



2022-2023 Approved Reading Assessments

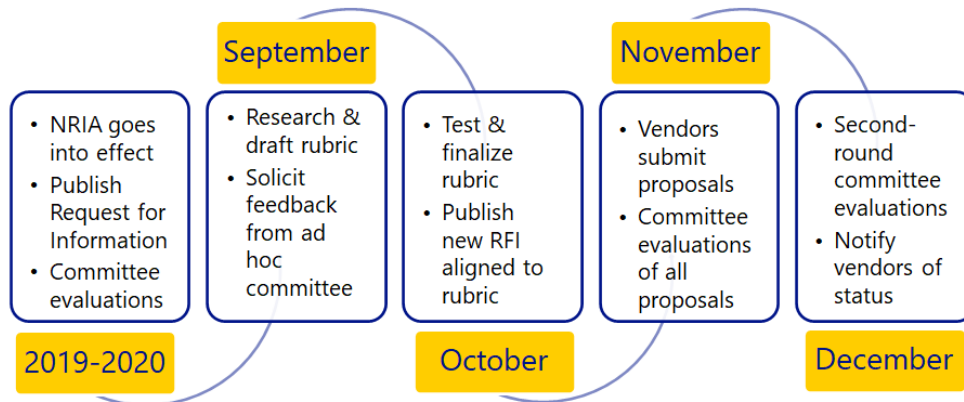


Overview

The Nebraska Reading Improvement Act ([Nebraska Revised Statute 79-2601](#)) went into effect in 2019, requiring school districts to administer a Nebraska Department of Education (NDE) approved reading assessment screener three times each year for all kindergarten through 3rd grade students. Pursuant to the Nebraska Reading Improvement Act, through the NebraskaREADS initiative, the NDE [makes public the list of reading assessments](#) that have been approved for the following academic school year by March 1st.

As the NDE embarked on approving universal screeners for the 22-23 school year, it became clear there was a need to re-evaluate previously approved assessments using a more robust set of criteria aligned to new research about the science of reading and to Nebraska's new [2021 ELA standards](#) for K-3 foundational reading.

Process



The NDE drafted a comprehensive rubric unique to Nebraska. The Nebraska rubric borrows language for indicators related to validity, reliability, administration, scoring, and diverse populations from other states' rubrics and criteria. In an effort to develop a literacy-centric and user-friendly tool, the [Nebraska rubric](#) (Appendix A) minimizes the use of highly technical language, includes literacy constructs to prioritize research-based approaches to foundational skills instruction, and leverages essential questions to drive evaluation for each indicator. The draft rubric was reviewed by a group of ad hoc committee members, revised based on stakeholder feedback, and tested using sample proposals.

In October 2021, the NDE published a [Request for Information](#) (Appendix B) with requirements for alignment to the rubric. The following vendors submitted proposals for the indicated assessments in response to the RFI:

- Amplify Education: mClass DIBELS 8th
- Curriculum Associates: i-Ready
- EarlyBird Education: EarlyBird
- Houghton Mifflin Harcourt: Amira
- Illuminate Education: FastBridge Suite (aReading, CBMreading, earlyReading)
- Istation: ISIP Reading
- NWEA: MAP Suite (MAP Growth Reading, MAP Reading Fluency)
- Pearson Clinical Assessment: DRA3 and aimswebPlus
- Renaissance: Star Reading Suite (Star Early Literacy, Star Reading, Star CBM Reading)
- Voyager Sopris Learning: Acadience Reading

In November 2021, the NDE convened an ad hoc committee of 16 Nebraska school district representatives well-versed in early literacy to norm on scoring using the rubric and evaluate each proposal. Evaluators first rated the proposal independently, then normed on ratings in small groups and submitted scores and evidence. Over 5 rounds of evaluation, each proposal was rated at least twice by different evaluator groups. Any assessments that scored inconsistently across groups were reevaluated by a smaller subset of the ad hoc committee in early December.

Approved Assessments

The NDE synthesized evaluator ratings and evidence to identify all assessments that met or exceeded a minimum threshold. The following assessments are approved for use in SY22-23 and will be published with cut scores on the NebraskaREADS website by March 1, 2022:

- Acadience Reading (Voyager Sopris Learning)
- aimswebPlus (Pearson)
- Amira (HMH)
- DRA3* (Pearson)
- FastBridge Suite: aReading, CBMreading, earlyReading (Illuminate Education)
- i-Ready (Curriculum Associates)
- ISIP Reading (Istation)*
- MAP Suite: MAP Growth Reading, MAP Reading Fluency (NWEA)
- mClass DIBELS 8th (Amplify Education)
- Star Reading Suite: Star Early Literacy, Star Reading, Star CBM Reading (Renaissance)

*Indicates assessment is new to the list of approved assessments for SY22-23.

Ad Hoc Committee

The NDE is thankful to the following Nebraska educators for sharing their expertise, time, and passion for early literacy:

- Angela Dubuc, Early Literacy Education Specialist, Nebraska Children and Families Foundation
- Ann Foster, Elementary Curriculum Coordinator, Lexington Public Schools
- Audra Haas, Title Reading Specialist, Kearney Public Schools
- Brittany Bills, Curriculum Coordinator, Grand Island Public Schools
- Kady Maresh, Instructional/MTSS Coach, Fremont Public Schools
- Kendra Ross, K-6 Reading Specialist, Walthill Public Schools
- Kristin Weaver, First Grade Teacher, Loomis Public Schools
- Lisa Oltman, K-6 Language Arts Curriculum Specialist, Lincoln Public Schools
- Lori Thomas, Literacy Facilitator, Omaha Public Schools
- Mary Jo McElhose, NeMTSS Systems Consultant, Nebraska Department of Education
- Michelle Ryan, Literacy Facilitator, Omaha Public Schools
- Michelle Schleicher, Reading Specialist, Fremont Public Schools
- Sara Robinson, Academic Support Coach, Grand Island Public Schools
- Sarah Sell, Elementary Assistant Principal, Crete Public Schools
- Troy Baker, School Psychologist, Lincoln Public Schools
- Violette Glasshoff, Assistant Director of Curriculum and Instruction, Gretna Public Schools

Contact

Please reach out to Abby Burke, Ed.D. - Reading Specialist (abby.burke@nebraska.gov) at the Nebraska Department of Education with additional questions about the selection process or specific assessments.

Appendix A: K-3 Reading Assessment Evaluative Rubric

See page 5



K-3 Reading Assessment Evaluative Rubric



| ASSESSMENT NAME | | | |
|---------------------------------------|---|-----------------|-------|
| Section | Indicators | Possible Points | Score |
| Section 1. Validity and Reliability | 1.1 Assessment Construction** | YES/NO | |
| | 1.2 Content & Equity | 4 | |
| Section 2. Literacy Constructs | 2.1 Knowledge & Skills 2.2 Progress Monitoring | 8 | |
| Section 3. Administration and Scoring | 3.1 Standardization & Efficiency 3.2 Usability | 8 | |
| Section 4. Diverse Populations | 4.1 Accommodations | 4 | |
| TOTAL POINTS | | 24 | |

****Assessment MUST meet construction validity & reliability criteria to be considered further.**

Recommendations: Assessments should score a minimum of 20 to be considered “passing”. Indicators should ideally meet the following minimum bars:

- 1.2 Content & Equity – 4
- 2.1 Knowledge & Skills – 4
- 2.2 Progress Monitoring – 4
- 3.1 Standardization & Efficiency – 4
- 3.2 Usability – 2
- 4.1 Accommodations – 2

References: The following resources from other states were leveraged to create this tool:

- [Colorado State Board of Education Interim Assessment Rubric](#)
- [Mississippi Department of Education K-3 Reading Screener Guidance](#)
- [Iowa Department of Education Literacy Assessments Meeting the Requirements of 279.68/ELI](#)
- [Texas Resource Review Foundational Literacy Grades K-2 Rubric](#)



K-3 Reading Assessment Evaluative Rubric



Section 1. Validity and Reliability

| Indicator 1.1 Assessment Construction: <i>To what extent does the assessment provide accurate and consistent results?</i> | | |
|--|---|--------------|
| Criteria | Rating | Notes |
| <ul style="list-style-type: none"> Demonstrates to what degree the instrument measures what it claims to measure Shows the extent to which inferences, conclusions, and decisions are made based on test scores and that scores are appropriate and meaningful to show validity Uses criteria, or measures, to classify students (including cut scores) that are valid and clearly described Reports results of reliability studies for each grade assessment and provides evidence for adequate reliability, including test-retest reliability and internal reliability | <p>NO <i>Evidence indicates few criteria are met; assessment cannot be adopted.</i></p> | |
| | <p>YES <i>Evidence indicates all criteria are met; assessment can be evaluated further.</i></p> | |

| Indicator 1.2 Content & Equity: <i>To what extent does the assessment appropriately measure reading ability for all learners?</i> | | |
|--|---|--------------|
| Criteria | Rating | Notes |
| <ul style="list-style-type: none"> Reading passages align to grade-level text complexity as identified by quantitative and qualitative measures Demonstrates alignment to Nebraska's 2021 College and Career Ready Standards for English Language Arts (foundations of reading, reading, and vocabulary strands) Content of test materials is culturally diverse and/or results of bias studies indicate assessment is accessible to all learners Studies that provide evidence for reliability include representative samples and include important subgroups, such as ELs, non-ELs, students with and without reading difficulties | <p>DOES NOT MEET (0) <i>Evidence indicates few or none of the criteria are met.</i></p> | |
| | <p>PARTIALLY MEETS (2) <i>Evidence indicates some of the criteria are met.</i></p> | |
| | <p>MEETS OR EXCEEDS (4) <i>Evidence indicates most or all of the criteria are met.</i></p> | |



K-3 Reading Assessment Evaluative Rubric



Section 2. Literacy Constructs

| Indicator 2.1 Knowledge & Skills: <i>To what extent does the content assess critical foundational literacy skills?</i> | | |
|---|---|-------|
| Criteria | Rating | Notes |
| <ul style="list-style-type: none"> Assesses proficiency in key areas of foundational literacy: phonological awareness, phonics, fluency, vocabulary, and comprehension Requires students to read out loud to assess proficiency with oral reading fluency (all grades) <i>By the end of the year</i>, provides data on the following priorities for Kindergarten: phonological awareness, including phoneme segmentation and blending; letter naming fluency; letter-sound association; vocabulary <i>By the end of the year</i>, provides data on the following priorities for 1st Grade: phoneme manipulation, segmentation, and blending; letter naming fluency; letter-sound association; word recognition fluency; vocabulary <i>By the end of the year</i>, provides data on the following priorities for 2nd Grade: word identification, including real and nonsense words; vocabulary; reading comprehension <i>By the end of the year</i>, provides data on the following priorities for 3rd Grade: word identification; vocabulary; reading comprehension <i>(Desirable but not required)</i> Screens or predicts students for risk of dyslexia using appropriate indicators such as Rapid Automatized Naming (RAN) | <p>DOES NOT MEET (0) <i>Evidence indicates few or none of the criteria are met.</i></p> | |
| | <p>PARTIALLY MEETS (2) <i>Evidence indicates some of the criteria are met.</i></p> | |
| | <p>MEETS OR EXCEEDS (4) <i>Evidence indicates most or all of the criteria are met.</i></p> | |



K-3 Reading Assessment Evaluative Rubric



| Indicator 2.2 Progress Monitoring: <i>To what extent does the assessment guide the response to data?</i> | | |
|---|---|-------|
| Criteria | Rating | Notes |
| <ul style="list-style-type: none">Provides clear guidance for teachers and students to monitor progress between BOY, MOY, and EOY administrations that is aligned to the initial assessmentYields meaningful information to guide teachers' planning for instruction and differentiation, such as recommended groupings for small-group instructionProvides guidance and resources (<i>desirable but not required</i>) on how to leverage different research-based strategies to respond to student dataInstructional reports are sufficiently detailed to support teachers and administrators with more deeply understanding the impact of foundational skills development on reading comprehension(<i>Desirable but not required</i>) Provide guidance for administrators to support teachers with analyzing and responding to data | <p>DOES NOT MEET (0) <i>Evidence indicates few or none of the criteria are met.</i></p> | |
| | <p>PARTIALLY MEETS (2) <i>Evidence indicates some of the criteria are met.</i></p> | |
| | <p>MEETS OR EXCEEDS (4) <i>Evidence indicates most or all of the criteria are met.</i></p> | |



K-3 Reading Assessment Evaluative Rubric



Section 3. Administration and Scoring

| Indicator 3.1 Standardization & Efficiency: <i>To what extent are assessment logistics streamlined?</i> | | |
|---|---|-------|
| Criteria | Rating | Notes |
| <ul style="list-style-type: none"> Administration guidance for benchmark and progress monitoring assessments is clear and accessible (easy to interpret and implement); may be fully scripted Provides clear logistical guidance, including required technology and staff Vendor provides or makes available initial training to staff and provides ongoing support Assessment can also be administered without technology; guidance for paper administration is provided Scoring procedures are clear and accessible Estimated time required for administration and scoring is reasonable and balanced; administration time is developmentally appropriate | <p>DOES NOT MEET (0) <i>Evidence indicates few or none of the criteria are met.</i></p> | |
| | <p>PARTIALLY MEETS (2) <i>Evidence indicates some of the criteria are met.</i></p> | |
| | <p>MEETS OR EXCEEDS (4) <i>Evidence indicates most or all of the criteria are met.</i></p> | |
| Indicator 3.2 Usability: <i>To what extent are the results useful and easy to interpret?</i> | | |
| Criteria | Rating | Notes |
| <ul style="list-style-type: none"> Assessment reports are easy to read and include a clear description of how to interpret results Provides a variety of reports and data views, including district-, school-, and classroom-level data, by student groups/sub-pops, and parent/family-facing Data on each of the components of foundational literacy (phonemic awareness, phonics, fluency, vocabulary, comprehension) is presented in an actionable way Results from screener/inventory are available immediately Data is presented in multiple forms (numerical as well as visual – ex. charts/graphs) <i>(Desirable but not required)</i> Provides access to raw data file(s) for internal use (ex. to add to data warehouse) | <p>DOES NOT MEET (0) <i>Evidence indicates few or none of the criteria are met.</i></p> | |
| | <p>PARTIALLY MEETS (2) <i>Evidence indicates some of the criteria are met.</i></p> | |
| | <p>MEETS OR EXCEEDS (4) <i>Evidence indicates most or all of the criteria are met.</i></p> | |



K-3 Reading Assessment Evaluative Rubric



Section 4. Diverse Populations

| Indicator 4.1 Accommodations: <i>To what extent does the assessment support all learners?</i> | | |
|--|---|--------------|
| Criteria | Rating | Notes |
| <ul style="list-style-type: none">• Provides research-based guidance for assessment accommodations for students with disabilities, special needs, and English Learners• Provides Spanish versions of assessments• Post-assessment instructional guidance includes recommended accommodations for students with disabilities, special needs, and English Learners• Includes resources to engage families that are available in both English, Spanish, and other languages, such as letter templates explaining the assessment & results and/or activities caregivers can implement with students at home | DOES NOT MEET (0) <i>Evidence indicates few or none of the criteria are met.</i> | |
| | PARTIALLY MEETS (2) <i>Evidence indicates some of the criteria are met.</i> | |
| | MEETS OR EXCEEDS (4) <i>Evidence indicates most or all of the criteria are met.</i> | |

Appendix B

Request for Information NDERFI2111 Nebraska Reading Improvement Act

Contents

| | |
|--|---|
| Statement of Need: | 2 |
| Important Notice: | 2 |
| Organizational Context: | 2 |
| Definitions: | 3 |
| General Submission Requirements: | 4 |
| Appendix A Company Information Form | 4 |
| Appendix B: K-3 Reading Assessment Evaluation Information | 6 |
| Experience and Credibility (required): | 8 |
| Special Considerations (optional): | 8 |
| RFI Timeline: | 8 |
| Submission Method: | 1 |
| Disclaimer: | 1 |

Request for Information NDERFI2111

Nebraska Reading Improvement Act

Statement of Need:

The purpose of this Request for Information (RFI) is to solicit reading assessments for inclusion on the approved assessment list, pursuant to Section 79-2601 - 79-2607 of the Nebraska Reading Improvement Act. The Nebraska Department of Education approved assessment list will be available to Nebraska schools and school districts via the Nebraska Department of Education's website: <https://www.education.ne.gov/nebraskareads/approved-assessments/>. Districts and schools shall voluntarily choose from the approved list. This RFI does not include a provision for expenditure of state funds to providers on the list, and there is no guarantee that providers will be selected by schools/districts. The Nebraska Department of Education may revise its criteria over time as needed.

The provider shall provide evidence that each reading assessment meets these fundamental requirements:

- Strongly aligned to [Nebraska's College and Career Ready Standards for English Language Arts 2021](#);
- Administered no less than three times each school year from Kindergarten through Grade 3;
- Provides performance "threshold levels" so as to determine if a student has a reading deficiency;
- Designed to measure changes in early reading ability across a school year and across grade-levels;
- Designed to assess key areas of foundational literacy: phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Provides professional learning and instructional support in order for teachers to use the data to inform classroom instruction;
- Reviewed psychometrically by the vendor or outside evaluator.

Important Notice:

This is an RFI only and does not constitute a commitment, implied or otherwise, that the NDE will take procurement action on this request. This RFI is being used to gather information for the NDE to make decisions and does not reimburse the cost incurred in furnishing this information. Respondents are encouraged to provide information for any or all of the requested components listed in the Information Requested section below.

Organizational Context:

The Nebraska Department of Education (NDE) is tasked with supporting the implementation of the Nebraska Reading Improvement Act (NRIA). Pursuant to Section 79-2601 - 79-2607, the [Nebraska Reading Improvement Act](#), requires each school district to administer an NDE

approved reading assessment to students, three times a year, in grades Kindergarten through grade 3. During the 2018-2019 school year, the NDE identified a review criteria where the approved assessments were selected.

The NDE has since updated the review process to identify assessments that meet the minimum requirements, as well as provide feedback on the assessment's ability to accurately predict a reading deficiency via the reading assessment, and to frequently and reliably measure student improvement via progress monitoring.

The previous review, completed in Spring 2018, was based on initial review criteria; these prior assessment reviews and approvals will not be applicable after 2022. In order to be considered as an approved assessment, vendors must complete and submit an RFI.

Definitions:

Reading deficiency—a difficulty associated with reading and related processing skills that may include fluency and comprehension problems, accurate and fluent word recognition, phonological awareness, sound-symbol correspondence, and/or decoding and that preclude a child from demonstrating aptitude with reading and associated skills at the designated grade-level.

Approved reading assessment—an assessment of student reading that is administered three times during the school year to all students in grades kindergarten through grade three that measures progress toward proficiency in skills including but not limited to: fluency and comprehension, alphabetical and phonological awareness, sound-symbol correspondence, and decoding. Such assessments shall be: approved by qualified NDE personnel or its designees to be reliable and valid; align with appropriate academic content standards for reading adopted by the State Board of Education pursuant to section 79-760.01; allow teachers to access results in a reasonable period of time, and shall be commercially available and comply with requirements established by the department.

Threshold level—the minimum score or level of performance on an approved reading assessment used to determine proficiency in skills associated with grade-level reading ability.

General Submission Requirements:

The format outlined below must be followed in order to assure consistent application of the evaluation criteria.

Appendix A: Company Information Form

Appendix B: K-3 Reading Assessment Evaluation Information

Appendix A Company Information Form

| | |
|---|--|
| Name of Organization | |
| Address | |
| City, State, and Zip Code | |
| Phone | |
| Fax | |
| Email | |
| Name and Title of Authorized Contact | |
| Address (if different from above) | |
| City, State and Zip Code | |
| Phone | |
| Fax | |
| Email (REQUIRED) | |
| Name and Title of Secondary Contact | |
| Address (if different from above) | |
| City, State and Zip Code | |
| Phone | |
| Fax | |
| Email (REQUIRED) | |
| | |

| Applicant Eligibility | | |
|---|--|--|
| The Organization is (Please indicate by clicking on the appropriate boxes below) | | |
| For-Profit Corporation | <input type="checkbox"/> | <input type="checkbox"/> or <input type="checkbox"/> Foreign Corp. |
| Non-Profit Corporation | <input type="checkbox"/> | <input type="checkbox"/> or <input type="checkbox"/> Foreign Corp. |
| Limited Liability Company (LLC) | <input type="checkbox"/> | <input type="checkbox"/> or <input type="checkbox"/> Foreign Corp. |
| Other | <input type="checkbox"/> | Please Specify: |
| Has this vendor ever been approved as a vendor of assessments for any purpose in Nebraska or another state or nationally? | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| If yes, please list | | |
| Has this vendor ever been denied approval as a vendor of assessment services in Nebraska or another state? | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| If yes, please explain | | |
| Please provide an overview of the company's history as it pertains to prior experience in the delivery of large-scale assessments. Include a description of the organizational structure that supports the company in this work. | | |
| Reference #1 | | |
| Reference #2 | | |
| Reference #3 | | |
| Please provide an overview of services available to support assessment administration (training/professional development, call center, reporting, etc.). | | |

Appendix B: K-3 Reading Assessment Evaluation Information

Providers must submit a detailed description outlining how the assessment meets the referenced criteria/indicators. The written submission of the proposal will be reviewed by a team of readers with experience in the area of reading assessments.

To be considered on the list of *Nebraska Reading Improvement Act List of Approved Assessments*, providers must have reading assessments that first meet the minimum threshold criteria identified in Appendix B: Part A of the general submission requirements, followed by the criteria in Part B below.

PART A:

Indicator 1.1 Assessment Construction:

- Demonstrates to what degree the instrument measures what it claims to measure
- Shows the extent to which inferences, conclusions, and decisions are made based on test scores and that scores are appropriate and meaningful to show validity
- Uses criteria, or measures, to classify students (including cut scores) that are valid and clearly described
- Reports results of reliability studies for each grade assessment and provides evidence for adequate reliability, including test-retest reliability and internal reliability

PART B:

Indicator 1.2 Content & Equity:

- Reading passages align to grade-level text complexity as identified by quantitative and qualitative measures
- Demonstrates alignment to [Nebraska's 2021 College and Career Ready Standards for English Language Arts](#) (foundations of reading, reading, and vocabulary strands)
- Content of test materials is culturally diverse and/or results of bias studies indicate assessment is accessible to all learners
- Studies that provide evidence for reliability include representative samples and include important subgroups, such as ELs, non-ELs, students with and without reading difficulties

Indicator 2.1 Knowledge & Skills:

- Assesses proficiency in key areas of foundational literacy: phonological awareness, phonics, fluency, vocabulary, and comprehension
- Requires students to read out loud to assess proficiency with oral reading fluency (all grades)

- *By the end of the year*, provides data on the following priorities for Kindergarten: phonological awareness, including phoneme segmentation and blending; letter naming fluency; letter-sound association; vocabulary
- *By the end of the year*, provides data on the following priorities for 1st Grade: phoneme manipulation, segmentation, and blending; letter naming fluency; letter-sound association; word recognition fluency; vocabulary
- *By the end of the year*, provides data on the following priorities for 2nd Grade: word identification, including real and nonsense words; vocabulary; reading comprehension
- *By the end of the year*, provides data on the following priorities for 3rd Grade: word identification; vocabulary; reading comprehension
- *(Desirable but not required)* Screens or predicts students for risk of dyslexia using appropriate indicators such as Rapid Automatized Naming (RAN)

Indicator 2.2 Progress Monitoring:

- Provides clear guidance for teachers and students to monitor progress between BOY, MOY, and EOY administrations that is aligned to the initial assessment
- Yields meaningful information to guide teachers' planning for instruction and differentiation, such as recommended groupings for small-group instruction
- Provides guidance and resources *(desirable but not required)* on how to leverage different research-based strategies to respond to student data
- Instructional reports are sufficiently detailed to deepen support teachers and administrators with more deeply understanding the impact of foundational skills development on reading comprehension
- *(Desirable but not required)* Provide guidance for administrators to support teachers with analyzing and responding to data

Indicator 3.1 Standardization & Efficiency:

- Administration guidance for benchmark and progress monitoring assessments is clear and accessible (easy to interpret and implement); may be fully scripted
- Provides clear logistical guidance, including required technology and staff
- Vendor provides or makes available initial training to staff and provides ongoing support
- Assessment can also be administered without technology; guidance for paper administration is provided
- Scoring procedures are clear and accessible
- Estimated time required for administration and scoring is reasonable and balanced; administration time is developmentally appropriate

Indicator 3.2 Usability:

- Assessment reports are easy to read and include a clear description of how to interpret results
- Provides a variety of reports and data views, including district-, school-, and classroom-level data, by student groups/sub-pops, and parent/family-facing
- Data on each of the components of foundational literacy (phonemic awareness, phonics, fluency, vocabulary, comprehension) is presented in an actionable way
- Results from screener/inventory are available immediately

- Data is presented in multiple forms (numerical as well as visual – ex. charts/graphs)
- *(Desirable but not required)* Provides access to raw data file(s) for internal use (ex. to add to data warehouse)

Indicator 4.1 Accommodations:

- Provides research-based guidance for assessment accommodations for students with disabilities, special needs, and English Learners
- Provides Spanish versions of assessments
- Post-assessment instructional guidance includes recommended accommodations for students with disabilities and English Learners
- Includes resources to engage families that are available in English, Spanish and other languages, such as letter templates explaining the assessment & results and/or activities caregivers can implement with students at home

Experience and Credibility (required):

Please provide relevant examples, in which you generated additional value for your customers in any way. Upon request, the expectation is to provide up to three customer references.

Special Considerations (optional):

Please provide insights to potential dependencies, risks, security measures and anything else to be considered.

RFI Timeline:

| Activity | Date |
|---|--------------------------------|
| Creation of RFI | October 12, 2021 |
| Release of RFI | October 15, 2021 |
| Due date for submissions | November 5, 2021 (by 3 pm CDT) |
| Evaluation committee review | Between November 5 & 20, 2021 |
| Notification of clarifying questions, demos, contract negotiations, and/or validation of responses. | On or after November 20, 2021 |
| Notification to vendors after selection | December 1, 2021 |

Submission Method:

Providers will submit their response to the NDE in a single Microsoft word document (.doc) or portable document format (.pdf) containing all the materials/supplemental attachments to the nde.nria@nebraska.gov email address with "RFI Submission NDERFI2111" in the Subject line.

Responses & materials received after the due date/time will not be accepted unless requested by the NDE.

All questions related to this RFI should be directed to nde.nria@nebraska.gov with "RFI Inquiry NDERFI2111" in the subject line.

Disclaimer:

NOTICE REGARDING PROPRIETARY INFORMATION CLAIMS AND PUBLIC RECORDS

RFI submissions are a public record in Nebraska. The NDE may withhold from public records requests responses proprietary information contained in this RFI if a submitting vendor can demonstrate to NDE that such records would be allowed to be withheld in accordance with applicable provisions of the Nebraska public records laws. Information identified by a respondent as Proprietary or confidential must be clearly and conspicuously labeled as such in an RFI order for NDE to consider the issue of withholding it in the event of public records request.

