of Education (NDE) and the Educational Service Unit Coordinating Council (ESUCC) established three state-wide initiatives in the Spring of 2013. One of these is supporting and promoting BlendEd. BlendEd enhances best practices associated with face to face classrooms with technology to empower students with control over time, place, path and/or pace of learning.

Much work has been done across the state to provide professional learning opportunities for teachers promoting BlendEd. While across the state there are pockets of teachers doing great things, there are few examples of school-wide implementation of BlendEd. To build district capacity for BlendEd, ESUCC and the Nebraska Council of School Administrators (NCSA) are partnering to provide districts the opportunity to participate in the ESUCC NCSA BlendEd Pilot Project.

### **Kick Off: Spring 2016**

Participating schools will send teams (up to five: including administrators, tech coordinators, and teacher leaders) to a one day seminar organized by the Highlander Institute, a global leader in BlendEd implementation. The purpose of this seminar will be to help participating schools establish a systems approach for supporting BlendEd. School leadership teams will walk away with a clearer understanding of BlendEd at a systems level and a rough draft of a two year plan for implementation.

### **Plan: Summer 2016**

After districts have had time to return to their local tech committees to revise their two year plans over the spring semester, district teams will meet for a regional, 1 day event to share and revise their two year plans and further explore BlendEd practices.

### **Support: 2016-17 Academic Year**

Throughout the year each pilot school's administrators will participate in regular meetings to support the continued implementation of their BlendEd plan. Participating teachers will also collaborate within their schools and across their project designated region.

### **Reflect: Summer 2017**

During the summer of 2017 pilot schools will meet regionally at one day events to discuss progress and revise their BlendEd plans.

### **Expand: 2017-18 Academic Year**

Input from the pilot schools 2016-17 will be used to develop an ongoing program of support during the 2017-18 academic year for pilot schools, as well as establish procedures for expanding the BlendEd Pilot Project.



## ESUCC NCSA BlendEd Pilot Project

The ESUCC NCSA BlendEd Pilot Project is an opportunity for Nebraska schools to develop a systems approach to enhancing education through BlendEd practices. Participation will be limited to 1-2 schools per Educational Service Unit (ESU). Participating schools will be selected based on their readiness for implementing a school-wide BlendEd project (see the readiness rubric below).

**Applications are being accepted now through January 15, 2016.**

Applications are accepted online: <https://sites.google.com/a/esucc.org/ne-blended/pilot-project>

<b>Faculty</b>	<b>Ready</b>	<b>Almost</b>	<b>Beginning</b>	<b>Not Ready</b>
Faculty regularly collaborates on learning experiences.				
School administrators support teachers in trying new instructional methods.				
Time for professional development is regularly built into the academic year.				
Faculty uses data to inform instruction.				
Instructional staff differentiates for student needs.				
Instructional staff values student-centered instructional practices.				
Staff is skilled in the use of technology tools.				

<b>Technology and Facilities</b>	<b>Ready</b>	<b>Almost</b>	<b>Beginning</b>	<b>Not Ready</b>
Network can support streaming media on multiple devices.				
Devices (computers or tablets) are available in every classroom- with a minimum of five devices per classroom. Sufficient devices in every classroom available for student use.				
A sustainable plan for updating classroom technology and student devices exists				
Classroom can be redesigned for collaborative learning (small group and individual learning spaces).				
Instructional staff has a school/district assigned device (computer or tablet) that can be used for designing online lessons and learning activities.				
Devices are up-to-date and regularly maintained.				
One common learning management system is in place for all staff and students.				

## ESU



ESU 1	1	6.3%
ESU 2	1	6.3%
ESU 3	1	6.3%
ESU 4	1	6.3%
ESU 5	1	6.3%
ESU 6	1	6.3%
ESU 7	1	6.3%
ESU 8	1	6.3%
ESU 9	1	6.3%
ESU 10	1	6.3%
ESU 11	1	6.3%
ESU 13	1	6.3%
ESU 15	1	6.3%
ESU 16	1	6.3%
ESU 17	1	6.3%
ESU 18	0	0%
ESU 19	1	6.3%

## Schools that have chosen a model - Potential Users (13 responses)

Hayes Center - Marzano  
 Southwest - Marzano  
 Wauneta/Palisade - Marzano  
 Chase County - Marzano  
 Medicine Valley - Marzano

North Platte Public Schools-Marzano just selected, I believe Tammy H is coming to do some work with the district

Hyannis-Marzano-no training to my knowledge  
 South Platte-Marzano

Holdrege: Marzano  
 Minden: Marzano

Danielson-  
 Anselmo-Merna  
 Kearney

Battle Creek - Homegrown?  
 Nebraska Unified #1 - ?

Allen  
 Creighton  
 Crofton  
 Emerson-Hubbard  
 Hartington-Newcastle  
 Laurel-Concord-Coleridge  
 Randolph  
 Santee  
 Wakefield  
 Walthill  
 Wayne  
 Winnebago  
 Winside  
 Wynot

## Schools that have chosen a model. – Potential Users Continued

Gering: Danielson

Minatare: Danielson

Scottsbluff: Danielson

Mitchell: Had a meeting and looked at both instructional models and is still deciding which model will fit their needs

Silver Lake, Kenesaw, Blue Hill, Red Cloud, Adams Central, Superior, Hastings Catholic

Syracuse - Danielson

Johnson County Central - Marzano

Palmyra Bennet - Danielson

Lyons-Decatur - Marzano

Oakland-Craig - Marzano

Scribner-Snyder - Homegrown

Tekamah-Herman - Marzano

Fremont Public Schools - Marzano/homegrown

Raymond-Central - Marzano

Bancroft-Rosalie - Marzano

Marzano

Malcolm

Heartland

Howells-Dodge: Marzano

Humphrey: Marzano

Twin River: Danielson

Bruning-Davenport - Marzano

Deshler - Marzano

Fairbury - Danielson

## Schools that have adopted an instructional model - Emerging Users

(13 responses)

Dundy County/Stratton - Marzano  
Hitchcock Co. - Marzano

Brady-Danielson-training this year and next  
Maxwell-Danielson-training this year and next  
North Platte St Pats-training this year and next  
Hershey-Marzano-training this year and next  
Paxton-Marzano-training this year and next  
Arthur-Danielson-training this year and next  
Mullen-Marzano-training this year and next  
Thedford-Danielson-training this year and next  
Perkins Co-home grown-training this year and next

Alma: APL  
Axtell: APL  
Arapahoe: APL  
Cambridge: APL  
Elwood: APL  
Franklin: Marzano  
Loomis: APL  
Southern Valley: APL

All of these districts will have completed training by the end of this school year and will be ready to discuss/create a common language of instruction.

Homegrown-  
Central Valley  
Riverside  
St. Paul  
Sandhills

Marzano-  
Litchfield  
Burwell - close to being operational  
Gothenburg  
Elm Creek  
Grand Island  
Northwest - close to being operational

## Schools that have chosen a model. – Potential Users Continued

APL-  
Ansley  
Arcadia  
Broken Bow  
Centura  
Gibbon  
Loup County  
Overton  
Ravenna  
Sargent  
SEM  
Wood River

Direct Instruction-  
Cozad elem  
Amherst elem

West Boyd - Marzano  
Ewing - Marzano

Niobrara - Combination  
Bloomfield - Combination  
Homer - Marzano  
Pender - Combination  
Ponca - Combination  
Omaha Nation - Combination

Creek Valley: Danielson

Morrill: Danielson

Leyton: Danielson

Sutton, South Central Unified 5, Aurora, Harvard, Doniphan-Trumbull, Giltner

Falls City Sacred Heart - Marzano  
Johnson Brock - Marzano  
Lewiston - Marzano  
Pawnee City - Marzano  
Sterling -Marzano

North Bend Central - Marzano

## Schools that have chosen a model. – Potential Users Continued

Marzano  
Wilber Clatonia, York

Danielson  
McCool Junction

High Plains: Homegrown  
Shelby-Rising City: Marzano

Beatrice - Marzano  
Thayer Central - Marzano  
Diller-Odell - Marzano  
Tri County - Marzano

## Schools that have implemented an instructional model - Operational Users

(14 responses)

Ainsworth - Danielson

McCook - M. Hunter  
Maywood - Marzano

OPS schools use a district developed instructional model, Academic Instructional Framework, based on the work of Marzano, Danielson and others. All schools have been trained and using the model for the last three years. Coaching support is focused on the implementation of the instructional framework. Work continues to move implementation forward.

Sutherland Public Schools-Danielson/homegrown model

I [this is Julee Sauer, Director of Professional Learning at ESU #3] am assuming that "instructional model" actually means a comprehensive evaluation model (with an instructional model/process/design as one of its domains/components).

Our districts, some of which are the highest performing in the state, have expressed confusion over what NDE expects. Pasted below is a Google document I have created in work with my Professional Learning Department Advisory group...a group made up of folks in district-level teaching and learning administrative positions. Having been colleagues with them when I was in a like position in Bellevue Public Schools, they share openly with me about their frustrations. The first part of the document is intended to help bring clarity to the confusing language being used to describe comprehensive evaluation models and instructional model/design/process. The input from the districts is from the points of contact listed.

[https://docs.google.com/document/d/1RwmgzVmKtKH\\_v7g86FAHkKr6Y1WnhoUU1Wyk\\_WvldM/edit?usp=sharing](https://docs.google.com/document/d/1RwmgzVmKtKH_v7g86FAHkKr6Y1WnhoUU1Wyk_WvldM/edit?usp=sharing)

O'Neill - Marzano  
Norfolk - Homegrown (APL, Danielson, Marzano)

South Sioux City - Marzano  
Wausa - Combination

## Schools that have implemented an instructional model. – Operational Users Continued

Chadron: Danielson

Sidney: Homegrown

Crawford: Danielson

Hastings Public, Hampton Public

Auburn - Marzano

Falls City - Marzano

HTRS - Marzano

Nebraska City - Marzano

Ashland-Greenwood - Marzano

Wisner-Pilger - Danielson

Mead - Marzano

Wahoo - Marzano

Marzano

Centennial, Crete, Exeter Milligan Elementary, Milford, Norris

Homegrown

Dorchester

Boone Central: Marzano

Central City: Marzano

Clarkson: Marzano

Columbus Public Homegrown

Cross County: Marzano

David City: Marzano

East Butler: Homegrown

Fullerton: Hunter

Lakeview: Danielson

Leigh: Marzano

Palmer: Ron Clark

Schuyler: Marzano