

Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant Opportunity “Round 3”

Pre-Bid Conference #2
Wednesday, June 18, 2025
1:00 p.m. - 2:00 p.m. CST





Nebraska “Grow Your Own” Teacher Apprenticeship: Round 3

Competitive Sub-Grant Opportunity

Nebraska Department of Education | May 15, 2025

Application Due Date:

July 11, 2025

AGENDA

Part 1: Grant Background and Highlights

Part 2: Key Differences, Additions, and
New Priorities for “Round 3”

Part 3: Grant Timeline, Logistics, and
Q+A

Part 4: Detailed Application Walkthrough
& Application/Scoring Scenarios

Part 5: Additional Q&A

Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: ROUND 3

PART 1: Grant Background and Highlights





NEBRASKA

DEPARTMENT OF EDUCATION



Mission of the NDE

To lead and support the preparation of all Nebraskans for learning, earning, and living.

Without access to highly-effective educators, meeting this mission is impossible.





State Board Legislative Priorities

The State Board has committed to **halving** the number of school staffing vacancies by 2030.



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NEBRASKA DEPARTMENT OF EDUCATION

State Board Legislative Priorities for the 2025-27 Biennium
Adopted: August 2, 2024

- Foundational Literacy - Improve literacy for all learners, and especially those in the pre-K and the earliest grades, through a focus on the science of reading, family and adult literacy strategies, job-embedded coaching, and enhancements to educator preparation programs.
 - Measure of Success: 75% of Nebraska third graders will be proficient in reading by 2030.
 - Legislative Priorities:
 - Continue investments in coaching, professional learning, family literacy, and alignment of resources and strategies.
 - Support efforts increasing the compensation for early childhood education providers.
 - Ensure state investment in statewide family engagement centers.
 - Update core services statute and secure additional funding for ESUs.
 - Secure funding and support for the Early Childhood Integrated Data System to ensure proper data to inform decisions and quality.
 - Further develop early childhood apprenticeship programs and other avenues to ensure access to quality early childhood educators.
- Excellent Educators - Ensure access to a robust supply of excellent educators.
 - Measure of Success: Halve the number of school staffing vacancies by 2030.
 - Legislative Priorities:
 - Consolidate and align the multiple teacher incentive programs to create coherence and flexibility.
 - Align and expand apprenticeship activities to focus on educator apprenticeships.
 - Harmonize, consolidate, and simplify provisions pertaining to alternate and provisional certification.
 - Develop or amend programs to ensure availability of critical support staff like school psychologists, school counselors, and school nurses.
- Engagement - Improve student, family, teacher, school, and community engagement.
 - Measure of Success: Halve chronic absenteeism by 2030.
 - Legislative Priorities:
 - Continue investments and strategies focused on career and technical education, work-based learning, and community and business engagement.
 - Support funding for expanded learning opportunities, mentoring, and tutoring.
 - Implement recommended policies and procedures for improved systems integration and data sharing for systems-involved youth as prescribed in 79-303.01.
 - Secure state investments in community schools to address student and staff mental health needs and ensure community providers have a pathway to serve in schools.

To lead and support the preparation of all Nebraskans for learning, earning, and living.



Nebraska's Commitment to Teacher Registered Apprenticeship Program Expansion

June 2023

LB705 passed by state legislature and approved by the governor to allocate \$1 million annually for Nebraska Teacher Apprenticeship Program

July 2024

NDE received \$4.5 million through a competitive State Apprenticeship Expansion Formula (SAEF) Grant to expand the Nebraska Teacher Apprenticeship

January 2025

Round 2 Competitive Grant Opportunity Released

Nebraska Department of Education officially announced the Nebraska Teacher Apprenticeship Program by launching three pilot programs

March 2024

Round 1 Competitive Grant Opportunity Released

August 2024

Round 3 Competitive Grant Opportunity Released

May 2025



Teacher Registered Apprenticeship Competitive Sub-Grant Results: “Round 1” and “Round 2”



\$4.4 million awarded



150 projected apprentices



8 EPP awardees



**No out-of-pocket
costs for apprentices**



45+ LEA partners



**1 to 2 year programs
leading to certification**





NATIONAL CENTER FOR
GROW YOUR OWN

Nebraska's Needs and Opportunities

Expand **flexible, partnership-driven** teacher preparation pathways to **address critical vacancies** and **improve student access to high-quality teachers**

Tap into the **talent** and **experience** of **existing non-certified staff, community members, and career changers in the state**

Build on **momentum** of **existing partnerships** in order to create **clearly articulated** apprenticeship pathways for those seeking a **Nebraska Regular Teaching Certificate** and a **post-secondary degree**

Opportunity to scale the **Nebraska Teacher Apprenticeship Program Model** across the state



Nebraska's Needs and Opportunities

Ensure **financial sustainability** via low-cost pathways and registration as apprenticeships

Allow candidates to “**earn and learn**” while serving full-time under the guidance of a mentor teacher

Fund and sustain degree + certification models that allow for more **flexible entry points** and are oriented around candidates who are also **working full-time** in a school setting

Increase **retention** and **teacher effectiveness** via **wraparound supports, increased clinical experiences, and an emphasis on mentorship**



Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: Round 3



Nebraska “Grow Your Own” Teacher Apprenticeship: Round 3

Competitive Sub-Grant Opportunity

Nebraska Department of Education | May 15, 2025

Application Due Date:

July 11, 2025

Competitive grant for **in-state, approved EPPs**, who will partner with one or more Nebraska **public school districts, educational service units (ESUs), and/or private school** employers to design and administer a “Grow Your Own”-style **Teacher Registered Apprenticeship Program**.

NDE plans to award up to an estimated **\$1,500,000** this round of the grant program, in increments of **\$100,000 awards per cohort proposal**.

EPPs may submit only 1 application, but are encouraged to apply for **multiple** cohort proposals covering different certification areas, program types, and LEA/school partnerships.

This grant places priority on identifying providers who can supply a **competitive number of candidate seats** offered within the requested award amount, while also maintaining **program quality**.

EPP awardees must cover **all costs** for candidates using their awarded funds.

Selected participants will complete their preparation while being **employed in a full-time, paid** paraprofessional, education assistant, or equivalent student-facing position under a **mentor teacher**.



“Round 3” Grant Highlights: *Partnership Requirements*

EPP applicants must partner with **one or more** of the following entities, which will serve as the employer of selected candidates (teacher apprentices):

- Nebraska public school districts
- Nebraska Educational Service Units (ESUs)
- Nebraska Private Schools

All applications must include letter(s) of support from **all** proposed LEA (i.e., district or ESU) or private school partners who will employ selected teacher apprentices during the proposed program. Each letter must be signed by the LEA or private schools superintendent or equivalent administrator.

Only early childhood entities that are housed within a Nebraska LEA (district or ESU) are eligible to serve as partners and place selected teacher apprentices pursuing Early Childhood Education or Early Childhood Inclusive certification as part of a grant-funded Nebraska “Grow Your Own” Teacher Apprenticeship program.



Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant

Program Options for EPPs to offer:

Program Option A: Bachelor’s degree-granting and certification + endorsement program, for candidates with at least an associate’s degree or equivalent undergraduate credits (60+).

Programs which allow for a minimum of 2,000 hours of full-time on-the-job training prior to completing the program, are recommended and preferred.*

Program Option B: Post-baccalaureate certification + endorsement, or Master’s-degree and certification + endorsement program, for candidates with at least a bachelor’s degree. Programs which allow for a minimum of 2,000 hours of full-time on-the-job training prior to completing the program, are recommended and preferred.*

Note: Program pathways which allow for no less than 1-full school year of full-time work experience, *in lieu of a 2,000-hour work experience*, will be reviewed and funded on a case-by-case basis to determine eligibility for registration as an apprenticeship, in consultation with the U.S. Department of Labor’s Office of Apprenticeship.



“Round 3” Grant Highlights: *Eligible Certification Areas*

EPPs must offer a pathway in **at least one** of Nebraska’s higher-vacancy teacher shortage areas.

Specific **priority** is given to programs that equip candidates to earn endorsement in the following areas:

- Special Education Generalist
- Early Childhood Inclusive
- Early Childhood Education
- **Elementary Education***

**New for Round 3*

EPPs must certify and demonstrate that LEA and School Partners have played a central role in the determination of which endorsement areas will be offered as part of a proposed program

Determinations of endorsement areas offered should be based on evidence of need at the LEA and/or School level



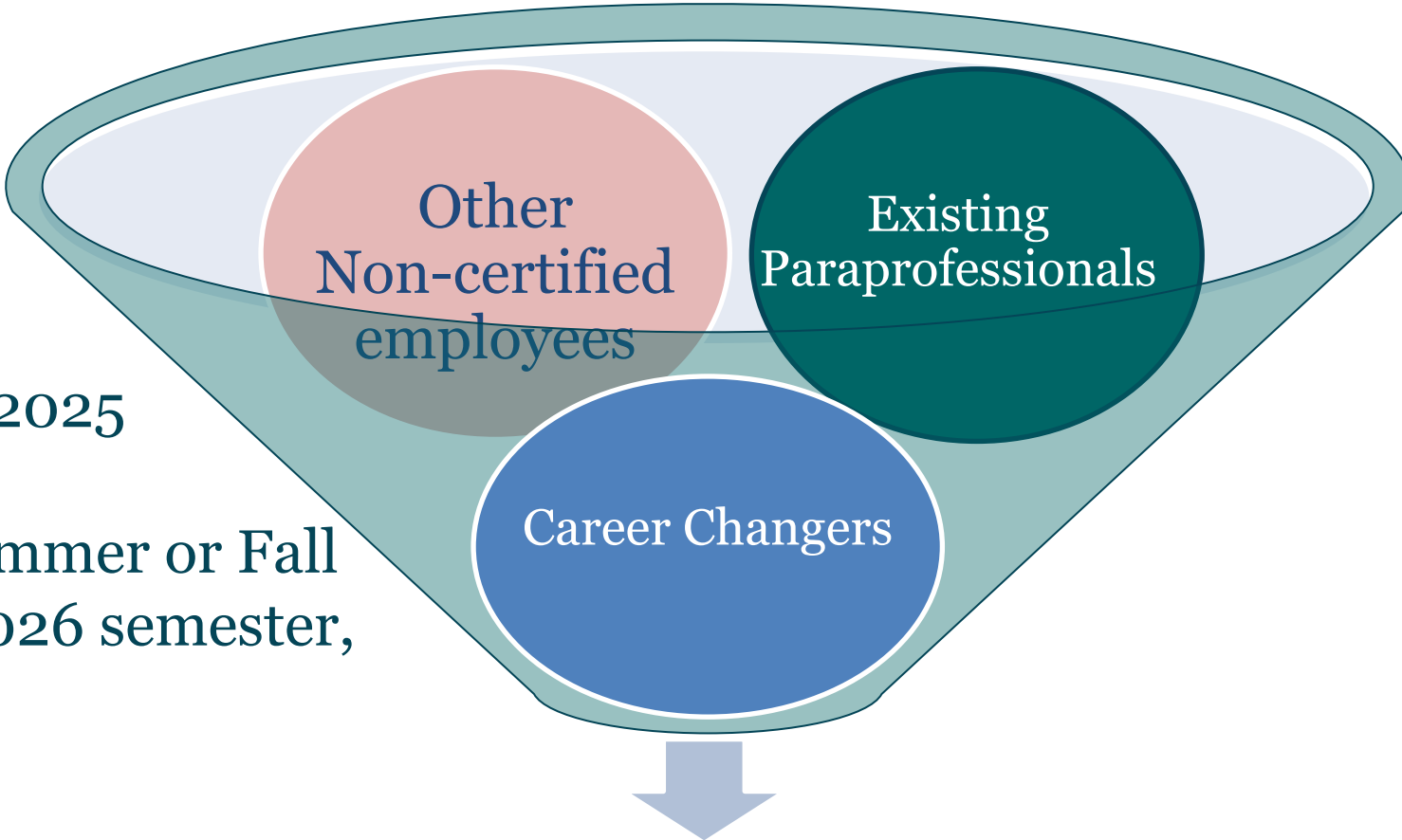
Program Design:

Option A: Bachelor's Degree & Certification + Endorsement Pathway

Program Option A

Recruitment:
Starting Spring/Summer 2025

Enrollment starting in Summer or Fall 2025, or start of Spring 2026 semester, until all seats are filled



Associate's degree, either in education or another field

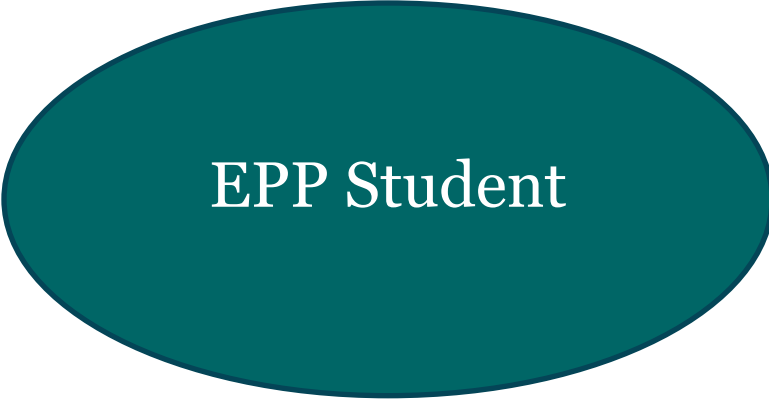
At least 60 undergraduate credits (not necessarily in education or a related field).

Participants Selected for
Nebraska GYO Teacher Registered
Apprenticeship Program

GYO Program:

Summer/Fall 2025, or
Spring 2026 -
Summer 2027

At least 1 school year
of on-the-job training



EPP Enrollment

Coursework leading to a **bachelor's degree + certification**, including passage of all required certification assessments

Graduation

By no later than **June 30, 2027.**

Eligible to serve as Teacher-of-Record in a
Nebraska School



Program Design:

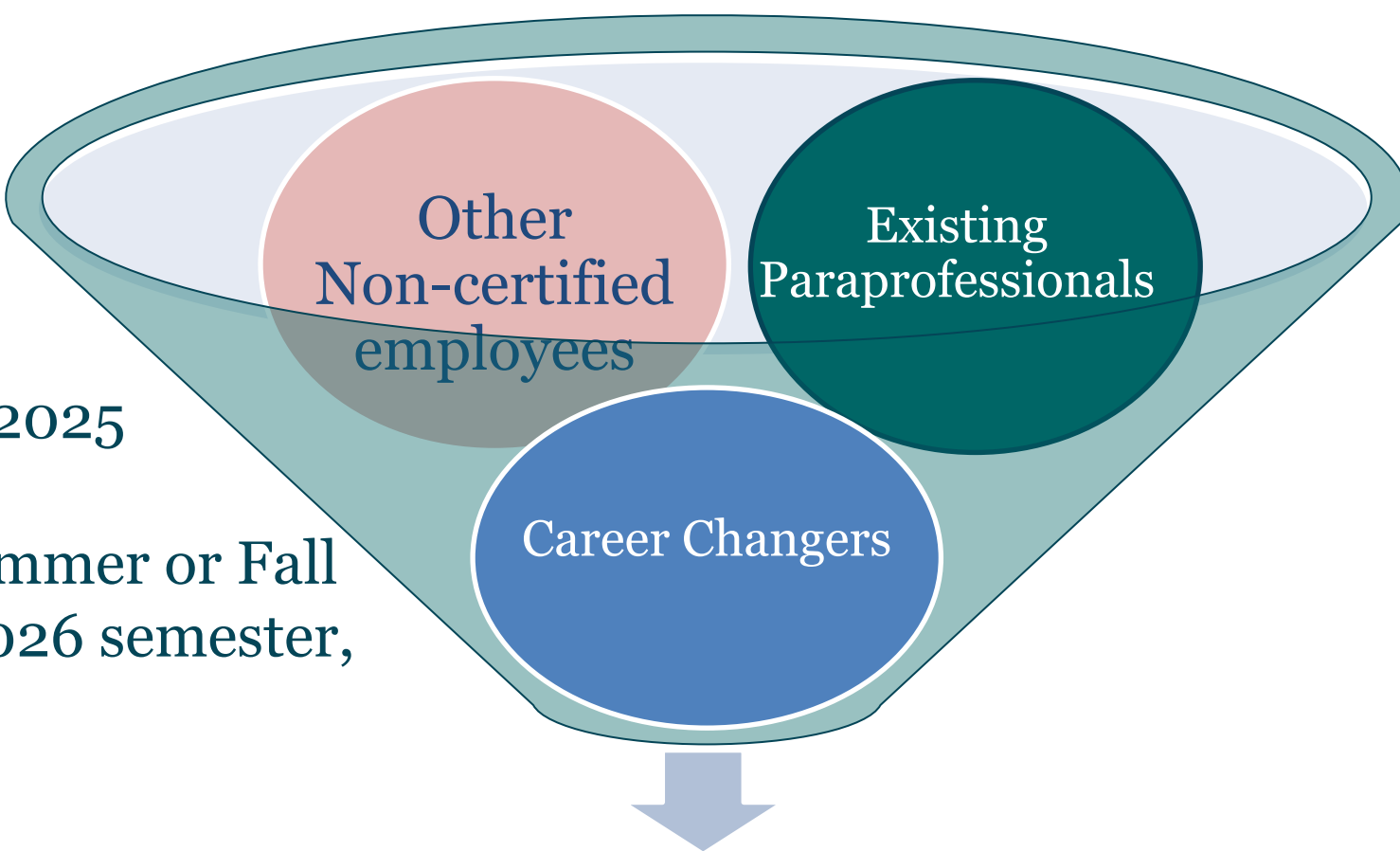
Option B:
Post-bacc.
or master's
degree &
certification +
endorsement



Program Option B

Recruitment:
Starting Spring/Summer 2025

Enrollment starting in Summer or Fall 2025, or start of Spring 2026 semester, until all seats are filled



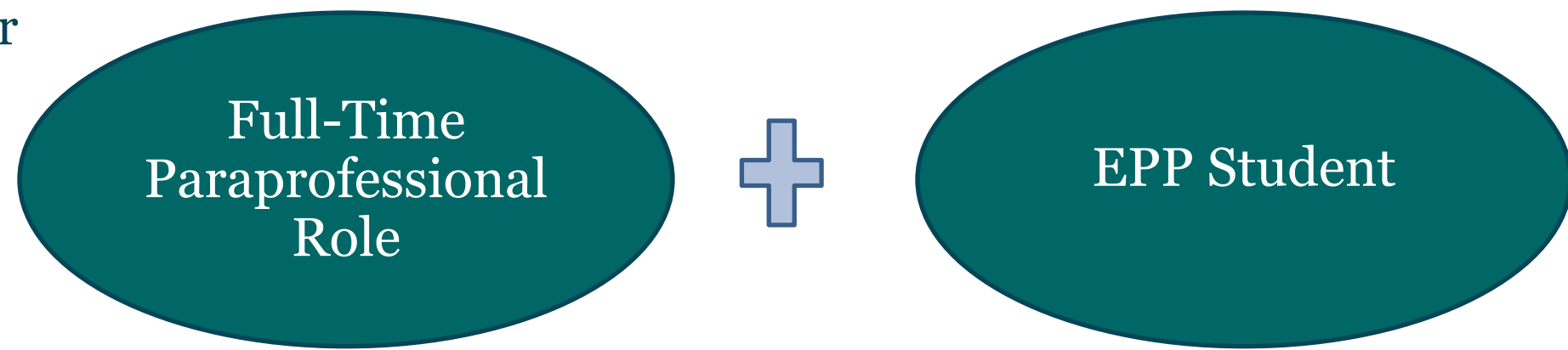
Bachelor's degree

Participants Selected for
Nebraska GYO Teacher Registered
Apprenticeship Program

GYO Program: ----- EPP Enrollment

Summer/Fall 2025, or
Spring 2026 -
Summer 2027

At least 1 school year
of on-the-job training



Coursework leading to **certification + endorsement**, as well as a **master's degree** if offered by the EPP applicant.

----- Graduation

By no later than **June 30, 2027.**

Eligible to serve as Teacher-of-Record in a
Nebraska School

“Round 3” Grant Highlights: *Program Timelines*

“Round 3” Programs must begin by no later than **January 1, 2026**.

Priority will be given to programs that allow candidates to be selected and enrolled by no later than ***September 1, 2025***

All EPP applicants must agree to administer their proposed GYO programs along a timeline that would allow each candidate to be eligible to become a fully certified teacher-of-record in Nebraska by no later than **June 30, 2027**.

EPP applicants must allow for partnering LEAs and schools to enroll candidates on a **rolling basis** until all agreed upon, NDE-funded candidate seats are filled. EPPs and their partnering LEAs or private schools must **mutually agree** on a date after which no further candidates will be enrolled in order to meet the required **June 30, 2027** completion deadline.



“Round 3” Grant Highlights *continued*

Candidates may not serve as teachers-of-record during the program

No out-of-pocket costs for apprentice candidates. EPPs must agree to use funds awarded by Nebraska Department of Education to cover all tuition, textbooks, one issuance of all certification assessments required for initial certification, and fees on behalf of candidates selected by their employing district, ESU, or private school.

Apprentice candidates will serve in a paid full-time paraprofessional (or equivalent) position for the duration of their participation in the program

Minimum one-year residency/clinical internship experience period

Wraparound supports for apprentice candidates

EPP awardees must agree to pursue a registered teacher apprenticeship, at Nebraska Department of Education’s discretion



Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: “Round 3”

EPPs are responsible for...

- ❑ **Submit** the grant application
 - o Working with university leadership to identify how many participants they can serve and what coursework they can offer within the given award amount and timeframe
 - o Writing a competitive application that satisfies all NDE requirement
- ❑ **Cover all out-of-pocket costs for candidates using awarded funds.** This includes tuition, fees, textbooks, and one (1) issuance of all required certification assessments.
- ❑ **Enroll eligible candidates** that are recommended by their employers, so long as those candidates meet minimum admission requirements of the EPP
 - o Work with employers to determine a mutually agreed upon deadline for recommendation and enrollment of candidates
- ❑ **Collaborate** with partnering LEAs and schools to ensure candidate success and strengthen partnerships.
- ❑ **Partner** with NDE and partnering LEAs and schools to register any resulting GYO program as a registered apprenticeship in teaching with the USDOL
- ❑ **Data reporting** to Nebraska Department of Education



Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: “Round 3”

LEA (district or ESU) and Private School partners are responsible for...

- ❑ **Collaborate** with EPP partners to design a “Grow Your Own” Teacher Registered Apprenticeship model that meets their local needs
- ❑ **Sign partner letters of support** as part of competitive grant application process
- ❑ **Draft required Wage Schedule** for each proposal in which they are named, using Appendix E as a guide
- ❑ **Identify and select** prospective educators to complete the GYO program
- ❑ **Employ** selected teacher apprentices in full-time, non-certified student-facing position (i.e., paraprofessional) while they complete their training and coursework
- ❑ **Provide** teacher apprentices with a mentor teacher
- ❑ **Cooperate** with EPP on selection and placement process, as well as data collection
- ❑ **Partner** with NDE to get GYO program(s) set up as a registered teacher apprenticeship with the USDOL



Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: “Round 3”

Questions?



Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: “Round 3”

PART 2: Key Differences, Additions, and New Priorities for “Round 3”



Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: Round 3

Key Differences, Additions, and New Priorities for “Round 3”

- ★ Additional questions added to M13 (“*Prior Performance and Lessons Learned*”)
 - Prior sub-grantees must outline progress towards filling all awarded candidate seats, and must reflect on any lessons learned and action steps if seats remain unfilled.
- NDE will continue to prioritize EPPs that can offer both a high-number of candidates seats and lowest average costs per candidate
 - T1 (“*Cost Per Participant*”) has increased by 5 points, to 40 maximum points
- Updates to T4 (“*Endorsement Areas*”)
 - Addition of Elementary Education as a high-priority endorsement area
 - Updated point increments and and updated list of prioritized endorsement areas
 - Points awarded for clear descriptions of how specific endorsement areas were arrived at, based on the needs of employers

Mandatory Requirement

(Note: This item is only required for past EPP sub-grant awardees of either/or Round 1 or Round 2 of the Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Sub-Grant Opportunity)

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Prior Performance and Lessons Learned

For EPP applicants that have been named as awardees of Round 1 and/or Round 2 of the Nebraska “Grow Your Own” Teacher Apprenticeship: Competitive Sub-Grant Opportunity:

- Please outline the current progress of the teacher apprenticeship program(s) and partnerships outlined in your successful Round 1 sub-grant application.
- **(If applicable)** Please outline the current progress of the teacher apprenticeship program(s) and partnerships outlined in your successful Round 2 sub-grant application.
- Please provide the following:
 - 1) A count of the total number of participant seats awarded and to be filled, based on the applicant’s final and most up-to-date “Round 1” Nebraska “Grow Your Own” Teacher Apprenticeship: Competitive Sub-Grant award.
 - 2) A count of the total number of participant seats currently filled, as June 1, 2025.
 - 3) If seats remain unfilled due to recruitment challenges or candidates choosing to un-enroll from your pathway(s), please outline any reflections, challenges, or lessons learned related to your institution’s current recruitment and retention efforts, alongside your employer partners. If seats remain unfilled, what action steps will your EPP take to directly address these challenges in order to fill all allotted seats moving forward both for Round 1 and any future rounds of grant funding?

**Mandatory
Requirements**



Mandatory Requirement

(Note: This item is only required for past EPP sub-grant awardees of either/or Round 1 or Round 2 of the *Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Sub-Grant Opportunity*)

13

CONTD: Prior Performance and Lessons Learned

For EPP applicants that have been named as awardees of Round 1 and/or Round 2 of the Nebraska “Grow Your Own” Teacher Apprenticeship: Competitive Sub-Grant Opportunity:

(Contd.)

- Please outline any “lessons learned”, reflections, challenges, or success stories that your institution has experienced thus far while implementing the teacher apprenticeship program(s) and partnerships outlined in your successful Round 1 and/or Round 2 sub-grant applications.
- Please outline any further information regarding the progress of your Round 1 or Round 2 *Nebraska “Grow Your Own” Teacher Apprenticeship: Competitive Sub-Grant Opportunity funded program(s)* that your institution deems relevant for the NDE scoring committee to review and consider.

**Mandatory
Requirements**



Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: Round 3

Key Differences, Additions, and New Priorities for “Round 3”

- Additional questions added to M13 (“*Prior Performance and Lessons Learned*”)
 - Prior sub-grantees must outline progress towards filling all awarded candidate seats, and must reflect on any lessons learned and action steps if seats remain unfilled.

★ NDE will continue to prioritize EPPs that can offer both a high-number of candidates seats and lowest average costs per candidate

- T1 (“*Cost Per Participant*”) has increased by 5 points, to 40 maximum points

- Updates to T4 (“*Endorsement Areas*”)
 - Addition of Elementary Education as a high-priority endorsement area
 - Updated point increments and and updated list of prioritized endorsement areas
 - Points awarded for clear descriptions of how specific endorsement areas were arrived at, based on the needs of employers

The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item using the rubric below. See **Appendix B: Technical Response Rubric** for a detailed breakdown of how each Technical Response Item will be scored.

1 **Cost per Participant:**

- 1) A count of the number of participant seats that will be offered to each LEA (i.e., districts or ESUs) and/or private school partner for the proposed “Grow Your Own” Teacher Apprenticeship program. The number of seats offered to each LEA or school partner may vary and should be based on size and need of the LEA(s) and school(s).*
- 2) A count of the total number of seats offered to all LEA and private school partners for the proposed “Grow Your Own” Teacher Apprenticeship Program *

*Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.

Sliding scale, max 40 points
Maximum Points: 40 points Score = (Lowest Average Cost per Participant, across all applications received in Program Option A / Applicant’s Average Cost per Participant) *40 <i>For Reference:</i> <u>Calculation Method for Average Cost per Participant</u> = Individual proposal budget request (not to exceed \$100,000 <u>per proposal</u>) / Total number of seats offered to all LEA and private school partners for the proposed GYO Teacher Apprenticeship Program. (reviewed <u>per proposal</u>)

Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: Round 3

Key Differences, Additions, and New Priorities for “Round 3”

- Additional questions added to M13 (“*Prior Performance and Lessons Learned*”)
 - Prior sub-grantees must outline progress towards filling all awarded candidate seats, and must reflect on any lessons learned and action steps if seats remain unfilled.
- NDE will continue to prioritize EPPs that can offer both a high-number of candidates seats and lowest average costs per candidate
 - T1 (“*Cost Per Participant*”) has increased by 5 points, to 40 maximum points



Updates to T4 (“*Endorsement Areas*”)

- Addition of Elementary Education as a high-priority endorsement area
- Updated point increments and updated list of prioritized endorsement areas
- Points awarded for clear descriptions of how specific endorsement areas were arrived at, based on the needs of employers

Endorsement Areas: Please respond to the following:

4

What type of teacher endorsements will participants earn? Will the proposed program offer a dual endorsement or add-on option, or single-endorsement option(s) only?

How did the applicant determine the proposed endorsement area(s) that will be offered? How was this determination based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s)?

Technical
Response

5 points	6 points	8 points
Applicant offers an endorsement pathway in at least one of the identified Nebraska teacher shortage areas, as listed here. or The EPP applicant does not offer a clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s).	Applicant offers an endorsement pathway in at least one of the following areas: Special Education Generalist Early Childhood Inclusive Early Childhood Education Elementary Education The EPP applicant offers a somewhat clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s). Response is lacking specific details or data which provides evidence of deeper discussions with local partners.	Applicant offers an endorsement pathway in at least one of the following areas: Special Education Generalist Early Childhood Inclusive Early Childhood Education Elementary Education The EPP applicant offers a clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s). Response contains specific details or data which provides evidence of deeper discussions with local partners.

Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: Round 3

Key Differences, Additions, and New Priorities for “Round 3”, contd.

- ★ Additional point increments added to T5 (*“Program Activities, Timeline, and Courses”*) for programs which will allow for enrollment of candidates by no later than September 1, 2025
- Adjustments to semesterly reporting requirements for future awardees, adding required reporting of *“total transcript credits earned to date, via participation in program”* for individual candidates
- Various adjustments to Technical Response Questions and Rubric, for the purpose of simplifying questions, emphasizing both quality and lowering of costs, and emphasizing district-driven program design

5

Program Activities, Timeline, and Courses: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum:

- 1) Descriptions of how courses will be delivered (online, hybrid), and an outline of when courses will be offered (e.g. synchronous, asynchronous).*
- 2) Course descriptions and full course schedule for the proposed “Grow Your Own” Teacher Apprenticeship program, including number of credit hours for the degree.
- 3) A full program timeline, with a description of when all required program activities will occur.

*As a reminder, all proposed programs must allow each candidate to enroll in the proposed program by no later than September 1, 2025, and earn either a master’s degree or post-baccalaureate credential and be eligible to become a fully-certified teacher-of-record in Nebraska by no later than June 30, 2027.

**Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.

0 points	2 points	4 points	6 points	8 points
The item is not addressed.	Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail.	Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail.	Timeline and course schedule are complete, and all of the required components are provided in sufficient detail.	Timeline and course schedule are complete, and all of the required components are provided in sufficient detail. The EPP applicant certifies and clearly outlines the means by which they are able to offer a bachelor’s degree-granting program that would allow candidates to be selected and enrolled by no later than September 1, 2025 , completing all degree and certifications requirements by June 30, 2027 .

Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: Round 3

Key Differences, Additions, and New Priorities for “Round 3”, contd.

- Additional point increments added to T5 (*“Program Activities, Timeline, and Courses”*) for programs which will allow for enrollment of candidates by no later than September 1, 2025
- ★ Adjustments to semesterly reporting requirements for future awardees, adding required reporting of *“total transcript credits earned to date, via participation in program”* for individual candidates
- Various adjustments to Technical Response Questions and Rubric, for the purpose of simplifying questions, emphasizing both quality and lowering of costs, and emphasizing district-driven program design

Scope of Work Summary

Term 11: The Awardee must submit a proof of participant progress report, each semester, that outlines program progress and outcomes to date. Minimum semesterly report requirements include:

- a. Participant names
- b. GPAs
- c. LEA (i.e., districts or ESUs) or private school employer
- d. Enrollment status (enrolled vs. unenrolled)
- e. Degree and/or certification + endorsement currently held
- f. Total transcript credits earned to date, via participation in program**
- g. Any other relevant information as requested by the Nebraska Department of Education

** New for Round 3*

A Closer Look

Mandatory Req #8
***Agrees to Scope
of Work
Summary***



Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: Round 3

Key Differences, Additions, and New Priorities for “Round 3”, contd.

- Additional point increments added to T5 (*“Program Activities, Timeline, and Courses”*) for programs which will allow for enrollment of candidates by no later than September 1, 2025
- Adjustments to semesterly reporting requirements for future awardees, adding required reporting of *“total transcript credits earned to date, via participation in program”* for individual candidates

★ Various adjustments to Technical Response Questions and Rubric, for the purpose of simplifying questions, emphasizing both quality and lowering of costs, and emphasizing district-driven program design

■ ***See full Technical Response and Technical Response Rubrics***

Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: “Round 3”

Questions?



Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: “Round 3”

PART 3: “Round 3” Grant Timeline and Logistics



Grant Timeline

May 15, 2025: Competitive Grant Released

May 21, 2025: Pre-Bid Conference #1, via
Zoom (1:00 *p.m. CST*)

June 16, 2025: Deadline for questions,
submitted via email to
NDE.TeacherApprenticeship@nebraska.gov
(11:59 *p.m. CST*)



June 18, 2025: Pre-Bid Conference #2, via
Zoom (1:00 *p.m. CST*)

June 23, 2025: Questions addressed by
NDE

July 11, 2025: Application Deadline
(11:59 *p.m. CST*)



Grant Timeline

***July 18, 2025:** Notice of contract award

***August 1, 2025:** Proposed Contract Start Date

Summer 2025-Fall 2025: Recruitment for “Round 3” funded “Grow Your Own” Teacher Registered Apprenticeship programs begins

Priority Enrollment Timeline:

No later than September 1, 2025: Selected candidates enroll in and begin their “Grow Your Own” Teacher Registered Apprenticeship programs

Mandatory Enrollment Timeline:

No later than January 1, 2026: Selected candidates enroll in and begin their “Grow Your Own” Teacher Registered Apprenticeship programs

*Note: All contract signature deadlines and proposed contract start dates are tentative and subject to all final approvals once grant awards are determined



Submission Guidelines *Submitting Multiple Proposals*

Applicants must only submit one (1) application to the NDE for consideration. However, EPPs may submit multiple project proposals, each for a requested \$100,000 grant award, within a single (1) grant application. Applicants will thus be eligible for multiple \$100,000 awards.

EPPs who wish to submit more than one project proposal should follow the instructions outlined in

1. *Appendix C: Instructions for Multiple Proposals from the Same Applicant*
2. *Mandatory Requirements*
3. *Technical Response*

Each proposal should outline programming that would be offered to a distinct cohort of teacher candidates. Proposals may be differentiated by Program Type, Endorsement Area, LEA partners, or some combination of those factors.

Cohorts **can** be made up of candidates from **one or more** LEA or school partners.



Submission Guidelines

Submitting Multiple Proposals

Steps to submitting multiple proposals within a single application:

- 1) Attach a 'Summary Table' as outlined in Mandatory Requirements item MO.
- 2) Throughout the single application, clearly label information in Mandatory and Technical Response Items that is distinctive to a particular program proposal (e.g., "Program #")
- 3) In the budget narrative (item T2 'Budget and Budget Narrative' in the Technical Response), clearly delineate costs per up to \$100,000, such that NDE could reasonably determine a partial award amount(s) in the instance that the full set of proposals are not funded.

Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: “Round 3”

Table 1: EXAMPLE Program Proposal Summary Table

Program #	Program Option	Nebraska Endorsement Area	Partners and Seats per Partner	Total Seats	Amount Requested
1	Program Option A (Bachelor's Degree & Certification + Endorsement)	Special Education Generalist	LEA A – 3 seats LEA B – 4 seats LEA C – 6 seats	13	\$100,000
2	Program Option A (Bachelor's Degree & Certification + Endorsement)	Early Childhood Inclusive	LEA A – 4 seats LEA B – 5 seats LEA C – 4 seats LEA D – 2 seats	15	\$100,000
3	Program Option B (Post-Bacc. Certification + Endorsement)	Mathematic 6-12, plus ESL supplemental	LEA A – 10 seats LEA B – 10 seats	20	\$97,850
4	Program Option B (Post-Bacc. Certification + Endorsement)	Social Science 7-12, plus ESL) supplemental	LEA A – 10 seats LEA B – 10 seats	20	\$97,850
...	...	...	...	...	...
TOTAL				<sum of all seats>	<total amount>



Submission Guidelines

Steps to submitting a program application:

1. Address all required program application components in sequential order.
2. Clearly label each attachment and individual sections of each program application (i.e., mandatory, technical, budget, summary table, etc.).
3. Ensure responses clearly correspond to specific items.
4. Save the application as a single PDF.
5. Submit a PDF copy of the application, via email, to kelly.baehr@nebraska.gov . All application materials must be submitted by the deadlines listed in the competitive grant application.

EPP applicants must submit all application materials, via email, to kelly.baehr@nebraska.gov by 11:59 p.m.

Central Time on **July 11, 2025**.



Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: “Round 3”

Part 4: Detailed Application Walkthrough



“Round 3” Grant Application Overview

Mandatory Requirements

0. Summary Table
 1. Contact Info
 2. Unique Entity Identifier
 3. Authorized Signatory
 4. Partner Info
 5. EPP Approval Status Confirmation
 6. Confirmation of Program Option Offering
 7. Degree and Certification + Endorsement Earned
 8. Agrees to Scope of Work Summary and Pro Forma Grant Award Notice
 9. Partner Letters of Support
10. Program Timeline
11. No Cost to Participants
12. Registered Apprenticeship
13. Prior Performance and Lessons Learned (Round 1 Awardees only)
14. Minimum Admissions Requirements
15. Residency Period
16. Coursework Delivery Format
17. Progressive Wage Schedule

Technical Response Items

1. Cost per Participant
2. Budget and Budget Narrative
3. Program Design
4. Endorsement Areas
5. Program Activities, Timeline, and Courses
6. Details of Residency Model
7. Mentor Support
8. EPP-LEA/School Partnerships
9. Wraparound Supports



Mandatory Requirements

The applicant must address all mandatory requirement items listed below and provide, in sequence, all requested information and documentation. Applications that do not earn a passing score in all mandatory requirement items will not be considered for award. All mandatory requirements must be met and given a passing score in order for an application to receive remaining scores for the Technical Response section.

Mandatory Requirement	Best Practice(s)
0 Summary Table: Applicants must submit a Program Proposal Summary Table, as outlined in <i>Appendix C: Instructions for Multiple Proposals from the Same Applicant</i> .	Follow all prompts and instructions with <i>Appendix C: Instructions for Multiple Proposals from the Same Applicant</i> , utilizing the example table as a template and starting point.
1 Contact Info: Detail the name, title, email address, mailing address, and telephone number of the person the Solicitation Coordinator should contact regarding the response.	Please ensure that all contact information is updated and accurate.



Mandatory Requirements

Mandatory Requirement

- 2 **Unique Entity Identifier:** Please provide the applicant educator preparation provider institution's Unique Entity Identifier (UEI).
- 3 **Authorized Signatory:** Please provide the name and email contact information for the individual within the applicant's institution who will serve as the institution's Authorized Signatory, if the applicant is awarded a sub-grant award as a result of this competitive application.

Best Practice(s)

Applicant's should work with their internal grants and finance team to locate their UEI number via SAM.gov

Applicant's should work internally to determine who would be serving as the Applicant's Authorized Signatory, if the Applicant is selected to receive an award and a resulting grant contract agreement



Mandatory Requirements

Mandatory Requirement

4 **Partner Info:** Provide the entity name, point of contact, phone number, and email address for each organization involved in the proposed partnership(s) outlined in this application. This should include information for both the EPP submitting the application as well as any LEA (i.e., districts or ESUs) and/or private school with whom the EPP applicant is proposing to partner.*

*Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.

5 **EPP Approval Status Confirmation:** The Applicant must provide a statement clearly certifying that they are a Nebraska Department of Education-approved Educator Preparation Provider that is currently approved to offer the proposed certification pathways and endorsement areas outlined in the application.

*Note: NDE reserves the right to verify and request any additional documentation as needed in support of any statements made in response to this Mandatory Requirement.

Best Practice(s)

Applicant’s must be sure to provide the requested information for **all** LEA or school partners listed within their application

Provide a statement confirming adherence to the requirements within item #5



6

Mandatory Requirement

Confirmation of Program Option Offering:
Provide a statement clearly confirming that the applicant is able to offer the following Program Option, as outlined in their proposal(s):

Program Option A: Bachelor’s Degree & Certification + Endorsement Program*

-OR-

Program Option B: Master’s Degree & Certification + Endorsement, or Post-Bacc. Certification + Endorsement Program*, **

**Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.*

***If the applicant is proposing to offer Program Option B, they must specify what post-secondary credential (Master’s & Certification + Endorsement, or Post-Baccalaureate Certification + Endorsement) they plan to offer. All candidates must complete a program that allows for eligibility to earn a regular teaching certificate.*

Best Practice(s)

You may use the following statement:

I, <insert name and title>, confirm that <insert EPP> plans to offer programming in <insert Program Option A or B>, leading to <insert resulting certification and degree type>.

Please be sure to include this relevant information for each proposal outlined in your application, indicating relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.



Mandatory Requirements

Mandatory Requirement

7 **Degree and Certification + Endorsement Earned:** Applicants must provide a statement indicating (1) the degree or credential earned by participants via the proposed Nebraska “Grow Your Own” Teacher Apprenticeship Grant Program, and (2) the certification + endorsement area(s) earned by participants in the proposed teacher apprenticeship program.*

*Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.

8 **Agrees to Scope of Work Summary and Pro Forma Grant Award Notice:** Provide a statement confirming that, if awarded a contract, the applicant will accept and agree to all terms and conditions outlined in the sections of this competitive grant titled *Scope of Work Summary: Terms for EPP Applicant* and *Appendix F: Pro Forma Grant Award Notification*

Best Practice(s)

Please clearly indicate the post-secondary degree and endorsement that candidates will earn as a result of the proposed program. All candidates must earn a Nebraska regular teaching certificate.

Please be sure to include this relevant information for each proposal outlined in your application, indicating relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.

You may use the following statement:

I, <insert name and title>, on behalf of <insert EPP>, confirm that, if awarded a contract, accept and agree to all terms and conditions outlined in the section Scope of Work Summary: Terms for EPP Applicant and Appendix F: Pro Forma Grant Award Notification



Scope of Work Summary

The following Scope of Work summary provides an overview of the minimum requirements that selected awardees will be expected to provide upon contract award.

Term 1: The Awardee must provide teacher participants (“participants”) with a tuition-free education resulting in a post-secondary degree or credential, and eligibility for a Nebraska regular teaching certificate, with endorsement in at least one endorsement area. All endorsement areas offered as part of the proposed partnership must be mutually agreed upon by the Awardee and the proposed Nebraska school district or educational service unit (“ESU”), collectively referred to within this scope of work as Local Education Authority (“LEA”), or private school partner(s). The Awardee must already be approved to offer the endorsement areas they have proposed in their application(s).

Term 2: Grant funding must entirely cover tuition, textbooks, and fees for all selected participants. No cost for programming shall be passed on to participants.

Term 3: The Awardee must agree to cover the cost of one issuance of each required certification assessment for all selected participants who complete the Nebraska “Grow Your Own” Teacher Apprenticeship Grant Program. Unless covered by the Awardee’s approved sub-grant budget, additional issuance of a required certification exam will be paid for by the LEA (i.e., districts or ESUs), private school or participant.

Term 4: The Awardee must work with the partnering LEA or private school to place each participant in a paid paraprofessional, education assistant, or equivalent student-facing position for the duration of their participation in the program. During this residency component of the program, participants will serve in a minimum 1-year clinical internship experience. The Awardee and LEA or private school partner(s) must allow for the residency experience completed by each selected candidate to satisfy the clinical internship/student teaching requirements for participants.

A Closer Look

Mandatory Req #8
***Agrees to Scope
of Work
Summary***



Scope of Work Summary (cont'd)

The following Scope of Work summary provides an overview of the minimum requirements that selected awardees will be expected to provide upon contract award.

Term 5: The Awardee must work with the LEA partner(s) to ensure that participants are able to experience, at minimum, 2,000 hours of full-time work experience, also known as “on-the-job” training and learning, through which the participant is able to demonstrate the competencies of a full-time teacher, under the direct supervision of a mentor teacher-of-record. Participants must not serve as the teacher-of-record in a clinical practice setting during the completion of the program. Programs which allow for no less than 1-full school year of full-time work experience, in lieu of a 2,000 hour work experience, will be reviewed, approved, and funded on a case-by-case basis to determine eligibility for registration as an apprenticeship, in consultation with the U.S. Department of Labor’s Office of Apprenticeship.

Term 6: Each participant must be assigned to a high-quality, fully-certified mentor teacher (also referred to as a “Journeyworker”) by their employing LEA or private school. The Awardee and their chosen LEA or private school partners must implement their mentoring program as outlined in their response to item T7 ‘Mentor Support’ in the required Technical Response section of the competitive sub-grant document. This mentoring program must be developed in collaboration between the Awardee and the Awardee’s partnering LEA(s) or private school(s), including representative administrators and mentor teachers, and it must explain in detail how the program will be delivered to support emerging teachers.

Term 7: The Awardee must allow for partnering LEAs (i.e., districts or ESUs) or private schools to make the final decision on the selection of all participants, who will be employed in the Nebraska LEA or private school. All selected participants must meet all state and local requirements for employment as a full-time paraprofessional, education assistant, or equivalent student-facing employee, as well as all admission requirements for the partner Awardee institution in which they will be enrolled. Prior to their residency, participants must meet all Nebraska Department of Education requirements for student teaching clearance.

A Closer Look

Mandatory Req #8
***Agrees to Scope
of Work
Summary***



Scope of Work Summary (cont'd)

Term 8: The Awardee must ensure that if a participant chooses to unenroll from the Awardee’s program prior to their completion of the program, the Awardee will allow the LEA or private school in which that participant was placed to select a new participant to enroll in the program at no additional cost. Prior to program start date, the Awardee and all partnering LEAs or schools must mutually agree upon a deadline after which new candidates would not be able to enroll and complete programming within the period covered under the award.

Term 9: The Awardee must allow for partnering LEAs or schools to enroll candidates on a rolling basis, in compliance with the Awardee’s enrollment process and enrollment schedules as outlined in their competitive sub-grant response, until all participant seats are filled. Based on the requirement that all selected candidates must complete a program that would allow them to become an eligible teacher-of-record in Nebraska by no later than June 30, 2027, the Awardee and all partnering LEAs and schools must mutually agree upon a date after which no further candidates could be enrolled in order to comply with that stated timeline.

Term 10: The Awardee must agree to allow any partnering employing LEA or private school, at the employer’s sole discretion, to purchase additional participant seats in the approved Nebraska “Grow Your Own” Teacher Apprenticeship Grant Program at the Awardee’s prorated amount per participant, as outlined in the sub-grant award and corresponding budget.

Term 11: The Awardee must submit a proof of participant progress report, each semester, that outlines program progress and outcomes to date. Minimum semesterly report requirements include:

- a. Participant names
- b. GPAs
- c. LEA (i.e., districts or ESUs) or private school employer
- d. Enrollment status (enrolled vs. unenrolled)
- e. Degree and/or certification + endorsement currently held
- f. *Total transcript credits earned to date, via participation in program**
- g. Any other relevant information as requested by the Nebraska Department of Education

* New for Round 3

A Closer Look
Mandatory Req #8
Agrees to Scope of Work Summary



Scope of Work Summary (cont'd)

Term 12: The Awardee shall provide to the Nebraska Department of Education, within 90 calendar days of the conclusion of the grant term, a written final report that outlines program activities and outcomes. Minimum final report requirements include:

- a. Comprehensive summary of program activities and outcomes
- b. Participant progress data outlined in item #11 of the [Scope of Work Summary: Terms for EPP Applicant](#).
- c. Graduation status, certification assessment passage status, and employment status for each participant
- d. Overall evaluation of program effectiveness, including participant graduation rate and certification assessment passage rates
- e. LEA (i.e., districts or ESUs) or private school satisfaction survey regarding the effectiveness of the participants' preparation as a result of the program
- f. Recommendations for program improvements for future participants

Term 13: For the duration of the grant term, the Awardee and all partners must be responsive to all program evaluation requests from the Nebraska Department of Education.

Term 14: The Awardee must provide supplementary academic, career, and certification preparation support, within grant funding, to all participants enrolled in the programs, as outlined in their grant application and proposal.

Term 15: The Awardee shall agree to cooperate with the Nebraska Department of Education in establishing their “Grow Your Own” Teacher Apprenticeship program as a Registered Apprenticeship with the United States Department of Labor’s Office of Apprenticeship, with the Nebraska Department of Education serving as sponsor.

Term 16: Unused funding from the Awardee’s award may be reallocated, at the discretion of the Nebraska Department of Education.

Term 17: The Awardee shall otherwise implement a “Grow Your Own” Teacher Apprenticeship program as specified in their application’s response to the Application Components section of the competitive sub-grant document, including all specifications outlined by the applicant in response to Mandatory Requirement and Technical Response items.

A Closer Look
Mandatory Req #8
***Agrees to Scope
of Work
Summary***



Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant

See (pg. 46 of the Grant document) for the full Pro Forma Grant Award Notice

Appendix F: Pro Forma Grant Award Notification

NEBRASKA DEPARTMENT OF EDUCATION (NDE)
500 S. 84th St., 2nd Floor
Lincoln, NE 68510-2611

GRANT AWARD NOTIFICATION (GAN)

Approved Date: __

Name and Address of Grantee (Subrecipient Agency): Address Book Number: __ DUNS Number: __	NDE Program Contact /Phone Number / Email: _____ NDE Payment Contact / Phone Number / Email: _____									
Amount of Grant: __ AMENDMENT #: __	Grant Period: From: __ To: __									
Program Title : __ Catalog of Federal and Domestic Assistance (CFDA): __										
Source: __										
<table><tr><td></td><td>Prior Year</td><td>Current Year</td></tr><tr><td>Federal Award Identification Number (FAIN):</td><td></td><td></td></tr><tr><td>Federal Award Date</td><td></td><td></td></tr></table>			Prior Year	Current Year	Federal Award Identification Number (FAIN):			Federal Award Date		
	Prior Year	Current Year								
Federal Award Identification Number (FAIN):										
Federal Award Date										
Project Number: Terms and Conditions of Award										
A. This Non-research Grant shall be in effect for the designated period of the Grant award (Grant Period) unless otherwise terminated or suspended by the Nebraska Department of Education (Department) at any time. B. Program and fiscal reports will be completed and submitted as required and shall report grant activities in accordance with the approved application and budget as required by the Department. C. Amendments must be agreed to by the Grantee and NDE and documented by the Department and an amended Grant Award Notification provided to the grantee. D. The obligation period of the Grant is identified in Grant Award Period above. Obligations cannot be made prior to or after this Grant Period. All obligations should be liquidated within 45 days after ending date of Grant. At the completion of the grant period, a final request for funds accompanied by the final report of expenditures must be submitted to the Department with proper documentation not later than 45 days after the last day of the grant period. E. The negotiated indirect cost rate or the indirect cost allocation plan approved for the Grantee of this GAN applies to this grant award. F. Funding requests will be documented as required by the Department's Grants Management System (GMS) or, for grants not in the GMS documented using a Report of Expenditures (NDE 28-003) according to procedures identified in application process. This form can be found on the NDE website: http://www.education.ne.gov/FOS/Forms/index.html or the NDE Portal - Forms Tab: https://portal.education.ne.gov/site/DesktopDefault.aspx. G. Adequately detailed documentation specifying the grant expenditures must accompany all requests for reimbursement. (i.e. computer printouts, system generated documentation, etc.)										

A Closer Look

Mandatory Req #8
*Agrees to Scope
of Work
Summary*



Mandatory Requirement

9

Partner Letters of Support: Include attached letter(s) of support from all proposed partner LEA(s) or private school(s), and/or partnership agreements with each of the proposed partner LEAs.

Each letter of support must certify the following:

- The LEA or school is willing to participate in the grant program in partnership with the applicant.
- The LEA or school has reviewed and agrees to its role and responsibilities as a partner, as outlined in the [Scope of Work Summary](#) and [Technical Response](#) sections of this competitive solicitation for the Nebraska “Grow Your Own” Teacher Apprenticeship Grant Program.
- The LEA or school certifies that any additional stipends or payments provided to assigned mentor teachers will be the financial responsibility of the LEA and will not be paid by the EPP awardee using grant funds.
- The LEA or school certifies that it has been involved in determining, and approves of, the teacher certificate, endorsement area(s) and degree(s) that will be offered via the proposed partnership.
- If a grant is awarded, the LEA or school is willing to sign a formal memorandum of understanding (MoU) with the Nebraska Department of Education, as part of its participation in the program, that further outlines and clarifies its role and responsibilities.
- If a grant is awarded, as part of its participation in the program, the LEA or school is willing to work with the Nebraska Department of Education and the EPP awardee in order to register the grant-funded “Grow Your Own” program as a Registered Apprenticeship with the United States Department of Labor’s Office of Apprenticeship, with the Nebraska Department of Education serving as sponsor.

Best Practice(s) and Notes

Each letter must be signed by the LEA or private school’s superintendent or equivalent administrator. *Any applications containing letters of support that are not signed by a partnering LEA or private schools superintendent or equivalent administrator may be subject to a delayed review or rejection, at NDE’s discretion, until corrected letters signed by a partnering LEA or private schools superintendent or equivalent administrator are received.*

As a reminder for EPP applicants offering an Early Childhood Education or Early Childhood Inclusive certification pathway: independent early childhood education or childcare centers are not considered to be eligible partners for this sub-grant opportunity. Only early childhood entities that are housed within a Nebraska LEA (district or ESU) are eligible to serve as partners and place selected teacher apprentices as part of a grant-funded Nebraska “Grow Your Own” Teacher Apprenticeship program.

Applicants may consider developing a template letter of support that can be distributed and utilized by all participating LEAs or schools with which they will be partnering as part of the proposed GYO Teacher Registered Apprenticeship Program(s) outlined in the grant application.

Mandatory Requirements



Mandatory Requirement

Best Practice(s)

10

Program Timeline:

Provide a statement affirming that the Applicant’s proposed “Grow Your Own” Teacher Apprenticeship program will occur along a timeline that would allow each candidate to enroll in the proposed program by no later than January 1, 2026, and earn either a bachelor’s degree, a master’s degree or a post-baccalaureate credential and be eligible to become a fully-certified teacher-of-record in Nebraska by no later than June 30, 2027.*

Note: Programs which will allow for candidates to be selected and enrolled by no later than September 1, 2025 will be prioritized, as reflected in Appendix B: Technical Response Rubric.

**Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.*

Provide a statement confirming adherence to the required timeline for the pathway that the applicant is proposing to offer as part of their GYO program.



Mandatory Requirements

Mandatory Requirement

- 11

No Cost to Participants: Provide a statement confirming that, if the grant is awarded, participants will not bear any costs from tuition, textbooks, or fees.
- 12

Registered Apprenticeship: Provide a statement indicating that, upon successful program implementation, the applicant and any LEA or private school partners are willing to participate in registration of the Nebraska “Grow Your Own” Teacher Apprenticeship Grant Program as an official Registered Apprenticeship with the United States Department of Labor Office of Apprenticeship, with the Nebraska Department of Education serving as sponsor.

Best Practice(s)

Provide a statement confirming adherence to the requirements within items #11-12



Mandatory Requirement

Best Practice(s)

(Note: This item is only required for past EPP sub-grant awardees of either/or Round 1 or Round 2 of the Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Sub-Grant Opportunity)

Prior Performance and Lessons Learned

13

For EPP applicants that have been named as awardees of Round 1 and/or Round 2 of the Nebraska “Grow Your Own” Teacher Apprenticeship: Competitive Sub-Grant Opportunity:

- Please outline the current progress of the teacher apprenticeship program(s) and partnerships outlined in your successful Round 1 sub-grant application.
- **(If applicable)** Please outline the current progress of the teacher apprenticeship program(s) and partnerships outlined in your successful Round 2 sub-grant application.
- Please provide the following:
 - 1) A count of the total number of participant seats awarded and to be filled, based on the applicant’s final and most up-to-date “Round 1” Nebraska “Grow Your Own” Teacher Apprenticeship: Competitive Sub-Grant award.
 - 2) A count of the total number of participant seats currently filled, as June 1, 2025.
 - 3) If seats remain unfilled due to recruitment challenges or candidates choosing to un-enroll from your pathway(s), please outline any reflections, challenges, or lessons learned related to your institution’s current recruitment and retention efforts, alongside your employer partners. If seats remain unfilled, what action steps will your EPP take to directly address these challenges in order to fill all allotted seats moving forward, both for Round 1 and any future rounds of grant funding?

Responses are only required for awardees of “Round 1” of the Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Sub-Grant Opportunity.

Responses should show that a significant level of reflection and documentation of lessons learned has occurred on the part of Round 1 EPP awardees.

Respondents should also share any key learnings or updates that have been collected from their LEA or school partners, for reference by NDE



Mandatory Requirement

(Note: This item is only required for past EPP sub-grant awardees of either/or Round 1 or Round 2 of the Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Sub-Grant Opportunity)

CONTD: Prior Performance and Lessons Learned

13

For EPP applicants that have been named as awardees of Round 1 and/or Round 2 of the Nebraska “Grow Your Own” Teacher Apprenticeship: Competitive Sub-Grant Opportunity:

(Contd.)

- Please outline any “lessons learned”, reflections, challenges, or success stories that your institution has experienced thus far while implementing the teacher apprenticeship program(s) and partnerships outlined in your successful Round 1 and/or Round 2 sub-grant applications.
- Please outline any further information regarding the progress of your Round 1 or Round 2 *Nebraska “Grow Your Own” Teacher Apprenticeship: Competitive Sub-Grant Opportunity* funded program(s) that your institution deems relevant for the NDE scoring committee to review and consider.

Best Practice(s)

Responses are only required for awardees of “Round 1” and/or “Round 2” of the Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Sub-Grant Opportunity.

Responses should show that a significant level of reflection and documentation of lessons learned has occurred on the part of Round 1 and Round 2 EPP awardees.

Respondents should also share any key learnings or updates that have been collected from their LEA or school partners, for reference by NDE



Mandatory Requirements

Mandatory Requirement

14

Minimum Admissions Requirements: Please outline your institutions’ minimum admissions requirements for entry into the NDE-approved educator preparation program.*

Note: As a reminder, if awarded, the applicant must allow any partnering LEA(s) or private school(s) to recommend all candidates for participation in the proposed “Grow Your Own” Teacher Apprenticeship program. As long as recommended candidates meet all state and local requirements for employment in a full-time, student-facing position within the partnering LEA(s) or private school(s), **and as long as they meet minimum admission requirements for the applicant's approved educator preparation program, they must be admitted to the applicant institution’s educator preparation program, as specified and agreed upon candidate seats are available.*

**Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.*

15

Residency Period: Applicants must attest that program participants will have at least one year of paid residency experience. The Awardee and LEA or private school partner(s) must allow for the residency experience completed by each selected candidate to satisfy the clinical internship/student teaching requirements for participants. Participants must not serve as the teacher-of-record in a clinical practice setting during the completion of the program.

Best Practice(s)

For Applicant’s who will be offering more than 1 pathway, including either pathways in more than 1 teaching field, or pathways in more than 1 Program Option, please differentiate as clearly as possible between the admissions requirements for those respective pathways.

For Mandatory Requirement #15, please provide a statement confirming the applicant’s ability to comply with the requirements as listed in the application item



Mandatory Requirement

16

Coursework Delivery Format: Applicants must clearly describe the coursework delivery format and outline whether coursework will be delivered in an in-person, remote, or hybrid format.*

*Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.

Best Practice(s)

For item #16, you may use the following statement:

I, <insert name and title>, confirm that <insert EPP> plans to offer coursework in a <state in-person, remote, or hybrid> format.

Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #, specifically if coursework formats may differ between proposals



Mandatory Requirement

17

Progressive Wage Schedule:

Applicants must provide a table, for each partnering LEA or private school partner, that outlines the starting wage/salary rates that participants will earn during the proposed program. This table must also outline the minimum salary apprentices will earn in their first year of teaching. If the program spans multiple years, the participant must see an increase in wage/salary across years, at minimum. Partnering LEAs or schools may choose to provide incremental increases more frequently than annually, but that is not required. The submitted progressive wage schedule must follow all minimum requirements as outlined in Nebraska’s USDOL-approved Standards of Apprenticeship, provided in *Appendix E: Progressive Wage Schedule Template*, which outlines all parameters for the Nebraska Teacher Registered Apprenticeship Model. Applicants must utilize the template provided in Appendix E. *

*Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details regarding submission of multiple program proposals.

Best Practice(s)

Applicants must work with partnering LEAs and/or school to submit relevant wage schedules on which participating teacher apprentice candidates will be compensated during the program. See *Appendix E: Progressive Wage Schedule Template*, which outlines all parameters for the Nebraska Teacher Registered Apprenticeship Model. Applicants must utilize the template provided in Appendix E.

Additional support will be provided to LEA and school partners to support this effort.



Wage Schedule Requirements

Requirements from Nebraska Department of Education's USDOL-Approved Standards of Apprenticeship

Apprentices must be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current journeyworker wage rate, which is at least \$38,000.00, or in compliance with the Employer's prevailing journeyworker wage rate.

During the apprenticeship term, Apprentices will be employed in a student-facing role within a school setting while serving under the supervision of a fully-certified Mentor Teacher (Journeyworker).

Wage Schedules for individual Apprentices shall be based on the Wage Schedule as set by the Employer.

Wage Schedule: Nebraska Teacher Registered Apprenticeship Program		
Period	1 (Entry into Teacher Apprenticeship Program) *	Program Completion (Journeyworker Wage Rate) *
Required Wage Rate	At least \$13.50/hour, or in compliance with Employer's prevailing wage rate.	At least \$38,000/year, or in compliance with Employer's prevailing Journeyworker wage rate.

**Wage schedules shall be subject to annual Employer's Board of Education review and approval, as well as state requirements, and relevant collective bargaining agreements.*



Template Wage Schedule Table

TEMPLATE FOR RESPONSE TO MANDATORY REQUIREMENT M15

TEMPLATE Wage Schedule: Nebraska Teacher Registered Apprenticeship Program			
Period	1 (Entry into Teacher Apprenticeship Program) *	2,3,4, etc.... <i><Periods usually correlate with school years or contract periods. Partnering LEAs or schools may choose to provide incremental increases more frequently than annually, but that is not required></i>	Program Completion (Journeyworker Wage Rate) *
Requirements	At least \$13.50/hour, or in compliance with Employer's prevailing wage rate.	At least \$13.50/hour, or in compliance with Employer's prevailing wage rate, <u>and</u> above the starting rate listed for Period #1.	At least \$38,000/year, or in compliance with Employer's prevailing Journeyworker wage rate.
Apprentice Wage Rate	<i><Insert minimum starting wage or salary for teacher apprentices. Must be equal to or higher than at least \$13.50 per hour, or in compliance with the Employer's prevailing wage rate. ></i>	<i><Insert next wage or salary progressions, based on intended minimum wage or salary in Period 2 and onwards during the Apprenticeship term.></i> Note: The number of Periods in an apprenticeship term will vary based on program length, format, and the progressive wage/salary schedules for each partnering LEA or school.	<i><Insert minimum starting wage or salary for certified teachers within the partnering LEA or school. Must be equal to or higher than \$38,000/year, or in compliance with the Employer's prevailing Journeyworker wage rate for certified teachers></i> Upon program completion, if certified, an individual who completes a registered teacher apprenticeship program, and who is employed by the partnering LEA or school, shall be paid a wage commensurate with their Employer's existing salary/wage scale for certified Journeyworker teachers.

Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: “Round 2”

Questions?



Note of Differentiated Scoring:

All individual grant proposals for \$100,000 will be evaluated against the Mandatory and Technical Response Rubrics.

Individual proposals offering a GYO program which corresponds to **Program Option A** will be evaluated against **Technical Response Rubric: Program Option A** (*Bachelor's degree & certification + endorsement*)

Individual proposals offering a GYO program which corresponds to **Program Option B** will be evaluated against **Technical Response Rubric: Program Option B** (*Master's degree & certification + endorsement (or) Post-Bacc. certification + endorsement*)

Proposals will be assessed against other applications proposing similar Program Options.

Final awards, including any partial awards for individual proposals contained within a single application, will be made at the discretion of NDE.

Technical
Response



The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item using the rubric below. See **Appendix B: Technical Response Rubric** for a detailed breakdown of how each Technical Response Item will be scored.

1

Cost per Participant:

- 1) A count of the number of participant seats that will be offered to each LEA (i.e., districts or ESUs) and/or private school partner for the proposed “Grow Your Own” Teacher Apprenticeship program. The number of seats offered to each LEA or school partner may vary and should be based on size and need of the LEA(s) and school(s).*
- 2) A count of the total number of seats offered to all LEA and private school partners for the proposed “Grow Your Own” Teacher Apprenticeship Program *

*Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.

Sliding scale, max 40 points
Maximum Points: 40 points Score = (Lowest Average Cost per Participant, across all applications received in Program Option A / Applicant’s Average Cost per Participant) *40 <i>For Reference:</i> <u>Calculation Method for Average Cost per Participant</u> = Individual proposal budget request (not to exceed \$100,000 <u>per proposal</u>) / Total number of seats offered to all LEA and private school partners for the proposed GYO Teacher Apprenticeship Program. (reviewed <u>per proposal</u>)

Technical Response #1

CALCULATION EXAMPLES

1

Cost per Participant:

Calculation Method for Average Cost per Participant = Calculation Method for Average Cost per Participant = Individual proposal budget request (not to exceed \$100,000 per proposal) / Total number of seats offered to all LEA and private school partners for the proposed GYO Teacher Apprenticeship Program (reviewed per proposal).

Example #1:

Proposal Budget Request: **\$100,000.00**

Total number of seats offered to all LEA and private schools in proposal: **5**

Average Cost per Participant: **\$20,000.00**

Example #2:

Proposal Budget Request: **\$100,000.00**

Total number of seats offered to all LEA and private schools in proposal: **10**

Average Cost per Participant: **\$10,000.00**

Example #3:

Proposal Budget Request: **\$80,000.00**

Total number of seats offered to all LEA and private schools in proposal: **5**

Average Cost per Participant: **\$16,000.00**

Example #4

Proposal Budget Request: **\$96,000.00**

Total number of seats offered to all LEA and private schools in proposal: **6**

Average Cost per Participant: **\$16,000.00**

Technical
Response

2

Budget and Budget Narrative: Submit a proposed budget (using the attached [Appendix A: Budget Template](#)), and an accompanying budget narrative. The budget must be annualized for each year of the program(s) and must categorize all proposed costs for the program(s).

Please note – budgets that do not include administrative costs, and instead maximize funds to cover costs on behalf of as many candidates as possible, will be prioritized.

0 points	1 point	3 points	6 points
The item is not addressed.	EPP provides both a budget and budget narrative for the program, but items are poorly detailed, contain several errors, and/or do not clearly align to stated program goals.	EPP provides both a budget and budget narrative for the program, but items are somewhat lacking in detail, contain errors, and/or only somewhat align to stated program goals. The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly. OR EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals, but funding is used to cover administrative costs, including supplies, salaries, and benefits, in lieu of utilizing funding to cover programmatic costs on behalf of candidates(i.e., tuition, textbooks, fees, licensure assessments).	EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals. The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly. EPP provides both a budget and budget narrative for the program that specify funding will <u>only</u> be used to cover programmatic costs on behalf of candidates (i.e., tuition, textbooks, fees, licensure assessments).

The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item based on a summary review and assessment of the applications received.

A Closer Look

Technical Response #2:

Budget and Budget Narrative

You do not need to list specific names, but in sub-expenses lines, please indicate job titles associated with the program. In the budget narrative, elaborate on how these roles support program outcomes.

This should include expenses for textbooks and any other program materials provided to candidates.

Budget			
Budget Period (Fiscal Year 20__)			
Expense Category	Award (proposed)	Awardee Contribution (Proposed)	Total Project (Proposed)
Salaries & Benefits	\$0.00	\$0.00	\$0.00
Supplies	\$0.00	\$0.00	\$0.00
Programmatic Costs	\$0.00	\$0.00	\$0.00
TOTAL	\$0.00	\$0.00	\$0.00

Please ensure the budget costs are annualized. You may either (1) complete a separate budget table for each year of the program, then include a summary table of total program costs per roll-up expense category, or (2) complete a single budget table for all years of the program, clearly indicating to which year of the program each expense line (or sub-expense line) applies.

For any startup expense that may only be borne in year 1 of the program, please include these expenses in year 1 only (you do not need to calculate an average annual rate of such expenses).

Indicate any matching funds or third-party contributions that would support the operation of the program. Not required but encouraged for applicants to consider to make applications more competitive from a cost standpoint.

This should include sub-expense lines for tuition, the costs of licensure assessments, and any other fees. This should be given at a rate per participant, then multiplied out by number of participants.

3

Program Design: Provide a description of intended program design. At a minimum, this description must outline the following:

- 1) How was the vision for the GYO Teacher Apprenticeship Program developed? What process was used to incorporate input from students, educators, paraprofessionals, and cultural liaisons in the community?
- 2) How, and to what extent, will the proposed “Grow Your Own” Teacher Apprenticeship program leverage and promote connections to existing “pre-apprenticeship”-style programs, such as Educators Rising, that promote early access and exposure to teaching as a career pathway, particularly for current high-school students?

0 points	3 points	6 points
The item is not addressed.	The response thoroughly addresses 1 part of the question, but 1 section of the response lacks sufficient detail.	The response thoroughly addresses both parts of the question in sufficient detail

Endorsement Areas: Please respond to the following:

4

What type of teacher endorsements will participants earn? Will the proposed program offer a dual endorsement or add-on option, or single-endorsement option(s) only?

How did the applicant determine the proposed endorsement area(s) that will be offered? How was this determination based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s)?

5 points	6 points	8 points
Applicant offers an endorsement pathway in at least one of the identified Nebraska teacher shortage areas, as listed here. or The EPP applicant does not offer a clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s).	Applicant offers an endorsement pathway in at least one of the following areas: Special Education Generalist Early Childhood Inclusive Early Childhood Education Elementary Education The EPP applicant offers a somewhat clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s). Response is lacking specific details or data which provides evidence of deeper discussions with local partners.	Applicant offers an endorsement pathway in at least one of the following areas: Special Education Generalist Early Childhood Inclusive Early Childhood Education Elementary Education The EPP applicant offers a clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s). Response contains specific details or data which provides evidence of deeper discussions with local partners.

The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item based on a summary review and assessment of the applications received.

Technical
Response

5

Program Activities, Timeline, and Courses: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum:

- 1) Descriptions of how courses will be delivered (online, hybrid), and an outline of when courses will be offered (e.g. synchronous, asynchronous).*
- 2) Course descriptions and full course schedule for the proposed “Grow Your Own” Teacher Apprenticeship program, including number of credit hours for the degree.
- 3) A full program timeline, with a description of when all required program activities will occur.

*As a reminder, all proposed programs must allow each candidate to enroll in the proposed program by no later than September 1, 2025, and earn either a master’s degree or post-baccalaureate credential and be eligible to become a fully-certified teacher-of-record in Nebraska by no later than June 30, 2027. Programs which begin and have fully selected and enrolled teacher apprentices by no later than **September 1, 2025** will be prioritized, as reflected in [Appendix B: Technical Response Rubric](#).

**Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.

0 points	2 points	4 points	6 points	8 points
The item is not addressed.	Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail.	Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail.	Timeline and course schedule are complete, and all of the required components are provided in sufficient detail.	Timeline and course schedule are complete, and all of the required components are provided in sufficient detail. The EPP applicant certifies and clearly outlines the means by which they are able to offer a bachelor’s degree-granting program that would allow candidates to be selected and enrolled by no later than September 1, 2025 , completing all degree and certifications requirements by June 30, 2027 .

The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item based on a summary review and assessment of the applications received.

6

Details of Residency Model: Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:

- 1) How will participants gradually take on more instructional responsibility over the course of the grant?
- 2) How will cooperating mentor teachers support their assigned teacher apprentice mentees?
- 3) What evaluation process will be established to provide feedback to participants throughout the program?

*Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.

0 points	3 points	5 points	8 points
The item is not addressed.	The response thoroughly addresses one of the three parts of the question. The response clearly outlines how participants will gradually take on more instructional responsibility over the grant. OR The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees. OR The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.	The response thoroughly addresses two of the three parts of the question. The response clearly outlines how participants will gradually take on more instructional responsibility over the grant. AND/OR The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees. AND/OR The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.	The response thoroughly addresses all three parts of the question. The response clearly outlines how participants will gradually take on more instructional responsibility over the grant. AND The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees. AND The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.

The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item based on a summary review and assessment of the applications received.

7

Mentor Support: Outline how the applicant will develop and implement a mentoring program to support para-to-teacher participants throughout the duration of the program.

Each participant must be assigned to a high-quality mentor teacher (also referred to as a “Journeyworker”). A mentoring program and corresponding plan must be developed in collaboration with the applicant’s partner LEA(s), including representative administrators and cooperating mentor teachers, and it must explain in detail how the program will be delivered to support emerging teachers. This plan must include, at a minimum:

- 1) A detailed description of how the EPP and its LEA (i.e., districts or ESUs) and/or school partner(s) will market and recruit qualified Journeyworker mentor teachers for the proposed teacher apprenticeship program.
- 2) A detailed description of how the EPP’s partnering LEA and/or school(s) will screen and select its qualified journeyworker mentor teachers.
- 3) A detailed description of the specific training, compensation, ongoing support, and additional incentives that will be offered to selected journeyworker mentor teachers.
- 4) A detailed description of how the EPP and its LEA and/or school partner(s) will pair selected journeyworker mentor teachers with selected apprentice teachers.
- 5) A detailed description of how journeyworker mentors will be trained to help differentiate support strategies and leveraging candidate strengths while working with candidates of different backgrounds (i.e., career changers, recent high school graduates, experienced paraprofessionals)?
- 6) A detailed description of how the EPP and its LEA and/or school partners will ensure that journeyworker mentor teachers are able to effectively manage their responsibilities as mentors while maintaining their assigned duties as lead classroom teachers.

0 points	3 points	5 points	8 points
The item is not addressed, or the response outlines a plan that satisfies 3 or fewer of the required components.	Response outlines a plan that satisfies 4-5 of the required components.	Response outlines a plan that satisfies all 6 required components, but some details of the plan are unclear or unconvincing.	Response outlines a plan that satisfies all 6 required components. Response reflects a high-level of collaboration with the partner LEA(s). Response is provided in clear and sufficient detail. The mentoring plan is highly likely to be successfully implemented and lead to positive outcomes for participants.

EPP-LEA/School Partnerships: Provide a description of the respective partnership roles between the applicant and the partner LEA(s) and/or schools. Please specify which parties are responsible for which elements of the program.

Please respond to the following:

- 1) Provide a description of the respective partnership roles between the applicant and the partner LEA(s) and/or partner school(s). Please specify which parties are responsible for which elements of the program.
- 2) Outline the candidate recruitment, screening, and selection process. Please also outline minimum qualifications for participants, including any HR requirements from the partnering LEA(s) or school(s). Who is the intended recruitment and talent pool for this program, and what degrees or credentials must intended participants currently possess in order to be eligible for the program (e.g., education assistants with a bachelor’s degree, or STEM professionals with at least a bachelor’s degree who are seeking a career change)?
- 3) How will the proposed “Grow Your Own” Teacher Apprenticeship program help to address staffing needs and increase the number and quality of educators serving within partnering LEA or school(s)?*

*Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.

0 points	3 points	5 points	8 points
The item is not addressed.	Narrative is incomplete and/or lacks a clear outline of responsibilities for each party.	Narrative is complete and includes a clear outline of responsibilities for each party, but lacks some level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc.	Narrative is complete and includes a clear outline of responsibilities for each party, with a high level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc.

9

Wraparound Supports: Describe in detail the academic, career, and certification preparation support plan that the EPP will offer to participants to ensure success during their completion of the program. Please provide the certification exam pass rates of participants from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those participants and how supports for this “Grow Your Own” Teacher Apprenticeship Program would compare. *

*Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.

0 points	3 point	5 points	8 points
The item is not addressed.	Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants. Past certification exam pass rates are low or average, relative to other applicants.	Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants. Past certification exam pass rates are average, relative to other applicants.	Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants to ensure success both during and after their completion of the program. Narrative provides a clear outline of how support will be differentiated based on the experiences of the participants. Past certification exam pass rates are high, relative to other applicants.

The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item based on a summary review and assessment of the applications received.

Application Scenarios: Considerations

District, ESU, or School Partner(s): With which entities will you partner? What are their local priorities and needs?

Candidate Profile: What are the experiences and needs of the LEA's target candidates?

Capacity: Given an award amount of \$100,000, how many candidates can you support per cohort? What is your capacity to support multiple cohorts (and therefore apply for multiple awards)?

Pathway: What degree(s) and endorsement(s) will you offer candidates? Consider the below pathways:

- Associate's degree/some college credit → bachelor's degree + initial cert. + endorsement
- Bachelor's degree → master's degree + initial cert. + endorsement
- Bachelor's degree → post-baccalaureate cert. + endorsement

Endorsement Areas: In what area(s) will candidates be credentialed upon completion of the GYO program?

Scenario 1:

EPP#1 has a strong relationship with three LEAs. From needs analysis surveys of each of the LEAs, the EPP knows that there are teacher shortages in Elementary Education. From discussions with HR leadership in each of the LEAs, the EPP knows there are many current paraprofessionals with associate’s degrees (~60 credit hours), who have already demonstrated interest in becoming future Elementary teachers.

EPP #1 leverages Pell Grant funds to drive down costs to \$8,333 per candidate. The EPP has the capacity to run two cohorts of twelve participants each, with enrollment beginning in October 2025,with all programming completed by June 2027. Each LEA will be apportioned a maximum of 4 seats in each cohort. Both cohorts will pursue Elementary Education. Coursework will be delivered in online/hybrid modalities. The EPP submits one application, containing proposals for two cohort programs, and it will receive a combined total of \$200,000 if both program proposals result in award. EPP #1 will use 100% of budgeted funds towards candidate costs, and has not budgeted to cover any administrative costs using grant funding.

Proposal A

- **Candidate Profile:**
Paraprofessionals with associate’s degree (~60 credit hours)
- **Partner LEAs:** 3 partner LEAs
- **Capacity:** 12 candidates total (\$8,333 per candidate)
- **Pathway:** Bachelor’s degree and initial certification + endorsement pathway
- **Coursework Delivery:** Online/hybrid
- **Endorsement areas:** Elementary Education

Proposal B

- **Candidate Profile:**
Paraprofessionals with associate’s degree (~60 credit hours)
- **Partner LEAs:** 3 partner LEAs
- **Capacity:** 12 candidates total (\$8,333 per candidate)
- **Pathway:** Bachelor’s degree and initial certification + endorsement pathway
- **Coursework Delivery:** Online/hybrid
- **Endorsement areas:** Elementary Education



Application
Scenario 2
EPP #2

Scenario 2:

EPP #2 has an innovative online master’s degree program that allows it to reach anyone in Nebraska. Candidates can earn credentials in Secondary Social Studies or Secondary English through the online program, as well as supplementary endorsement in English as a Second Language. It advertises this program to all Nebraska LEAs and develops partnerships with 7 of them. In total, the EPP submits five project proposals within its single application, for which it would receive \$500,000 if all awarded. All programming will begin by September 1, 2025 and will be completed by June 30, 2027. EPP #2 plans to 100% of their requested funding to only cover candidate costs.

Proposal A

- **Candidate Profile:**
Career-changing professionals with bachelor’s degree
Partner LEAs: 7 LEAs across the state
- **Capacity:** 15 candidates total (\$6,667 per candidate)
- **Pathway:** Master’s degree and initial certification + endorsement
- **Coursework Delivery:** Online
- **Endorsement areas:** Secondary Social Studies and English as a Second Language

Proposal B

- **Candidate Profile:**
Career-changing professionals with bachelor’s degree
Partner LEAs: 7 LEAs across the state
- **Capacity:** 15 candidates total (\$6,667 per candidate)
- **Pathway:** Master’s degree and initial certification + endorsement
- **Coursework Delivery:** Online
- **Endorsement areas:** Secondary Social Studies and English as a Second Language

Proposal C

- **Candidate Profile:**
Career-changing professionals with bachelor’s degree
Partner LEAs: 7 LEAs across the state
- **Capacity:** 15 candidates total (\$6,667 per candidate)
- **Pathway:** Master’s degree and initial certification + endorsement
- **Coursework Delivery:** Online
- **Endorsement areas:** Secondary English and English as a Second Language

Proposal D

- **Candidate Profile:**
Career-changing professionals with bachelor’s degree
Partner LEAs: 7 LEAs across the state
- **Capacity:** 15 candidates total (\$6,667 per candidate)
- **Pathway:** Master’s degree and initial certification + endorsement
- **Coursework Delivery:** Online
- **Endorsement areas:** Secondary English and English as a Second Language

Proposal E

- **Candidate Profile:**
Career-changing professionals with bachelor’s degree
Partner LEAs: 7 LEAs across the state
- **Capacity:** 15 candidates total (\$6,667 per candidate)
- **Pathway:** Master’s degree and initial certification + endorsement
- **Coursework Delivery:** Online
- **Endorsement areas:** Secondary English and English as a Second Language



Scenario 3:

EPP #3 offers full teacher certification (but not a degree) in early childhood education for individuals who have a bachelor’s degree in an area other than education. EPP #3 reaches out to 10 different LEAs who are willing to employ candidates as paraprofessionals once they enter the program. Those LEAs cast a wide-net for potential teacher apprentice candidates, primarily recruiting from parents and community members, and 5 of them are able to guarantee candidates for EPP #3. In total, the EPP submits one application with 5 partner LEAs, 3 project proposals in total, for which it would receive \$300,000 if all awarded. Each LEA would be apportioned 1 guaranteed seat in each cohort. All programming will begin by September 1, 2025 and will be completed by June 30, 2027. EPP #3 will use a sizable chunk of funding to cover candidate costs, but some funding has been reserved for administrative costs as well.

Application
Scenario 3
EPP #3

Proposal A

- **Candidate Profile:** Current paraprofessionals, school-based staff, and community members with bachelor’s degree
- **Partner LEAs:** 5 partner LEAs
- **Capacity:** 5 candidates total (\$20,000 per candidate)
- **Pathway:** Post-baccalaureate certification + endorsement
- **Coursework Delivery:** Online
- **Endorsement areas:** Early Childhood Education

Proposal B

- **Candidate Profile:** Current paraprofessionals, school-based staff, and community members with bachelor’s degree
- **Partner LEAs:** 5 partner LEAs
- **Capacity:** 5 candidates total (\$20,000 per candidate)
- **Pathway:** Post-baccalaureate certification + endorsement
- **Coursework Delivery:** Online
- **Endorsement areas:** Early Childhood Education

Proposal C

- **Candidate Profile:** Current paraprofessionals, school-based staff, and community members with bachelor’s degree
- **Partner LEAs:** 5 partner LEAs
- **Capacity:** 5 candidates total (\$20,000 per candidate)
- **Pathway:** Post-baccalaureate certification + endorsement
- **Coursework Delivery:** Online
- **Endorsement areas:** Early Childhood Education



Scoring Scenarios

Which will score the highest?

Scenario 1- *Program Option A*

- Capacity: Medium/High
- EPP Program Quality: High
- Clinical Experience Quality: Low
- Certification Area Priority: High
- Priority Timeline?: No

Scenario 2- *Program Option B*

- Capacity: High
- EPP Program Quality: Low
- Clinical Experience Quality: Low
- Certification Area Priority: Medium
- Priority Timeline?: Yes

Scenario 3- *Program Option B*

- Capacity: Low
- EPP Program Quality: Medium
- Clinical Experience Quality: Medium/High
- Certification Area Priority: High
- Priority Timeline?: Yes



Scoring Scenario 1

Program Option A

Capacity:
Medium/High

EPP Program Quality:
High

Clinical Experience
Quality:
High

Certification Area
Priority: High

1	Cost per Participant	Sliding scale, max 40 points; 36.8 points earned			
		Score = (Lowest Average Cost per Participant, across all applications received in Program Option A / Applicant’s Average Cost per Participant) *40 Applicant will support 12 candidates and requests \$100,000, for an average per candidate cost of \$8,333.33. Let’s assume that the lowest average cost per candidate that is offered is \$8,000.00 for Program Option A programs. This would give this application a raw score of \$7,692/\$8,333.33 = 0.92. For the adjusted score, we get 0.92*40 = 36.8			
2	Budget and Budget Narrative	0 points	1 point	3 points	6 points
		The item is not addressed.	EPP provides both a budget and budget narrative for the program, but items are poorly detailed, contain several errors, and/or do not clearly align to stated program goals.	EPP provides both a budget and budget narrative for the program, but items are somewhat lacking in detail, contain errors, and/or only somewhat align to stated program goals. The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly. OR EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals, but funding is used to cover administrative costs, including supplies, salaries, and benefits, in lieu of utilizing funding to cover programmatic costs on behalf of candidates(i.e., tuition, textbooks, fees, licensure assessments).	EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals. The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly. EPP provides both a budget and budget narrative for the program that specify funding will <u>only</u> be used to cover programmatic costs on behalf of candidates (i.e., tuition, textbooks, fees, licensure assessments).

Scoring
Scenario 1
Program Option A

Capacity:
Medium/High

EPP Program Quality:
High

Clinical Experience
Quality:
High

Certification Area
Priority: High

3		0 points	3 points	6 points
	Program Design	The item is not addressed.	The response thoroughly addresses 1 part of the question, but 1 section of the response lacks sufficient detail.	The response thoroughly addresses both parts of the question in sufficient detail

4		5 points	6 points	8 points
	Endorsement Area	Applicant offers an endorsement pathway in at least one of the identified Nebraska teacher shortage areas, as listed here. or The EPP applicant does not offer a clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s).	Applicant offers an endorsement pathway in at least one of the following areas: Special Education Generalist Early Childhood Inclusive Early Childhood Education Elementary Education The EPP applicant offers a somewhat clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s). Response is lacking specific details or data which provides evidence of deeper discussions with local partners.	Applicant offers an endorsement pathway in at least one of the following areas: Special Education Generalist Early Childhood Inclusive Early Childhood Education Elementary Education The EPP applicant offers a clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s). Response contains specific details or data which provides evidence of deeper discussions with local partners.

Scoring
Scenario 1
Program Option A

Capacity:
Medium/High

EPP Program Quality:
High

Clinical Experience
Quality:
High

Certification Area
Priority: High

5

Program Activities, Timeline and Coursework	0 points	2 points	4 points	6 points	8 points
	The item is not addressed.	Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail.	Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail.	Timeline and course schedule are complete, and all of the required components are provided in sufficient detail.	Timeline and course schedule are complete, and all of the required components are provided in sufficient detail. The EPP applicant certifies and clearly outlines the means by which they are able to offer a bachelor’s degree-granting program that would allow candidates to be selected and enrolled by no later than September 1, 2025, completing all degree and certifications requirements by June 30, 2027.

Scoring
Scenario 1
Program Option A

Capacity:
Medium/High

EPP Program Quality:
High

Clinical Experience
Quality:
High

Certification Area
Priority: High

6

Details of Residency Model	0 points	3 points	5 points	8 points
	The item is not addressed.	The response thoroughly addresses one of the three parts of the question. The response clearly outlines how participants will gradually take on more instructional responsibility over the grant. OR The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees. OR The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.	The response thoroughly addresses two of the three parts of the question. The response clearly outlines how participants will gradually take on more instructional responsibility over the grant. AND/OR The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees. AND/OR The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.	The response thoroughly addresses all three parts of the question. The response clearly outlines how participants will gradually take on more instructional responsibility over the grant. AND The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees. AND The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.

Scoring
Scenario 1
Program Option A

Capacity:
Medium/High

EPP Program Quality:
High

Clinical Experience
Quality:
High

Certification Area
Priority: High

7

Mentor Support	0 points	3 points	5 points	8 points
	The item is not addressed, or the response outlines a plan that satisfies 3 or fewer of the required components.	Response outlines a plan that satisfies 4-5 of the required components.	Response outlines a plan that satisfies all 6 required components, but some details of the plan are unclear or unconvincing.	Response outlines a plan that satisfies all 6 required components. Response reflects a high-level of collaboration with the partner LEA(s). Response is provided in clear and sufficient detail. The mentoring plan is highly likely to be successfully implemented and lead to positive outcomes for participants.

8

EPP-LEA/ School Partnerships	0 points	3 points	5 points	8 points
	The item is not addressed.	Narrative is incomplete and/or lacks a clear outline of responsibilities for each party.	Narrative is complete and includes a clear outline of responsibilities for each party, but lacks some level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc.	Narrative is complete and includes a clear outline of responsibilities for each party, with a high level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc.

Scoring
Scenario 1
Program Option A

Capacity:
Medium/High

EPP Program Quality:
High

Clinical Experience
Quality:
High

Certification Area
Priority: High

9	Wraparound Supports	0 points	3 point	5 points	8 points
		The item is not addressed.	Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants. Past certification exam pass rates are low or average, relative to other applicants.	Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants. Past certification exam pass rates are average, relative to other applicants.	Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants to ensure success both during and after their completion of the program. Narrative provides a clear outline of how support will be differentiated based on the experiences of the participants. Past certification exam pass rates are high, relative to other applicants.

Score: 94.8

Takeaway: A well-rounded application is necessary for a competitive application.

Scoring Scenario 2

Program Option B

Capacity: High

EPP Program Quality: Low

Clinical Experience Quality: Low

Certification Area Priority: Medium

Priority Timeline?: Yes

1	Cost per Participant	Sliding scale, max 40 points; 40 points earned			
		Score = (Lowest Average Cost per Participant, across all applications received in Program Option A / Applicant’s Average Cost per Participant) *40 Applicant will support 15 candidates and requests \$100,000, for an average per candidate cost of \$6,666.67. Let’s assume that the lowest average cost per candidate that is offered is \$6,666.67 for Program Option B programs. This would give this application a raw score of \$6,666.67/\$6,666.67 = 1.0. For the adjusted score, we get 1.0*40= 40			
2	Budget and Budget Narrative	0 points	1 point	3 points	6 points
		The item is not addressed.	EPP provides both a budget and budget narrative for the program, but items are poorly detailed, contain several errors, and/or do not clearly align to stated program goals.	EPP provides both a budget and budget narrative for the program, but items are somewhat lacking in detail, contain errors, and/or only somewhat align to stated program goals. The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly. OR EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals, but funding is used to cover administrative costs, including supplies, salaries, and benefits, in lieu of utilizing funding to cover programmatic costs on behalf of candidates(i.e., tuition, textbooks, fees, licensure assessments).	EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals. The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly. EPP provides both a budget and budget narrative for the program that specify funding will <u>only</u> be used to cover programmatic costs on behalf of candidates (i.e., tuition, textbooks, fees, licensure assessments).

Scoring
Scenario 2
Program Option B

Capacity:
High

EPP Program Quality:
Low

Clinical Experience
Quality:
Low

Certification Area
Priority: Medium

Priority Timeline?:
Yes

3		0 points	3 points	6 points
	Program Design	The item is not addressed.	The response thoroughly addresses 1 part of the question, but 1 section of the response lacks sufficient detail.	The response thoroughly addresses both parts of the question in sufficient detail

4		5 points	6 points	8 points
	Endorsement Area	Applicant offers an endorsement pathway in at least one of the identified Nebraska teacher shortage areas, as listed here. or The EPP applicant does not offer a clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s).	Applicant offers an endorsement pathway in at least one of the following areas: Special Education Generalist Early Childhood Inclusive Early Childhood Education Elementary Education The EPP applicant offers a somewhat clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s). Response is lacking specific details or data which provides evidence of deeper discussions with local partners.	Applicant offers an endorsement pathway in at least one of the following areas: Special Education Generalist Early Childhood Inclusive Early Childhood Education Elementary Education The EPP applicant offers a clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s). Response contains specific details or data which provides evidence of deeper discussions with local partners.

Scoring
Scenario 2
Program Option B

Capacity:
High

EPP Program Quality:
Low

Clinical Experience
Quality:
Low

Certification Area
Priority: Medium

Priority Timeline?:
Yes

5

Program Activities, Timeline and Coursework	0 points	2 points	4 points	6 points	8 points
	The item is not addressed.	Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail.	Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail.	Timeline and course schedule are complete, and all of the required components are provided in sufficient detail.	Timeline and course schedule are complete, and all of the required components are provided in sufficient detail. The EPP applicant certifies and clearly outlines the means by which they are able to offer a bachelor’s degree-granting program that would allow candidates to be selected and enrolled by no later than September 1, 2025, completing all degree and certifications requirements by June 30, 2027.

Scoring
Scenario 2
Program Option B

Capacity:
High

EPP Program Quality:
Low

Clinical Experience
Quality:
Low

Certification Area
Priority: Medium

Priority Timeline?:
Yes

6

Details of Residency Model	0 points	3 points	5 points	8 points
	The item is not addressed.	The response thoroughly addresses one of the three parts of the question. The response clearly outlines how participants will gradually take on more instructional responsibility over the grant. OR The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees. OR The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.	The response thoroughly addresses two of the three parts of the question. The response clearly outlines how participants will gradually take on more instructional responsibility over the grant. AND/OR The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees. AND/OR The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.	The response thoroughly addresses all three parts of the question. The response clearly outlines how participants will gradually take on more instructional responsibility over the grant. AND The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees. AND The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.

Scoring
Scenario 2
Program Option B

Capacity:
High

EPP Program Quality:
Low

Clinical Experience
Quality:
Low

Certification Area
Priority: Medium

Priority Timeline?:
Yes

7	Mentor Support	0 points	3 points	5 points	8 points
		The item is not addressed, or the response outlines a plan that satisfies 3 or fewer of the required components.	Response outlines a plan that satisfies 4-5 of the required components.	Response outlines a plan that satisfies all 6 required components, but some details of the plan are unclear or unconvincing.	Response outlines a plan that satisfies all 6 required components. Response reflects a high-level of collaboration with the partner LEA(s). Response is provided in clear and sufficient detail. The mentoring plan is highly likely to be successfully implemented and lead to positive outcomes for participants.

8	EPP-LEA/ School Partnerships	0 points	3 points	5 points	8 points
		The item is not addressed.	Narrative is incomplete and/or lacks a clear outline of responsibilities for each party.	Narrative is complete and includes a clear outline of responsibilities for each party, but lacks some level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc.	Narrative is complete and includes a clear outline of responsibilities for each party, with a high level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc.

Scoring
Scenario 2
Program Option B

Capacity:
High

EPP Program Quality:
Low

Clinical Experience
Quality:
Low

Certification Area
Priority: Medium

Priority Timeline?:
Yes

9	Wraparound Supports	0 points	3 point	5 points	8 points
		The item is not addressed.	Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants. Past certification exam pass rates are low or average, relative to other applicants.	Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants. Past certification exam pass rates are average, relative to other applicants.	Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants to ensure success both during and after their completion of the program. Narrative provides a clear outline of how support will be differentiated based on the experiences of the participants. Past certification exam pass rates are high, relative to other applicants.

Score: 70

Takeaway: A low-quality or poorly detailed program or grant application, even with higher capacity, may yield an overall below average application score.

Scoring

Scenario 3

Program Option B

Capacity: Low

EPP Program Quality: High

Clinical Experience Quality: High

Certification Area Priority: High

Priority Timeline?: Yes

1	Cost per Participant	Sliding scale, max 40 points; 13.3 points earned			
		Score = (Lowest Average Cost per Participant, across all applications received in Program Option A / Applicant’s Average Cost per Participant) *40 Applicant will support 5 candidates and requests \$100,000, for an average per candidate cost of \$20,000. Let’s assume that the lowest average cost per candidate that is offered is \$6,666.67 for Program Option B programs. This would give this application a raw score of \$6,666.67/\$20,000 = .33. For the adjusted score, we get .33*40= 13.3			
2	Budget and Budget Narrative	0 points	1 point	3 points	6 points
		The item is not addressed.	EPP provides both a budget and budget narrative for the program, but items are poorly detailed, contain several errors, and/or do not clearly align to stated program goals.	EPP provides both a budget and budget narrative for the program, but items are somewhat lacking in detail, contain errors, and/or only somewhat align to stated program goals. The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly. OR EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals, but funding is used to cover administrative costs, including supplies, salaries, and benefits, in lieu of utilizing funding to cover programmatic costs on behalf of candidates(i.e., tuition, textbooks, fees, licensure assessments).	EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals. The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly. EPP provides both a budget and budget narrative for the program that specify funding will <u>only</u> be used to cover programmatic costs on behalf of candidates (i.e., tuition, textbooks, fees, licensure assessments).

Scoring

Scenario 3

Program Option B

Capacity: Low

EPP Program Quality: High

Clinical Experience Quality: High

Certification Area Priority: High

Priority Timeline?: Yes

3

	0 points	3 points	6 points
Program Design	The item is not addressed.	The response thoroughly addresses 1 part of the question, but 1 section of the response lacks sufficient detail.	The response thoroughly addresses both parts of the question in sufficient detail

4

	5 points	6 points	8 points
Endorsement Area	Applicant offers an endorsement pathway in at least one of the identified Nebraska teacher shortage areas, as listed here. or The EPP applicant does not offer a clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s).	Applicant offers an endorsement pathway in at least one of the following areas: Special Education Generalist Early Childhood Inclusive Early Childhood Education Elementary Education The EPP applicant offers a somewhat clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s). Response is lacking specific details or data which provides evidence of deeper discussions with local partners.	Applicant offers an endorsement pathway in at least one of the following areas: Special Education Generalist Early Childhood Inclusive Early Childhood Education Elementary Education The EPP applicant offers a clear explanation of how it determined which endorsement area(s) will be offered as part of the proposed apprenticeship pathway, based on the current needs, data trends, and existing talent pools within the partner LEA(s) or school(s). Response contains specific details or data which provides evidence of deeper discussions with local partners.

Scoring
Scenario 3
Program Option B

Capacity: Low

EPP Program Quality:
High

Clinical Experience
Quality: High

Certification Area
Priority: High

Priority Timeline?: Yes

5

Program Activities, Timeline and Coursework	0 points	2 points	4 points	6 points	8 points
	The item is not addressed.	Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail.	Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail.	Timeline and course schedule are complete, and all of the required components are provided in sufficient detail.	Timeline and course schedule are complete, and all of the required components are provided in sufficient detail. The EPP applicant certifies and clearly outlines the means by which they are able to offer a bachelor’s degree-granting program that would allow candidates to be selected and enrolled by no later than September 1, 2025, completing all degree and certifications requirements by June 30, 2027.

Scoring
Scenario 3
Program Option B

Capacity: Low

EPP Program Quality:
High

Clinical Experience
Quality: High

Certification Area
Priority: High

Priority Timeline?: Yes

6

Details of Residency Model	0 points	3 points	5 points	8 points
	The item is not addressed.	The response thoroughly addresses one of the three parts of the question. The response clearly outlines how participants will gradually take on more instructional responsibility over the grant. OR The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees. OR The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.	The response thoroughly addresses two of the three parts of the question. The response clearly outlines how participants will gradually take on more instructional responsibility over the grant. AND/OR The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees. AND/OR The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.	The response thoroughly addresses all three parts of the question. The response clearly outlines how participants will gradually take on more instructional responsibility over the grant. AND The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees. AND The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.

**Scoring
Scenario 3**
Program Option B

Capacity: Low

EPP Program Quality:
High

**Clinical Experience
Quality:** High

**Certification Area
Priority:** High

Priority Timeline?: Yes

7

Mentor Support	0 points	3 points	5 points	8 points
	The item is not addressed, or the response outlines a plan that satisfies 3 or fewer of the required components.	Response outlines a plan that satisfies 4-5 of the required components.	Response outlines a plan that satisfies all 6 required components, but some details of the plan are unclear or unconvincing.	Response outlines a plan that satisfies all 6 required components. Response reflects a high-level of collaboration with the partner LEA(s). Response is provided in clear and sufficient detail. The mentoring plan is highly likely to be successfully implemented and lead to positive outcomes for participants.

8

EPP-LEA/ School Partnerships	0 points	3 points	5 points	8 points
	The item is not addressed.	Narrative is incomplete and/or lacks a clear outline of responsibilities for each party.	Narrative is complete and includes a clear outline of responsibilities for each party, but lacks some level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc.	Narrative is complete and includes a clear outline of responsibilities for each party, with a high level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc.

Scoring
Scenario 3
Program Option B

Capacity: Low

EPP Program Quality:
High

Clinical Experience
Quality: High

Certification Area
Priority: High

Priority Timeline?: Yes

9	Wraparound Supports	0 points	3 point	5 points	8 points
		The item is not addressed.	Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants. Past certification exam pass rates are low or average, relative to other applicants.	Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants. Past certification exam pass rates are average, relative to other applicants.	Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants to ensure success both during and after their completion of the program. Narrative provides a clear outline of how support will be differentiated based on the experiences of the participants. Past certification exam pass rates are high, relative to other applicants.

Score: 70.3

Takeaway: A high-quality program with lower capacity may be an average application.

Scoring Scenarios

Which will score the highest?

Scenario 1- *Program Option A*

- **Capacity:** Medium/High
- **EPP Program Quality:** High
- **Clinical Experience Quality:** High
- **Certification Area Priority:** High
- **Priority Timeline?:** No

Score: 94.8

Scenario 2- *Program Option B*

- **Capacity:** High
- **EPP Program Quality:** Low
- **Clinical Experience Quality:** Low
- **Priority Timeline?:** Yes

Score: 70

Scenario 3- *Program Option B*

- **Capacity:** Low
- **EPP Program Quality:** High
- **Clinical Experience Quality:** High
- **Priority Timeline?:** Yes

Score: 70.3

Takeaway: *A well-rounded application is necessary for a competitive application.*



Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: “Round 3”

Part 5: Additional Q&A



Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant: “Round 3”

Thank You!

Contacts:

Questions regarding this grant opportunity:
NDE.TeacherApprenticeship@nebraska.gov

All other questions: Kelly.Baehr@nebraska.gov

