

Appendix D: Approved Providers

The approved provider list is exclusively for **Professional Learning** and **Materials Implementation** and is intended for applicants who plan to allocate grant funds for these purposes. To qualify for reimbursement, applicants must partner with one of the approved providers listed below. This approved provider list ensures alignment with NDE CLSD Goal 1: Promoting cohesion and consistency across statewide tools and resources.

This list provides information on approved providers whose professional learning meets the minimum standards established by the Nebraska Literacy Project Evidence-Based Reading Instruction Professional Learning Rubric and are not to be considered endorsements by the Nebraska Department of Education. For more information, please email NDE.CLSD@nebraska.gov.

PROFESSIONAL LEARNING- APPROVED PROVIDERS

AIM Institute for Learning & Research - AIM Pathways

AIM Pathways™ is a unique, interactive digital teacher training platform designed to deliver research and evidence-based content in the science of reading. Learn about AIM Institute for Learning and Research and chart your literacy learning journey.

How is AIM Pathways Used?

- As a Professional Development Solution at Scale
- To Meet Statewide Dyslexia Training Requirements
- Use Completely Online or as a Complement for Stand and Deliver PD Who uses AIM Pathways?
- Classroom Teachers K-12
- Learning Specialists
- Special Educators
- Administrators
- University Education Programs
- State Departments of Education What Will You Get with AIM Pathways?
- A Robust Online Community of Informed Practitioners
- AIM Pathways Online Platform and Courses
- AIM Virtual Community of Practice Coaching
- AIM Pathways Orientation and Implementation Plan
- Opportunity to purchase and receive three graduate credits from Arcadia University

<https://institute.aimpa.org/aim-pathways>

BetterLesson

BetterLesson offers a comprehensive professional learning system designed to build a trusted partnership in achieving Nebraska's literacy goals. Our work is grounded in the

conclusive evidence of the Science of Reading and a Structured Literacy framework, making the cognitive science behind reading accessible and actionable for educators. We move beyond one-off workshops to a continuous cycle of job-embedded coaching, learning, and collaborative refinement that provides teachers with practical strategies and ongoing support. This approach ensures that new knowledge is immediately translated into effective and sustained classroom practice.

Our flexible ecosystem of support includes interactive in-person and virtual workshops, job-embedded coaching, and asynchronous courses designed to meet the unique needs of Nebraska's districts and ESUs. While we are confident our professional learning will provide a solid foundation in evidence-based literacy, we are ready to collaborate with districts or ESUs to add the specific components needed (1.5, 2.1, and 2.5 or 2.7) to create a fully comprehensive program. We are committed to helping ensure quality professional learning for all Nebraska educators. For more information, please contact our team at sales@betterlesson.com.

CAREI-University of Minnesota

Transform Literacy Instruction with CAREIALL Professional Development

The Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota provides high-impact professional development to help educators confidently implement structured literacy practices. Our courses combine cutting-edge research with practical tools, equipping participants to make data-driven decisions and deliver effective literacy instruction.

CAREIALL: Advancing Language and Literacy (K–12)

Designed for K–12 educators, CAREIALL is a comprehensive 8-module, 60-hour course typically delivered over 6–9 months. Modules cover:

- MTSS, Assessment & Literacy Development
- Instructional Considerations for Literacy Educators
- Oral Language, Phonological & Phonemic Awareness
- Phonics & Fluency
- Morphology
- Vocabulary
- Reading Comprehension
- Writing

CAREIALl 6–12: For Secondary Educators

This version emphasizes adolescent motivation, engagement, and secondary-specific instructional strategies, while maintaining the proven CAREIALl model.

Courses include synchronous and asynchronous learning, guided practice, and collaborative discussions—making the content deeply practical and engaging.

CAREIALl for ALL: Advancing Literacy Leadership

This 36-hour synchronous course is tailored for school and district leaders. With six modules and a collaborative online platform, it provides essential tools, resources, and protocols to build and sustain effective literacy leadership and implementation.

- Leading Structured Literacy
- Student-Centered Structured Literacy
- Word Recognition for Leaders
- Morphology & Vocabulary for Leaders
- Language Comprehension & Writing for Leaders
- Preparing for & Monitoring Implementation

Deep Dive Into Morphology

A stand-alone course for educators seeking a deeper understanding of morphology and actionable strategies for imbedding morphological instruction across content areas. Delivered synchronously in six hours with additional asynchronous content.

Ready to elevate literacy instruction or lead transformative change in your school or district? Contact Laura Woolf at <mailto:woolf030@umn.edu> to schedule your cohort.

Capti ReadBasix

Capti's professional learning supports Grades 3–12 educators in delivering structured literacy instruction grounded in the science of reading. Our core offering is a Train-the-Trainer series designed to help educators use ReadBasix, a diagnostic reading assessment, to identify student needs and deliver targeted, evidence-based instruction. The series begins with four synchronous learning sessions (totaling 5 hours), followed by ongoing coaching throughout the year. Sessions address the six core components of reading—how children learn to read, phonological awareness, phonics, fluency, vocabulary, and comprehension—and guide educators in interpreting ReadBasix data, matching students to instructional strategies, and planning interventions.

All sessions are interactive and include modeling, collaborative analysis, bridge-to-practice tasks, and checks for understanding. Instructional routines and examples are tailored for diverse learners, including multilingual and students with disabilities. Educators leave with practical tools, decision-making protocols, and a clear

understanding of how to align instruction with both student needs and general education curriculum. Capti's approach aligns with the NeMTSS Framework and Nebraska's College and Career Ready Standards, with an emphasis on data literacy and instructional leadership.

For more information, contact:

Margaret Opatz, Ph.D.

Director of Research and Literacy

 margaret@capti.com

Children's Literacy Initiative (CLI)

Children's Literacy Initiative (CLI) is a national non-profit dedicated to ensuring every child—regardless of background—learns to read proficiently by third grade. With more than 35 years of experience, CLI delivers evidence-based professional learning grounded in the Science of Reading and structured literacy to build educator knowledge, improve instructional practice, and accelerate student outcomes. Our Science of Reading Professional Learning Series includes 26 interactive sessions covering all six core components of reading, integrating culturally and linguistically sustaining practices for multilingual learners and students with disabilities. In addition we provide the following services:

- **Leadership & Teacher Coaching:** Individualized coaching for teachers, coaches, and leaders, including modeling, observation/feedback, reflection, data analysis and PLC support. Leader coaching builds capacity to guide improvement, leverage data, and align resources with literacy goals.
- **Instructional Learning Walks:** Collaborative classroom walkthroughs to identify trends, highlight strengths, and surface growth opportunities. Teams receive tools, protocols, and strategies to embed learning walks into improvement cycles.
- **Strategic Planning:** Facilitated needs assessments, goal setting, and implementation roadmaps aligned with Nebraska MTSS, ensuring curriculum, instruction, assessment, and professional learning are integrated.
- **Family Engagement:** Framework and resources to empower families as literacy partners, offering workshops, take-home books and tools, and strategies that extend learning into the home.
- **Instructional Frameworks:** Research-based frameworks defining high-quality, teaching and leadership practices that align professional learning, curriculum, and child outcomes for consistent, system-wide implementation.

Proven Impact: A U.S. Department of Education–funded randomized control trial confirmed CLI's impact, with model classrooms showing an 15% increase in students meeting reading benchmarks compared to peers.

Contact:

Michele LaCoursiere-Ferrer, Managing Director of Strategic Partnerships
Email: mlacoursiere@cli.org | Phone: (215) 561-4676

Early Literacy Workshop

University of Nebraska - Omaha

The Early Literacy Workshop will train K-3 educators in foundational literacy skills, focusing on print concepts, phonological awareness, phonics, and fluency. Participants will be able to identify concrete strategies to support student learning. The workshop will build knowledge and skills of evidence-based early literacy instruction and provide resources to support K-3 educators' planning and instruction aligned with Nebraska State Standards.

- In-Person Workshop Sessions
 - Mandatory attendance at 5 in-person workshop sessions.
- Content Learning Modules
 - Asynchronous online learning modules completed between 5 sessions on participant's own time to expand knowledge and apply to practice.
- Professional Text Connection
- Participants will choose and receive one science aligned professional text to aid in reflection, discussion, and expanded professional learning.

neliteracy@unomaha.edu

EL Education

EL Education professional learning is a collaborative partnership that honors educators as leaders and change-makers. Grounded in our belief that growth happens *with* teachers, not *to* them, our approach builds teacher capacity to create classrooms where all students thrive. Rooted in our three dimensions of student achievement—**mastery of knowledge and skills, character, and high-quality work**—every learning experience is tailored, practical, and grounded in our Core Practices. Through personalized coaching, job-embedded support, and collaborative learning, we help educators strengthen instruction, foster a culture of belonging, and deliver deeper learning experiences that are challenging, engaging, and equitable.

Our flexible model—offered in-person, virtually, synchronously, or asynchronously—meets educators where they are and supports lasting, schoolwide impact. We partner with schools to co-design professional learning aligned to their goals, using strategic planning to ensure meaningful outcomes for both students and teachers. Educators across the country describe our professional learning as inspiring, effective, and transformational. It equips them to lead with purpose, deepen their practice, and cultivate joyful, rigorous learning environments where every student can succeed.

Please contact Shiney Sharma at ssharma@eleducation.org or salesinquiry@eleducation.org to learn more about partnering with EL Education

EPS Learning

EPS Learning's professional learning framework fully aligns with the Nebraska Department of Education's requirements, delivering evidence-based, Structured

Literacy training grounded in the science of reading. Our offerings, including the 10-hour Science of Reading Basics course and supplementary services, meet all six core components of reading instruction, incorporate interactive and assessment-driven practices, and provide robust implementation support for educators and leaders. Designed to support Nebraska's MTSS (NeMTSS) framework and state-adopted ELA standards, our programs empower educators to drive measurable literacy outcomes for diverse learners, including those with dyslexia and multilingual backgrounds.

Our core offering is the 10-hour Science of Reading Basics course, available in flexible on-site, virtual, and on-demand formats. This foundational training equips your Literacy Leadership Teams (LLTs) with a shared understanding of how children learn to read, covering essentials like phonology, phonics, fluency, vocabulary, and comprehension.

Beyond the core course, our suite of supplementary services provides the ongoing support necessary for sustainable success. From creating a strategic Literacy Map to monthly Literacy Leader Coaching and targeted Virtual Educator Coaching, we partner with you every step of the way.

Join districts that have seen remarkable results, including 10–30% literacy gains. Our flexible, comprehensive model is built to meet your unique needs and create a culture of effective, research-backed literacy instruction.

Professional Learning Offerings:

- **Science of Reading Basics** (10 hours, no prerequisites)

Includes: Each module is 1.5 or 2 hours in length and can be taken independently to earn individual micro credential certificates.

- Demystifying the Science of Reading
- Phonology
- Phonics
- Fluency Building
- Vocabulary Development
- Comprehension Success

Delivery Method:

- In Person: 2-days, up to 30 people
- Virtual Synchronous: 30 person bundle
- Virtual On Demand

- **Literacy Mapping** (annual engagement, prerequisite – assessment)

Delivery Method: Customized – Senior academic consultants with extensive leadership experience provide Literacy Mapping and Literacy Leader Coaching services, supporting leaders in creating and continuously improving sustainable literacy systems aligning with MTSS and data-driven decision-making.

- **Literacy Leader Coaching** (annual engagement, prerequisite – Completion of Literacy Map)

Delivery Method: Virtual (2 hour planning + monthly check-ins)

- **Coach the Coach** (2 hours training & per diem walkthroughs, prerequisite – completion of Literacy Map)

Delivery Method: Virtual & In-Person (initial 2 hours training, plus in-person walkthrough sessions with customized group configurations)

For more information, contact:

Sean Timmons, Territory Manager

Email: Sean.Timmons@epslearning.com

Direct: (559) 242-2269

Alex Rodríguez, Senior Account Executive

Email: Alex.Rodriguez@epslearning.com

Direct: (726) 232-8564

ESU 16

ESU16 Science of Reading Training Series:

What Type of Science of Reading (SoR) Training Will You Get?

- **5-Part Series for 2025-26:** Educators participate in a rigorous, ongoing sequence of professional learning sessions tailored for K-3 English Language Arts teachers, specialists, and leaders.
- **Alignment with NE Law & Literacy Project:** Focused support for educators in meeting Nebraska's literacy laws, NE state ELA standards, and NE Literacy goals.
- **Foundational Reading Standards:** Training explicitly links foundational reading skills and standards with the use of high-quality instructional materials (HQIM), ensuring immediate classroom application.
- **HQIM and Practical Integration:** Sessions show HOW to embed research-based SoR practices within daily instruction using the materials adopted by districts.
- **Personalized Support:** Educators receive ongoing coaching and leadership guidance to promote implementation fidelity and sustained instructional growth.
- **Walkthroughs and Data Analysis:** The training features regular walkthroughs and data-informed feedback to track progress and individualize support.
- **Comprehensive Logistics:** Stipends, lunches, and substitute reimbursements for Title IIA Consortium districts ensure broad participation and engagement¹.

Training Outcomes

- **Deep Knowledge of SoR:** Educators gain an in-depth understanding of the science behind reading development, including phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **Application in Classroom Practice:** Teachers learn to directly connect SoR research and frameworks to effective lesson design and instruction using their current HQIM.
- **Improved Instructional Strategies:** Emphasis on practical, actionable strategies for teaching all students—including those with reading difficulties—aligned to ELA standards.
- **Increased Student Literacy Growth:** By applying evidence-based practices, participants are equipped to promote greater literacy achievement for all learners.
- **Empowered Leadership:** School leaders receive guidance on supporting and sustaining SoR-aligned practices, fostering a culture of continuous improvement.
- **Professional Satisfaction:** The training fosters a collaborative environment where educators can reflect, share, and celebrate effective literacy practices through ongoing coaching and supportive Professional Learning community.

Contact Alison Smith at asmith@esusixteen.org for further information or questions.

Hill for Literacy

HILL for Literacy creates a world where every child is a reader. We offer a set of professional learning modules designed for educators who teach children from preschool through third grade. These modules are based on solid research about how reading works and how children learn best. They focus on key areas like how sounds and letters connect, how vocabulary grows, and how students understand what they read.

Many teachers may not have learned these skills during their college training, but they are essential for helping young students become successful readers. These courses give educators the knowledge and tools they need to teach reading effectively, using proven methods that can be applied directly in the classroom.

The program covers all the important parts of reading instruction: speaking and listening, phonemic awareness, phonics, word blending, fluent reading, vocabulary, comprehension, and writing. All of this is guided by data and research to make sure students get the best possible start in literacy.

HILL offers SOR Early Childhood (PreK) in a synchronous format.

- Synchronous: 10 instructor-led synchronous learning modules (approximately 2.5-hours per module) with asynchronous application and reflection (approximately .5 hours per module). Minimum enrollees to run a cohort: 30.

HILL offers SOR Primary (K-3) in an asynchronous or synchronous format.

- Asynchronous: 10 self-paced asynchronous learning modules (approximately 1.5-hours per module) with asynchronous application and reflection (approximately .5 hours per module)
- Synchronous: 10 instructor-led synchronous learning modules (approximately 2.5-hours per module) with asynchronous application and reflection (approximately .5 hours per module). Minimum enrollees to run a cohort: 30.

HILL offers SOR Digging Deeper 10 modules that dig in deeper to topics introduced in SOR Primary Modules 1-10 and address new areas, including spelling, morphology, and assessment.

- Synchronous: 10 instructor-led synchronous learning modules (approximately 2.5-hours per module) with asynchronous application and reflection (approximately .5 hours per module). Minimum enrollees to run a cohort: 30.

Contact:

Benjamin Scherz, M.Ed.

Strategic Partnerships & Business Development Director

ben@hillforliteracy.org

Phone/Fax: 888-860-0190 Ext 3

HMH Education

Science of Reading Literacy Course for Leaders

This highly practical course equips school leaders with the knowledge and tools to drive instructional shifts in their own schools and ensure all students learn to read. Rooted in the Science of Reading, it translates research directly into actionable strategies for improving literacy instruction. Participants will engage with evidence-based frameworks, simulations, and scientifically-based instructional practices, bringing focus to instructional leadership, enabling collaboration, and improving literacy systems for all kids. The training covers explicit instruction in phonemic awareness, phonics, fluency, vocabulary, reading comprehension, and writing, alongside data-driven decision-making and targeted interventions for diverse learners, including multilingual learners and students with reading difficulties. Through structured practice, leaders will analyze instructional routines and conduct classroom learning walks in their own schools. They will leave with practical tools, including learning walk tools and lesson component tools to support teachers throughout the year. This program ensures that leaders can confidently lead instructional change, support teachers, and implement research-backed practices that help all students learn to read. This 20-hour Science of Reading Leadership Course includes eight 2-hour live synchronous sessions and four hours of asynchronous learning tasks between modules. Learning modules:

- Module 1: Introduction - What is the science of reading?
- Module 2: Understanding how students learn to read
- Module 3: Early word recognition
- Module 4: Late word recognition
- Module 5: Growing vocabulary with complex text
- Module 7: Supporting diverse learners
- Module 8: Identifying aligned literacy interventions

Science of Reading Course for Teachers

NWEA's Science of Reading Literacy Course for Teachers is designed to bridge the gap between research and classroom application, ensuring that educators not only understand the science of Reading but can implement it effectively in their instruction. Aligned with The Reading League Science of Reading Defining Guide and the International Dyslexia Association's Knowledge and Practice Standards, and supported by up-to-date, peer-reviewed research, this training provides teachers with a structured, evidence-based approach to reading instruction.

This professional development is designed to be adaptable to any curriculum and assessment system, equipping teachers with the expertise to analyze student data, identify instructional needs, and apply best practices effectively in any context. By integrating research-based models with structured implementation supports, this training builds teacher confidence and fluency in delivering high-quality literacy instruction that leads to measurable student success. The course includes eight synchronous sessions that integrate research-based learning with hands-on instructional practice, session assessments, and comprehensive pre- and post-assessments.

- Session 1: Understanding How Students Learn to Read
- Session 2: Early Word Recognition

- Session 3: Advanced Word Recognition
- Session 4: Building Fluent Readers
- Session 5: Improving Vocabulary and Morphological Knowledge
- Session 6: Cultivating Comprehension and Knowledge
- Session 7: Foundations of Writing
- Session 8: Aligned Literacy Interventions and Supporting Diverse Learners

For additional information, please contact adam.drummond@hnhco.com

Implementation Consulting Group (ICG)

Districts partnering with ICG receive professional learning, consultation, and coaching tailored to their specific needs and context. Our support is grounded in the science of reading, science of learning and science of implementation. We provide support for leaders, leadership teams, coaches, and teachers to ensure the successful implementation of effective practices.

- For leaders, we provide shoulder-to-shoulder support focused on building internal capacity to plan, guide, monitor, and improve implementation of effective reading practices for sustainable improvement. This includes training, ongoing meetings and consultation sessions with administrators and coaches, co-observation, provision of guidance based on data (e.g., observation, implementation, and student data) and research, and development and sharing of tools and resources tailored to the district context.
- For coaches, we provide databased coaching training, opportunities for local coaches to shadow ICG coaches, and to receive side-by-side coaching themselves as they provide in-classroom support and follow up coaching meetings with staff regarding effective reading instruction.
- For teachers and staff, we provide training and coaching support in areas such as effective whole group and differentiated small group reading instruction, structured literacy, reading intervention, and use of data to guide instructional decisions. Additional training and support include use of evidence-based instructional practices for increasing student engagement and learning, behavior strategies, and individualizing and intensifying instruction to meet student needs.

Contact: Dr. Tanya Ihlo (tanya@implementationconsultinggroup.com)

IMSE

The Institute for Multi-Sensory Education (IMSE) offers Nebraska school districts an accredited professional learning experience grounded in the science of reading and aligned with Structured Literacy principles. The IMSE Orton-Gillingham Plus (OG+) Course is a 30-hour, interactive, hands-on training that equips educators with the knowledge, strategies, and tools needed to deliver foundational literacy instruction effectively. Teachers gain a deep understanding of the structure of the English language, supported by evidence-based research, and learn how to assess and instruct students across all three tiers of Response to Intervention (RTI), including those with dyslexia and English Learners.

This course provides explicit routines and daily lesson plans for teaching key literacy components such as phonological awareness, phonics, spelling, word analysis, fluency, vocabulary, comprehension, and writing. Designed to be implemented in whole-group, small-group, or one-on-one settings, the OG+ program includes guidance on adjusting scaffolds to meet diverse student needs—from core instruction to intensive intervention. IMSE's trainings are offered in-person, live virtual, or asynchronous formats, and districts may also opt for extended support through coaching and practicum experiences. These trainings prepare educators to implement IMSE's Structured Literacy curriculum with fidelity and provide a pathway toward certification through the Center for Effective Reading Instruction (CERI).

IMSE has successfully supported thousands of educators across the country, delivering high-quality training on time and within budget—making it a reliable partner for scaling literacy instruction across Nebraska schools.

For more information on bringing IMSE Professional Development to your district, e-mail info@imse.com

Instruction Partners

Instruction Partners is a nonprofit organization that works shoulder-to-shoulder with school and system leaders to strengthen instructional practice and improve student outcomes. While we support districts across the Pre-K–12 continuum, our work for this initiative is focused on evidence-based early literacy instruction in Pre-K through Grade 3. Grounded in the Science of Reading and aligned with Nebraska's literacy priorities, we partner with instructional leaders to apply research to practice across the six core components of reading development. We use research-based frameworks—including the [Essential Practices for Early Literacy](#) and the [Early Literacy Playbook](#)—to support instruction that builds strong foundations in reading. Our team supports educators in using high-quality instructional materials (HQIM), structured small-group routines, and data-informed planning that center the needs of young learners.

Our support is delivered through recurring, job-embedded cycles that include instructional walkthroughs, short-cycle action planning, and collaborative reflection. We provide strategic leadership coaching, professional learning communities, lesson internalization protocols, and observation and feedback systems—tailored to each school's context. We use tools like our [Curriculum Support Guide \(CSG\)](#) to support implementation and monitor progress, helping leaders align practices to the NeMTSS Framework. We also help ensure instruction is culturally and linguistically sustaining, with an intentional focus on multilingual learners. Our approach is practical, collaborative, and grounded in classroom realities—focused on helping every child become a confident, proficient reader by the end of third grade.

Contact email: kelsey.hendricks@instructionpartners.org

K12 Coalition

K12 Coalition brings over 23 years of experience partnering with schools and districts to design, implement, and sustain high-impact literacy initiatives. Our team—made up of experienced former teachers, instructional coaches, school leaders, and district

administrators—works closely with partners to ensure all students have access to high-quality, research-aligned instruction. With extensive expertise leading literacy improvement efforts, we understand what it takes to build enduring systems that help all students achieve literacy proficiency. What sets K12 Coalition apart is our collaborative, partner-driven approach to professional learning. We work alongside each district to design customized professional development that addresses their unique priorities, building long-term capacity and delivering measurable, lasting results.

As an approved Nebraska CLSD Professional Learning Provider, K12 Coalition is committed to helping Nebraska schools and districts meet the goals of the Comprehensive Literacy State Development (CLSD) grant. We offer targeted, research-aligned professional learning solutions that build educator capacity, close opportunity gaps, and accelerate student reading achievement. Our services include:

- **Interactive Workshops:** Customized virtual or in-person sessions aligned to the Science of Reading and structured literacy practices.
- **Job-Embedded Coaching:** On-site instructional coaching with in-the-moment feedback for teachers and leaders.
- **Online, CAEP-Accredited Courses:** Flexible, asynchronous professional development courses on the Science of Reading and other literacy-related topics.
- **Leadership Development:** Training for administrators and coaches to support HQIM implementation, data-driven instruction, and sustainability planning.

All professional learning is fully customizable and aligned with Nebraska's College and Career Ready English Language Arts Standards and the NeMTSS framework to ensure coherent, system-wide literacy improvement.

Contact Information: Jessica Dirks, Partnership Director jessica.dirks@k12coalition.com

Keys to Literacy

Keys to Beginning Reading Keys to Beginning Reading offers practical professional learning that bridges literacy research and classroom practice, providing educators with essential background knowledge to teach all components of reading instruction in grades K-5. This IDA-accredited teacher training program has been rigorously reviewed and aligns with the Knowledge and Practice Standards for Teachers of Reading, state literacy standards, and Science of Reading principles.

The comprehensive training features 11 modules covering critical topics: Literacy Basics, Oral Language, Phonemic Awareness, Phonics & Advanced Word Study, Fluency, Vocabulary, Sentence Structure, Text Structure, Comprehension, Reading Difficulties, and Reading Assessment. Instructional practices are designed for seamless classroom integration with any existing reading curriculum or published program.

Target Participants: K-5 educators, including classroom teachers, intervention specialists, literacy coaches, and administrators.

Flexible Delivery Options:

- Live Training: In-person or live-virtual via Zoom

- Asynchronous Online Course: Self-paced learning
- Facilitated Online Course: Combines asynchronous coursework with live- virtual debrief sessions led by Keys to Literacy consultants
- Certified Facilitator Option: Districts can choose internal staff to become certified Keys to Beginning Reading facilitators, who can then lead debrief sessions with teachers participating in the asynchronous course.

This versatile program ensures educators receive research-based training through their preferred learning format while building capacity for sustained literacy improvement.

Contact Information Liz Mangus, Senior Relationship Manager Email: Liz@keystoliteracy.com Phone: 978-948-8511

L. Hickman Education Consulting

L. Hickman Education Consulting provides tailored K-8 leader and teacher coaching designed to improve literacy instruction and maximize student learning. Founder Loretta Hickman brings over 15 years of experience as a teacher, principal, and consultant to her partnerships. She has supported schools and curriculum organizations nationwide in creating strategic plans that drive continuous improvement and equitable outcomes. As a [Rivet-approved PLPG partner](#), L. Hickman specializes in building your team's capacity to effectively use high-quality instructional materials. We're familiar with widely adopted HQIM such as Amplify CKLA, Wonders, and Foundations. Our work will help you bridge the gap between curriculum adoption and classroom implementation using evidence-based practices rooted in the Science of Reading.

We help school leaders create targeted professional development and refine systems that support teacher and student needs. Each partnership begins by identifying your goals for improving teacher practice, leadership skills, and student achievement. Based on your current strengths and priorities, we develop a customized plan featuring:

- **Learning Walks** - Classroom observations and debriefs to identify trends and focus areas to strengthen Tier 1, 2, and 3 instruction
- **Leader Coaching** - Individual and group sessions to build principals' and instructional leaders' capacity for improving teaching and learning and progress monitoring strategic plans
- **Teacher Development** - Targeted support through 1:1 coaching, grade-level PLCs, and training workshops focused on specific instructional practices and internalizing curriculum units and lesson plans
- **Data Analysis** - Collaborative sessions to examine literacy assessments and student responses to identify high-impact, research-based strategies to accelerate student learning

Contact us at: loretta@lhickmanedconsulting.com

Leading Educators

Leading Educators partners with school districts and ESUs to deliver professional learning grounded in the science of reading and designed to drive sustained instructional improvement. Our programs equip educators with a deep understanding of how

children learn to read, leveraging research-based frameworks such as the Simple View of Reading, Scarborough's Reading Rope, and the Four-Part Processor Model. We support explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, while adapting to the diverse needs of learners. Our services include strategic advising, professional development, and job-embedded coaching tailored to local goals, existing resources, and instructional contexts.

Districts can expect implementation plans grounded in evidence and tailored to their specific needs, as well as collaborative design of professional learning cycles and support for curriculum alignment and leadership development. Whether enhancing an existing strategy or building a new system from scratch, our work focuses on practical tools, real-time feedback, and continuous progress monitoring. In-person, virtual synchronous, and asynchronous learning options are available. Our impact has been validated through various independent studies, including a Tier 1-rated What Works Clearinghouse randomized controlled trial that has shown significant gains in student achievement.

For partnership inquiries, please contact partnerships@leadingeducators.org

LENA Grow

LENA Grow is an evidence-based professional development program that empowers infant, toddler, and preschool teachers to measurably improve their classroom language environments, promoting early literacy and language development. It utilizes a **five-week reflective feedback cycle** that combines LENA's innovative "talk pedometer" technology, data-rich reports, strengths-based coaching, and research-based strategies to increase **Conversational Turns**—back-and-forth vocal exchanges between adults and children. These turns are among the strongest predictors of child outcomes.

Each week, educators receive classroom- and child-level reports to set intentional, measurable goals for increasing interactions, guided by 14 **Talking Tips** that promote joint attention, turn-taking, and language modeling—key active ingredients in early language and literacy development. LENA Grow aligns with **Nebraska's Birth to Five Learning and Development Standards** by supporting individualized, responsive teaching practices that build the oral language foundation essential for literacy. The program supports all six components of the **science of reading**:

- **Phonological awareness** through sound-rich, playful language
- **Phonics** by strengthening oral language foundations
- **Fluency** via expressive, paced conversation
- **Vocabulary** through diverse, context-rich talk
- **Comprehension** through interactive meaning-making
- **Oral language** as the foundation for all literacy skills

Peer-reviewed research links increased [conversational turns](#) to gains in brain development, executive functioning, vocabulary, and IQ. Findings from three white papers show children participating in LENA Grow classrooms made accelerated gains in [Teaching Strategies GOLD® language and literacy scores](#), showed greater likelihood of moving out of [language delay](#), and were statistically more likely to demonstrate

[kindergarten readiness](#). For more information, contact **Lindsey Santarelli, Regional Partnerships Director**, lindseysantarelli@lena.org.

Lexia ASPIRE

Lexia Aspire® Professional Learning is a flexible, self-paced, digital solution, grounded in the Science of Reading, to empower educators to accelerate student literacy skills in upper elementary through high school. Aspire offers interactive, modular, bite-sized content that has practical application- to-classroom instruction with a flexible design that allows for implementation pathways that effectively meet educator needs. Aspire includes differentiated content to personalize learning with the ability for educators and leaders to quickly view progress and visualize the program's impact using Aspire's data dashboards.

Contact email:
info@lexialearning.com

Lexia LETRS Professional Learning (Pre-K-5)

The Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite is comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats and leaders in the field of literacy, Lexia LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.

The Lexia LETRS Suite is designed for educators and leaders of pre-K through third-grade students, as well as for teachers who work with fourth- and fifth-grade students who struggle to learn to read, to accelerate teacher knowledge, improve instruction, and change students' literacy journey.

- Distinguish between the research base for best practices and other competing ideas not supported by scientific evidence.
- Understand how language, reading, and writing are related to one another.
- Make instructional decisions and program choices with reference to scientific research evidence, strategic use of assessments, and observations of students.
- Deliver comprehensive, integrated language and literacy instruction as defined by standards and by research for a given grade, age, or ability level.
- Facilitate early identification and intervention with reading challenges, including dyslexia.
- Provide an educator experience that validates and affirms diverse experiences and promotes an inclusive understanding of the world.

<https://www.lexialearning.com/leters>

McGraw Hill

McGraw Hill recognizes the critical role of high-quality, long-term professional development to the successful implementation of research-proven literacy programs for students across Grades K-12. Our professional development within literacy is

centered around educating teachers on how to provide students with daily, systematic, and explicit foundational skills instruction grounded in the Science of Reading. The sessions emphasize key processes identified in literacy programs, including Text Comprehension, Speaking and Listening, Phonological Awareness, Phonics and Word Recognition, Fluency, Vocabulary and Language, Conventions of English, and Writing.

A comprehensive literacy approach grounded in the Science of Reading delivers high-quality literacy instruction, providing a comprehensive plan for meeting the needs of all students. It ensures that lessons focus on teaching the right content at the right time, with a carefully structured scope and sequence within a grade and across grades. McGraw Hill is dedicated to the application of foundational and current research as part of its development of not only curriculum, but also its professional development offerings. As such, we have drawn upon decades of rigorous literacy research studies, as well as our collaborative work with preeminent reading researchers and experts, to inform the design and development of our literacy professional development sessions. We recognize that reading instruction must be flexible enough to accommodate the specific needs of every learner and every educator, while also providing a robust learning experience that addresses each of the skills and competencies identified as critical for successful literacy development.

Please contact Molly Musson via email at molly.musson@mheducation.com for further information.

Nebraska WORDS Project

University of Nebraska - Lincoln

In partnership with schools across Nebraska, the WORDS Project provides sustained support and professional development to kindergarten through third grade (K-3) teachers — empowering them to deliver effective reading instruction and assessment.

- Uses the latest reading science to support effective reading instruction and intervention.
 - Helps districts reliably identify students who may need extra reading support.
 - Relies on strong two-way partnerships with educators to make a positive impact.
 - Promotes self-efficacy among teachers and empowers them with practical strategies to use readily in the classroom.
 - Offers free and flexible resources to meet changing needs.
 - Builds local leadership capacity in schools and districts to ensure sustainability.
- swing2@unl.edu

Open Up Resources

At Open Up Resources, we meet educators where they are—offering professional learning that is responsive, personalized, and grounded in the realities of today's classrooms. Our support for the EL Education K–8 Language Arts Curriculum is designed to inspire and equip educators through a blend of mindset work, instructional strategies, and curriculum-specific implementation guidance. Whether teachers are new to the curriculum or deepening their practice, our sessions build confidence, strengthen content knowledge, and promote a growth-oriented mindset. We believe

teachers are powerful agents of change, and our learning experiences center their voices, expertise, and instructional decisions to humanize learning and improve student outcomes.

All Open Up Resources facilitators are current or former educators with extensive classroom experience and a strong track record of successful curriculum implementation. They lead meaningful, practical learning experiences that directly address implementation challenges and help teachers apply new learning with clarity and purpose. We offer flexible professional learning partnerships, which may include:

- Curriculum launches (on-site, virtual, asynchronous course)
- On-site lesson modeling, leadership support, and PLC support
- Virtual coaching for teachers or leaders
- Custom workshops tailored to district needs

All offerings are available in flexible formats to meet the needs of your team. See our Professional Learning Partnership At-a-Glance graphic for a sample implementation trajectory. www.openupresources.org

PAF Program

Professional Development is a critical part of the PAF Reading Program. The goal of PAF's Professional Learning is to ensure effective instruction by teachers and successful reading outcomes for students. To this end, we offer comprehensive professional learning that focuses on the research-based practices in the PAF Reading Program and the use and implementation of materials with fidelity. The professional development can be tailored to the needs of individual schools and districts, and can be delivered onsite or through synchronous platforms. Training is provided by Master Teachers with years of experience teaching PAF in public schools.

Professional Development begins with a 12-hour course, focusing on PAF's multisensory techniques for teaching reading, spelling and handwriting. Topics include research-based instructional practices for developing accurate decoding and fluent reading through direct explicit instruction, building vocabulary and comprehension, lesson planning, and assessments. Since PAF can be used as a mainstream or intervention program in the primary grades, differentiation and pacing of instruction are covered extensively during the course.

After the initial training, our team provides ongoing support sessions throughout the first year of adoption including on-site coaching. Office hours are offered on Zoom for consultation during the school year, and our team is always available via email. To learn more about our offerings, please email <mailto:al@pafprogram.com>.

Project RISE - Reading Instruction Strategies for Education (PK - K Teachers)

University of Nebraska - Kearney

This comprehensive Early Literacy Certification program is designed to increase your confidence and ability to deliver high-quality language and literacy instruction. The intent is for you to gain

foundational knowledge and explore research on teaching practices based on the science of reading, in partnership with experts in early literacy instruction. You will be given the tools to understand how language and literacy skills build the foundation for reading and how to turn language and literacy theory into practice through application in your classroom. Throughout the program, you will be supported with opportunities to receive guidance, feedback, and support from literacy coaches. You will earn your certification through completion of six units of live and on-demand coursework and by submitting a successful portfolio.

- Develop strategies for engaging, language-rich early childhood classrooms.
- Explore reading instruction history, literacy pillars, and responsive practices.
- Learn the role of oral language, phonology, and phonics in literacy.
- Design projects to enhance literacy, inclusivity, and family engagement.

<https://advance.nebraska.edu/browse/unk/courses/project-rise---reading-instruction-strategies-for-education>

Public Consulting Group LLC's (PCG)

Public Consulting Group (PCG) empowers educators and school leaders to drive sustainable literacy improvement through its MomentumED Framework, a strategic, research-informed model built around four core drivers: Local Context, Instructional Precision, Leadership Capacity, and Scalable Systems.

PCG offers a full suite of professional learning experiences tailored to diverse educator roles and student needs, including landscape analyses, action planning, professional development, and embedded coaching. Flagship offerings include the IDA-accredited Building a Strong Foundation for Lifelong Literacy Success course, literacy leadership training for principals, and targeted professional learning in adolescent literacy, written expression, early childhood literacy, and dyslexia. All services are grounded in the Science of Reading and designed to be flexible, scalable, and immediately actionable.

PCG's professional learning is available in synchronous, asynchronous, and hybrid formats, ensuring access for all staff from classroom teachers and administrators to paraprofessionals and specialists. Practice-based coaching services offer ongoing, job-embedded support aligned with Structured Literacy principles, enabling educators to translate knowledge into effective classroom practice. Specialized offerings such as the Dyslexia Modules and Structured Literacy Mini Modules provide targeted, evidencebased strategies for supporting struggling readers. Meanwhile, family literacy workshops promote community-wide engagement. With a strong focus on building internal capacity and measurable results, PCG equips schools and districts to accelerate literacy growth, close achievement gaps, and lead systemwide change.

Contact Name: Gerry Stefhon

Contact Email: gstefhon@pcgus.co

RIVET EDUCATION - Professional Learning Partner Guide

The [Professional Learning Partner Guide \(PLPG\)](#) is a searchable database that states and school systems can use to find an external vendor that provides curriculum-based professional learning on high-quality instructional materials (HQIM).

Applicants undergo a rigorous, three-step application process evaluating their content and/or HQIM expertise, professional learning and training materials, and ongoing processes to improve their services. Professional learning providers that meet these criteria are profiled in the PLPG. For more information about the PLPG evaluation process, explore each gateway below.

[Search the Guide - Rivet Education](#)

SAVVAS Learning Company LLC

Savvas is a leading provider of K–12 high quality instructional materials (HQIM), including *myView Literacy (K-5)* and *myPerspectives (Gr. 6-12)*. We support both, each built on grade appropriate principles of the Science of Reading, with high quality professional learning (HQPL).

Savvas HQPL is available onsite, virtually, and in blended formats. We collaborate with our education partners to design a comprehensive professional learning approach that will develop teachers and leaders, while maintaining jointly identified goals for improved student outcomes central to the co-determined plan.

Our continuum of professional learning options is robust and fully aligned to our HQIM. Beginning with launch and foundational trainings and moving through deeper-dive workshops/webinars, we utilize job embedded support to help teachers bring their new learning to life with their students in the classroom. By providing both initial and ongoing support for teachers and leaders, we meet your educators where they are and focus on improving quality of instruction.

Savvas literacy HQPL is designed with sessions that dive into the Science of Reading (SOR) and its scientific underpinnings, including theoretical models like the Simple View of Reading and Scarborough's Reading Rope. We provide concrete curriculum examples of how SOR looks and sounds in teaching and learning, so educators have what they need to put it into action with their students.

Savvas has provided professional learning services throughout the United States and abroad for more than 25 years serving districts large and small, rural and urban, high-performing and underperforming.

For more information, please contact: todd.villotta@savvas.com

Solution Tree

Solution Tree offers comprehensive professional learning tailored to enhance literacy instruction in schools and districts, grounded in evidence-based practices aligned with the Science of Reading. Our approach emphasizes the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. We provide customized support through onsite workshops, virtual sessions, and embedded coaching, ensuring that each school or district receives the specific assistance needed to meet their unique goals and challenges. Our professional development sessions are interactive, allowing educators to engage in collaborative learning and apply new strategies in real-time.

Our services equip educators with practical, use-it-tomorrow strategies to improve student literacy outcomes. Our framework includes systematic and explicit phonemic awareness and phonics instruction along with repeated reading and partner reading to support fluency development. Vocabulary and word learning is supported through direct instruction, oral language, and interactive read-alouds. Comprehension—the heart of reading—is enhanced through before-, during-, and after-reading strategies which include questioning techniques, summarization, and graphic organizers. Additionally, creating a literacy-rich environment, encouraging student choice, and promoting family involvement are essential components that foster a rich environment where learning thrives. By implementing these strategies, educators can effectively address the diverse literacy needs of their students ensuring they become proficient and confident readers, all while working in collaboration with Solution Tree to achieve sustained improvement in literacy outcomes.

Primary Contact: Ev Kent, Director Educational Partnerships Primary Contact Email: Ev.Kent@SolutionTree.com

Secondary Contact: Chris Stafford, Director Educational Partnerships Secondary Contact Email: Christopher.Stafford@SolutionTree.com

Sterling Literacy Consulting

Sterling Literacy Consulting (SLC) provides structured, evidence-based professional learning aligned to the Science of Reading and the Nebraska CLSD Grant's goal of advancing statewide cohesion and literacy outcomes. Our sessions address all essential components of reading: how children learn to read, phonological awareness, phonics (decoding and encoding), fluency, vocabulary, and comprehension. We deliver interactive, adult-friendly professional learning experiences that include modeling, bridge-to-practice activities, and checks for understanding; ensuring educators walk away with practical tools and knowledge they can confidently implement in their classrooms the very next day.

What sets SLC apart is our commitment to customization. We believe that no two districts are the same, and every professional learning experience should reflect that. Every session we deliver is tailored to the unique context, strengths, and needs of your district or ESU. From the very beginning, we engage deeply with partners to understand local goals, instructional landscapes, and community dynamics. These insights shape a one-of-a-kind learning experience designed to honor your educators' expertise while advancing literacy instruction. Whether delivered in-person, virtually, or in a blended format, our professional learning includes ongoing coaching, reflection, and leadership development to ensure sustainable impact. Our goal is to walk alongside Nebraska educators as they build literacy-rich classrooms where all students thrive.

For more information, contact us at info@sterlingliteracy.org or call us at 720-431-8776.

Teaching Strategies

Teaching Strategies' comprehensive Early Literacy Certification Program is designed to increase confidence and the ability to deliver high-quality language and literacy instruction based on research and data. The program is built to provide foundational

knowledge and explore the pedagogy of the science of reading, in partnership with experts in early literacy instruction. Participants will gain the tools to understand how language and literacy skills build the foundation for reading and how to turn language and literacy theory into practice through application in the classroom.

Throughout the program, participants will be supported with opportunities to meet and receive guidance, feedback, and support from literacy coaches. They will earn certification through completion of a variety of engaging and experiential learning modalities, including On-Demand self-paced learning, Live Virtual trainings, interactive peer discussions, coaching with Subject Matter Experts and Literacy Coaches, Fieldwork Assignments, and a culminating Final Portfolio. Through this Science of Reading certification, Teaching Strategies empowers early literacy advocates to be the best-practice ambassadors for early readers and young learners.

For more information, please contact Drew Senkar, Sr. Manager, Partner Success – State Partnerships, at 301-634-0818 x1101 or via email at Andrew.S@teachingstrategies.com

TNTP

TNTP Lower Elementary SOR Course

TNTP's comprehensive Science of Reading online knowledge building for Lower Elementary is comprised of ten, interactive self-paced modules that participants access via TNTP's Blackboard. On average, participants require approximately 30 hours to complete the course, depending on their familiarity with the content and their learning style. Each module includes a pre- and posttest, and a comprehensive end of course assessment measures individuals' internalization of key concepts and knowledge from the course as a whole.

The course is anchored in the cognitive science of reading development and the research behind effective reading instruction, including the work of the National Reading Panel (2001), Gough and Tunmer's Simple View of Reading (1986), and Hollis Scarborough's Reading Rope (2001). Each module connects a critical element of early literacy with these models and leads participants through the relevant research. Teachers learn key principles of phonological awareness, phonics instruction, decoding and fluency, as well as the elements of language comprehension and access to complex text. Each module prompts educators to analyze what they have learned and to reflect on their own practice and their needs of their students. Regular competency-based assessments help them demonstrate comprehension of key information.

Course Objectives:

All course participants will:

- Explain the link between access to high-quality literacy instruction and equitable outcomes for all students.
- Define the key components of each of the four evidence-based core practices of high-quality literacy instruction (foundational skills, complex text, building

knowledge, and evidence-based writing and discussion).

- Explain the research behind the four evidence-based core practices of high-quality literacy instruction and apply these practices to classroom instruction.
- Describe best practices for teaching and assessing each of the four evidence-based core practices of high-quality literacy instruction, including instruction that builds on the strengths of multilingual learners (MLLs) and neurodivergent students.

TNTP recently underwent third-party evaluation related to ESSA Evidence requirements, conducted by the Center for Research and Reform in Education at Johns Hopkins University. We have been validated as meeting Tier 4 requirements for ESSA Evidence and are currently undergoing evaluation for Tier 3. A case study focused on our approach to supporting LEAs using our Lower Elementary coursework and aligned support and coaching in Washington County, Maryland, will be part of the evidence base considered during this review; additional examples and outcomes are available upon request.

Contact information: caitlin.sharp@tntp.org

TNTP Secondary SOR Course

TNTP's comprehensive Science of Reading: Secondary Course 1 is comprised of six, interactive self-paced modules that participants can complete at their own pace. On average, participants require approximately 10-15 hours to complete the course, depending on their familiarity with the content and their learning style. Each module includes a series of quizzes or exit slips as accountability for course completion. The course is anchored in the cognitive science of reading development and the research behind effective reading instruction, including the work of the National Reading Panel (2001), Gough and Tunmer's Simple View of Reading (1986), and Hollis Scarborough's Reading Rope (2001). Each module connects a critical element of literacy with these models, leads participants through the relevant research, and provides explanations of how these models relate to secondary learners. Teachers learn key principles of phonological awareness, phonics instruction, decoding and fluency as well as the elements of language comprehension and importance of regular access to complex text. Each module prompts educators to analyze what they have learned and to reflect on their own practice. Regular competency-based assessments help them demonstrate comprehension of key information. All course participants will:

Explain the link between access to high-quality literacy instruction and equitable outcomes for all students.

Define the key components of each of the four evidence-based core practices of high-quality literacy instruction (foundational skills, complex text, building knowledge, and evidence-based writing and discussion).

Explain the research behind the four evidence-based core practices of high-quality literacy instruction and the unique needs of secondary learners and apply these practices to classroom instruction.

Describe best practices for teaching and assessing each of the four evidence-based

core practices of high-quality literacy instruction at the secondary level, including instruction that builds on the strengths of multilingual learners (MLLs), neurodivergent students, and students that struggle due to gaps in previous literacy instruction.

caitlin.sharp@tntp.org

UNO Dyslexia Specialist Certificate (DSC) Program

The UNO Dyslexia Specialist Certificate (DSC) program is a one-year, 15 credit hour graduate program designed to train educators on applying and linking the science of reading to foundational literacy development with a focus on valid data informed decision making to improve literacy outcomes for elementary students experiencing reading difficulties. The program specifically addresses the literacy needs of students with, or at-risk, of dyslexia with a focus on structured literacy instruction.

- Content objectives of the program align with the Knowledge and Practice Standards for Teachers of Reading by the International Dyslexia Association (IDA).
- A foundational course introduces literacy theory and models of reading with connections across literacy skills domains (e.g., phonological awareness, phonics, fluency, vocabulary, and comprehension).
- A language essentials course teaches educators foundational language concepts that are applied to building literacy skills
- A data application course teaches how educators can collect reliable and valid data to inform their instructional decision making across literacy domains.
- A structured literacy course focuses on developing effective pedagogy for combining principles of explicit instruction with evidence-based elements of literacy development to be an effective literacy educator.
- A required practicum experience provides educators with direct feedback on their delivery of structured literacy interventions. All students are supervised by nationally certified dyslexia specialists.
- Courses are taken sequentially over a one-year period.

Program Contact: Amanda M. Kern, Ph.D. email: akern@unomaha.edu
[DSC Program Website](#)

Waterford Research Institute

Waterford's Professional Learning services support PreK through second grade educators in strengthening instructional practices grounded in the Science of Reading and promoting student success. In partnership with school leaders, Waterford helps implement research-aligned strategies that advance academic progress and achievement. Whether delivered online, onsite, or in a hybrid format, Waterford's flexible support meets educators where they are and equips them with the evidence-based knowledge, tools, and practical guidance they need to make a lasting impact.

Contact Information: Becky Eberhardt, Director, School Relations;
beckyeberhardt@waterford.org; 701.261.8888

WestEd

WestEd is committed to supporting Nebraska educators in delivering high-quality, evidence-based literacy instruction aligned with the Science of Reading (SoR). The PK–3 Structured Literacy Learning Modules are designed to strengthen teachers' knowledge and practice in early literacy instruction, directly supporting improved student outcomes in reading achievement.

Grounded in the science of reading, these modules provide systematic attention to all six core components of evidence-based reading instruction:

1. How Children Learn to Read
2. Phonological and Phonemic Awareness
3. Phonics (Decoding and Encoding)
4. Fluency
5. Vocabulary
6. Comprehension

Each module integrates research-to-practice applications, offering educators clear instructional strategies that can be implemented in the classroom to ensure consistent and effective literacy instruction. The design emphasizes both educator knowledge and practical application, helping teachers meet the literacy needs of all PK–3 learners, including those who are English Learners and those with reading disabilities.

The PK–3 Structured Literacy Learning Modules are aligned with nationally recognized standards developed by ExceInEd and The Reading League, ensuring consistency with best practices in literacy instruction.

In partnership with Nebraska institutions of higher education, WestEd is pursuing opportunities for educators to receive three semester credit hours upon successful completion of the modules. This advancement supports both teacher professional growth and alignment with Nebraska's priorities for early literacy development.

For additional information, please visit: <https://www.wested.org/focus-area/literacy/>

Or Stephanie Patterson Partnership Development Director: spatter@wested.org

PROFESSIONAL LEARNING - CONDITIONALLY APPROVED

The following providers are conditionally approved because there is one or more required component that would have to be negotiated by a district or ESU contracting with them or added by the district or ESU. Conditional approval does not reflect any concerns with the quality of the professional learning. See notes by each provider.

95 Percent Group

Top 10 Tools® by 95 Percent Group Standard Course (45 hours) teaches educators the science of reading through evidence-based strategies. Teachers explore oral language, phonemes, phonics, spelling, vocabulary, comprehension, fluency, and

writing while learning how the reading brain works. The course provides frameworks, instructional materials, teaching routines, and checklists for immediate classroom implementation. Content aligns with International Dyslexia Association standards and the Nebraska Reading Improvement Act. Synchronous sessions offer training, coaching, and implementation support, while ongoing assessments track progress. Successful participants earn 3 continuing education credits and/or a Structured Literacy Instruction micro-credential.

95 Percent Group offers two additional options for science of reading professional development. Top 10 Tools IDA Pathway (75 hours) **prepares candidates for the KPEERI exam by combining the standard course with 30 hours of reading and writing assignments. Each participant receives support from a credentialed instructional coach.** 95 Foundational Tools™ (10 hours) focuses on oral language, phonemic awareness, and phonics. This subset equips paraprofessionals, tutors, interventionists, volunteers, and literacy support staff with core science of reading knowledge. For more information, visit <https://www.95percentgroup.com/products/top-10-tools/>, call Account Executive Olivia Hall at (847) 499-8200, or email ohall@95percentgroup.com.

Does not include Qualifying Criteria 6: Explains how relying on instructional practices for teaching reading that are not grounded in evidence-based research, such as the three-cueing system and leveling of students, can impede students' acquisition of proficient reading skills.

This component is required by Nebraska Revised Statute 79-2607 and would have to be added by the district. For resources, see:

<https://www.education.ne.gov/wp-content/uploads/2025/07/3-cueing-PRINT-ME.pdf>

Does not include 1.6: Includes information and tips for teachers related to helping children and families work with local family literacy centers to strengthen home and family literacy programs and better instruct children in reading.

This component is required by Nebraska Revised Statute 79-2607 and would have to be added by the district. For resources, see:

<https://www.education.ne.gov/nebraskareads/communication-resources/#parents>

Better Lesson

Our comprehensive professional learning approach is designed not just to meet the Department's criteria, but to build a trusted partnership in achieving Nebraska's literacy goals. We do this by grounding our work in conclusive evidence, making learning immediately applicable in the classroom, and ensuring it aligns with Nebraska's educational frameworks.

BetterLesson's approach to professional learning on the Science of Reading and Structured Literacy includes:

- A Cohesive Philosophy: Grounded in the Science of Reading and Structured Literacy
- A core requirement of this RFI is that professional learning be grounded in the Science of Reading and a Structured Literacy framework. Our proposed professional learning model is built upon these non-negotiable, evidence-based

- principles. We believe this is the only way to ensure equitable and
- effective literacy instruction for every Nebraska student. More specifically, our proposed professional learning
- Is Based on How the Brain Learns: We empower educators with the "why" behind the "what." We explain that reading is not a natural process and that the brain must build new neural pathways to become proficient. Our workshops use established theoretical frameworks like Scarborough's Rope and Ehri's Phases to make the cognitive Science of Reading accessible and relevant to daily instruction.
- Integrates All Components of Reading: Our model emphasizes the interconnectedness of all six (6) core literacy components. We offer a cohesive series of workshops covering each component, ensuring educators receive a complete, non-fragmented understanding of how skills like phonics and fluency work together to support deep comprehension.
- Ensures Foundational Skills are Mastered: We are committed to the core principles of explicit, systematic, and sequential instruction. This ensures that foundational skills are not left to chance but are taught intentionally and logically, building from phonemic awareness to phonics, fluency, and ultimately, comprehension.
- Addresses the Needs of All Learners: Our evidence-based approach universally benefits all students and is especially crucial for early intervention and supporting students with dyslexia and other reading difficulties. Contact: rfp@betterlesson.com or (617) 329-9130.

Does not include 1.5: Explains the importance of early and regular universal screening, diagnostic assessments, and on-going progress- monitoring to drive instruction and intervention.

This component would have to be added by the provider or the district.

Does not include 2.1: Explains how to categorize the phonemes in English based on articulatory features.

This component would have to be added by the provider or the district.

Does not include 2.5: Provides specific attention for adapting phonological and phonemic awareness instruction to support cognitive, linguistic, and neurobiological variations (e.g., dyslexia) among readers.

Does not include 2.7: Explains practical considerations for how dialects, language differences, and allophonic variation affect phonological and phonemic development.

At least one of 2.5 or 2.7 would have to be added by the provider or the district.

CORE Learning

CORE Learning offers a wide range of services to support educators and improve teaching and learning outcomes. We specialize in evidence-based professional learning grounded in structured literacy, including site-based sessions, job-embedded

coaching and implementation support, data-driven instructional improvement, and both synchronous and asynchronous courses. Our services include coaching cycles, professional development sessions, and customized support in math and literacy for grades UTK–12. Our flexible model—offered both in-person and online—allows us to meet the specific needs of each school or district.

CORE Learning offers comprehensive training in the science of reading in a variety of formats. Our Online Language and Literacy Academy (OL&LA) Elementary and Secondary, formerly known as the Online Elementary Reading Academy, has been provided to thousands of teachers, coaches, and school leaders over the past eight (8) years. OL&LA Elementary and Secondary helps educators learn how to help all students, including Multilingual Learners and those with dyslexia, become proficient readers. CORE's in-person/ online synchronous option is called the Elementary Reading Academy and addresses the same components that OL&LA Elementary and Secondary do. Both training courses use CORE's nationally acclaimed Teaching Reading Sourcebook and Assessing Reading: Multiple Measures books.

In addition, CORE provides four (4) in-person or online synchronous options that support grades 6-12 educators in the area of Adolescent Literacy, in particular, intensive intervention in word reading and fluency skills. Our two (2) major trainings to support this level are Adolescent Literacy Solutions and Effective Vocabulary Instruction Across the Content Areas.

For leadership support, CORE offers two (2) in-person or online synchronous options that provide school and district leaders with the knowledge and tools to support instructional leadership in literacy - Leadership for Literacy and Reading Fundamentals Leader Institute.

Finally, CORE offers onsite coaching and site implementation support to build on the knowledge and skills learned in our courses to help educators actualize their learning in the unique context of their school or district.

Does not include 1.6: Includes information and tips for teachers related to helping children and families work with local family literacy centers to strengthen home and family literacy programs and better instruct children in reading.

This component is required by Nebraska Revised Statute 79-2607 and would have to be added by the district. For resources, see:
<https://www.education.ne.gov/nebraskareads/communication-resources/#parents>

District Management Group

Founded in 2004, District Management Group (DMG) has partnered with districts across the country, including 15 districts in Nebraska from 2010 to present. Most recently, DMG supported 8 Nebraska districts during SY2025-26 ranging in enrollment size from just under 200 students to over 51,000 students through a state-wide NDE-led literacy

initiative. For example, in Grand Island, a DMGroup partner district:

- Kindergarten students exceeded the previous year's mid-year benchmark by 14 points on DIBELS in phoneme segmentation fluency, and
- Chronic absenteeism declined by 8 points with a targeted group of elementary students compared to the same time period the previous year.

DMG will support districts and ESUs to use their Comprehensive Literacy State Development (CLSD) Grant funds to accelerate outcomes by integrating the following to realize meaningful goals while building lasting capacity of teachers and instructional leaders:

- Personalized coaching,
- Frequent data analysis,
- Rapid cycles of improvement, and
- Real-time professional development.

DMG will work with districts and ESUs to create a customized plan to meet literacy goals grounded in the Science of Reading and support HQIM adoption. Partnering with DMG will amplify your district's other literacy and attendance-focused investments by achieving real results for students' literacy achievement and attendance outcomes while building the capacity needed to transform the performance of schools.

To speak with our team about a partnership, please reach out to Shannah Varón at svaron@dmgroupk12.com or 617-453-2580 and head to DMG's CLSD website <https://www.dmgroupk12.com/nebraska-clsd> to learn more about our work and approach to reaching your district or ESU's literacy and attendance goals.

Does not include 1.3: Explains that cognitive processes, within the brain that facilitate reading, such as the four part processing model for word recognition and the three levels of text representation to build a mental model.

DMG indicates that they will leverage their performance coaches with the greatest experience in cognitive development and the SoR to build explicit instruction for teams focused on the four part processing model for word recognition and the three levels of text representation

MATERIALS IMPLEMENTATION

RIVET EDUCATION - Framework for Curriculum-Based Professional Learning

The [Professional Learning Partner Guide \(PLPG\)](#) is a searchable database that states and school systems can use to find an external vendor that provides curriculum-based professional learning on high-quality instructional materials (HQIM).

Rivet Education's Framework for Curriculum-Based Professional Learning (CBPL) defines for educators the characteristics, types, and structures that construct high-quality, curriculum-based professional learning. This framework guides Rivet's work and builds the field's understanding of the essential components and characteristics of strong, curriculum-based professional learning. CBPL is an integral component of the HQIM

implementation journey. Each type of CBPL aligns with key moments in the HQIM implementation timeline.

<https://riveteducation.org/contact/>

[Search the Guide - Rivet Education](#)