



Nebraska “Grow Your Own” Teacher Apprenticeship: Round 4

Competitive Sub-Grant Opportunity

Nebraska Department of Education | February 23, 2026

Application Due Date:

April 20, 2026



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General Information

Background

The growing teacher shortage is an increasingly urgent issue around the United States and in the state of Nebraska. According to data from the American Association of Colleges for Teacher Education (AACTE), the number of students earning an undergraduate degree in education dropped from 200,000 annually in the early 1970s to less than 90,000 in 2018-19¹. The coronavirus pandemic has further contributed to declining participation in teacher preparation programs².

Nebraska has also experienced similar challenges related to educator staffing. In the 2024-25 school year, 49.35% of school district respondents to Nebraska Department of Education's (NDE) annual teacher vacancy survey reported unfilled teacher positions.³ This is a slight decrease from the 56.77% of respondents reporting unfilled teaching positions at the beginning of the 2023-24 school year⁴ Despite these positive trends, teacher shortages continue to be especially acute in special and elementary education, with the main reasons cited for unfilled positions in the 2024-25 school year being, "No applicants" (63%) and "No fully qualified applicants based on endorsement area" (15%).⁵ Given these challenges, it is clear that increased investments and impactful solutions are needed to help combat these trends.

In Nebraska, teacher shortage trends are especially pronounced in our rural communities, as more than 25% of teacher vacancies are in rural districts with fewer than 500 students⁶ We also know that these trends can significantly impact students, as research shows that teacher turnover can significantly harm student achievement.⁷ Further, while the number of students in Nebraska's public schools with disabilities has been steadily rising from 15% in 2018 to 16.5% in 2023⁸, 22.34% of all reported teacher vacancies in Nebraska for the 2024-25 school year were in Special Education, highlighting an acute need to fill teaching positions that can have the most direct impact upon students with disabilities.⁹

¹ *Colleges of Education: A National Portrait Second Edition*. (n.d.).

<https://aacte.org/wp-content/uploads/2022/03/Colleges-of-Education-A-National-Portrait-Executive-Summary.pdf>

² Ibid.

³ Nebraska Department of Education Teacher Vacancy Survey Report. Accessed April 16, 2025. Available:.

<https://www.education.ne.gov/wp-content/uploads/2024/12/FINAL2024-TVS-Summary.pdf>

⁴ Nebraska Department of Education (2023, December) Teacher Vacancy Survey Report. Accessed March 28, 2024. Available:

<https://www.education.ne.gov/wp-content/uploads/2023/12/2023-TVS-Report-Final.pdf>

⁵ Nebraska Department of Education Teacher Vacancy Survey Report. Accessed April 16, 2025. Available:.

<https://www.education.ne.gov/wp-content/uploads/2024/12/FINAL2024-TVS-Summary.pdf>

⁶ Ibid.

⁷ Ronfeldt, M., Loeb, S., Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4-36.

⁸ "Nebraska Education Profile, State Snapshot 2022-2023 (Program Participation, Special Education)." Nebraska Department of Education. Accessed March 27, 2024. Available:

https://nep.education.ne.gov/State/Index/00-0000-000?DataYears=20222023&tvpe=state_#program-participation

⁹ Nebraska Department of Education Teacher Vacancy Survey Report. Accessed April 16, 2025. Available:.

<https://www.education.ne.gov/wp-content/uploads/2024/12/FINAL2024-TVS-Summary.pdf>



In the face of these challenges, “Grow Your Own” (GYO) strategies and Teacher Registered Apprenticeship (T-RAP) Models continue to offer a promising solution for increasing teacher quality, improving teacher recruitment and retention efforts, and creating new opportunities for entry into the teaching profession. In April 2023, The U.S. Department of Education (USDOE) called on states to create Teacher Registered Apprenticeship Programs (T-RAPs) to combat these trends, outlining how teacher shortages “disproportionately impact [...] students from low-income backgrounds, students with disabilities, and students from rural communities.”¹⁰ With the K-12 Teacher occupation now recognized by the United States Department of Labor (USDOL) as a Registered Apprenticeship, many “Grow Your Own”-style programs across the country, including new or existing programs in Nebraska, can now access USDOL and other workforce development funds to financially sustain their impact on the educator workforce.

Nebraska has already established itself as a pioneering state in the teacher registered apprenticeship space. In March 2024, following the enactment of LB705 in 2023, NDE announced the [Nebraska Teacher Apprenticeship Program](#). This groundbreaking initiative seeks to bolster the recruitment and training of educators across Nebraska through a registered apprenticeship on-the-job training model. This existing program is a visionary move by the Nebraska legislature, earmarking \$1 million annually towards developing a robust mechanism for preparing future educators.

Additionally, in July 2024 the NDE was announced as a recipient of \$4.5 million in State Apprenticeship Expansion Formula (SAEF) competitive sub-grant funding from the U.S. Department of Labor. NDE was one of only 9 state recipients to receive such funding in 2024. As a result of this influx of federal funding aimed at promoting the expansion of teacher registered apprenticeship programs in Nebraska, in September 2024 NDE launched “Round 1” of the *Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant Opportunity*. In November 2024, after a highly successful grant application process, NDE announced a planned investment of more than \$2 million in both state and federal (SAEF) funding to eight different educator preparation providers in Nebraska, allowing for the creation of new or expanded teacher registered apprenticeship programs in more than 19 school systems and Educational Service Units. More information about the Teacher Apprenticeship Program, including results from “Round 1” of the *Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant*, can be found [here](#).

Additionally, in April 2025, NDE announced the planned award of an additional \$1.6 million through the “Round 2” Grow Your Own Competitive SAEF Grant (Round 2). Funding awarded as part of “Round 2” supports partnerships between the EPP awardee and over 15 school districts across Nebraska, creating no-cost bachelor’s degree pathways 50+ new teacher candidates in Nebraska. More information regarding the results from “Round 2” of the *Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant*, can be found [here](#).

¹⁰ United States Department of Education. (n.d.). FACT SHEET: The U.S. Department of Education Announces Partnerships Across States, School Districts, and Colleges of Education to Meet Secretary Cardona’s Call to Action to Address the Teacher Shortage | U.S. Department of Education. Retrieved April 25, 2023, from <https://www.ed.gov/coronavirus/factsheets/teacher-shortage>



Further, in August 2025, NDE announced the award of an additional \$1 million through the “Round 3 Grow Your Own Competitive SAEF Grant (Round 3). Funding awarded as part of “Round 3” further supports partnerships between 2 EPP awardees and over 8 school districts across Nebraska, creating no-cost pathways for new teacher candidates in Nebraska. More information regarding the results from “Round 3” of the *Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant*, can be found [here](#).

Building off of these recent successes, “**Round 4**” of the *Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant* opportunity is meant to further expand access to high-quality, low-cost, “Grow Your Own”-style preparation pathways that allow talented individuals with a heart for students to pursue their degree and a Nebraska teaching certificate while also earning an income and serving in a Nebraska school. We know that financial constraints often stand in the way of many aspiring educators being able to become certified teachers. Recognizing this, in recent years, Nebraska has been a national leader in finding creative ways to create low-cost/no-cost pathways to the teaching profession for homegrown talent, particularly leveraging paraprofessional-to-teacher residency pathways and registering those pathways as apprenticeships via the [Nebraska Teacher Apprenticeship Program](#). In pilot programs of the paraprofessional-to-teacher model, Educator Preparation Providers have already seen waitlists of candidates looking to participate.

Therefore, via this latest grant opportunity and other initiatives, Nebraska seeks to scale its existing T-RAP model across the state so that hundreds of aspiring educators can become teachers for free and get paid to do so.

Procurement Purpose

The purpose of the this latest round of the *Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant* is to create multiple entry points for aspiring teachers – who may currently be education assistants, paraprofessionals, substitute teachers, tutors, non-certified employees, parents, guardians, or other community members – to enroll in a high-quality “Grow Your Own”-style educator preparation programs, earn any required degrees and become eligible to serve as a fully certified and endorsed Nebraska teacher prior to the start of the 2028-29 school year.

This sub-grant opportunity will provide competitive funding to **in-state, approved Educator Preparation Provider (EPP) applicants**, who will in turn agree to partner with one or more Nebraska public school districts or educational service units (ESU)---*collectively referred to in this competitive sub-grant as Local Education Agencies (LEAs)*---or private school employers, to design and administer a “**Grow Your Own**”-style **Teacher Registered Apprenticeship Program**.

The *Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant* is weighted in favor of programs that maximize the number of candidates served and minimize the average cost per candidate, while also maintaining program quality and quality experiences for candidates. This competitive sub-grant also gives preference to programs that equip teachers to teach in one of [Nebraska’s higher-vacancy teacher shortage areas](#), with specific priority given to programs that equip



candidates to earn endorsement in Special Education, Early Childhood Education, Early Childhood Inclusive, Elementary Education, Language Arts, and Career Education. See [“Appendix B: Technical Response Rubric”](#) for a breakdown of how specific endorsement areas will be prioritized as part of the competitive scoring process.

Note: For the purpose of this competitive sub-grant opportunity, specifically for applicants seeking to offer an Early Childhood Education or Early Childhood Inclusive certification pathway, **independent early childhood education or childcare centers are not considered to be eligible partners. 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.

Selected EPP awardees must use funds awarded by NDE to cover **all tuition, textbooks, one issuance of all required certification assessments, and fees on behalf** of eligible candidates selected by their public school district, educational service unit (ESU), or private school employer for enrollment in a “Grow Your Own” Teacher Registered Apprenticeship Program.

As part of a Nebraska “Grow Your Own” Teacher Apprenticeship program, selected participants must be able to **complete their preparation and certification requirements** while also being **employed full-time** during the duration of the program in a Nebraska public or private school, in a paid paraprofessional, education assistant, or equivalent student-facing position under the supervision of a mentor teacher. Apprentices may not be employed in positions such as a short or long-term substitute role where they are not able to serve under a mentor teacher who is providing primary instruction to students.

Participating Nebraska LEAs (i.e., districts or ESUs) and private schools must ensure that candidates (apprentices) do not serve as a **teacher of record** in a clinical practice setting prior to completion of the preparation program and that the apprentice’s employment placement (i.e., grade-levels and content areas) is **fully aligned** with the certification and endorsement area(s) that the apprentice is pursuing.

The goal of this competitive sub-grant opportunity is to help lower constraints for locally-sourced teaching candidates, while also maintaining a high bar for the quality of preparation that those candidates receive. By increasing EPP enrollment, expanding opportunity, prioritizing extended clinical internship/student teaching experience, and allowing for recruitment from directly within Nebraska’s local communities, we will allow LEAs and schools across Nebraska to strengthen existing EPP relationships and forge new EPP partnerships that will provide a sustainable, high-quality teacher pipeline that aligns to their local needs. Upon successful completion of all program and certification requirements, selected participants will then be eligible to be hired into a full-time role as a teacher-of-record within a Nebraska school.



Program Design and Timeline Options

Based on NDE data regarding the most likely candidate pools for this program, EPP applicants may propose to serve these respective candidate pools via the following Program Options:

Program Option A:

2-year Bachelor's degree-granting and certification + endorsement programs, for candidates with at least an associate's degree or equivalent undergraduate credits (60+). Candidates must complete a minimum of 2,000 hours of full-time on-the-job training prior to completing the program. † EPP applicants must agree to administer this program 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, 2028**. Programs may begin anytime after the date of official award via contract execution (projected: July 2026), but must begin and have fully selected and enrolled teacher apprentices by no later than **January 1, 2027**. Programs which begin and have fully selected and enrolled teacher apprentices by no later than **September 1, 2026** will be prioritized, as reflected in [Appendix B: Technical Response Rubric](#).

Program Option B:

Post-baccalaureate certification + endorsement, or Master's-degree and certification + endorsement granting pathway, 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†. EPP applicants must agree to administer this type of program 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, 2028**. Programs may begin anytime after the date of official award via contract execution (projected: July 2026), but must begin and have fully selected and enrolled teacher apprentices by no later than **January 1, 2027**. Programs which begin and have fully selected and enrolled teacher apprentices by no later than **September 1, 2026** will be prioritized, as reflected in [Appendix B: Technical Response Rubric](#).

†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 and the Nebraska Department of Labor Office of Registered Apprenticeship.

Applicants should review the [Technical Response](#) and [Appendix B: Technical Response Rubric](#) sections of this document for more information regarding how individual applications offering either of these program options will be evaluated.

In order to provide the maximum flexibility possible for partnering LEAs and schools, and to allow for the selection and participation of candidates with a variety of backgrounds and credentials, EPP



applicants must allow partnering LEAs and schools to enroll candidates on a **rolling basis** until all agreed upon candidate seats are filled.

Note: 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, 2028**, any awarded EPP applicants and their LEA or school partner(s) must mutually agree upon a date after which no further candidates could be enrolled in order to maintain compliance with that stated deadline.

Award Details

NDE plans to award **up to an *estimated* \$1,000,000 in total funding for this round of the Nebraska “Grow Your Own” Teacher Apprenticeship Competitive Grant. NDE will make individual sub-grants in increments of \$100,000 for high-quality proposals.** The final number and value of sub-grants awarded will be made at NDE’s discretion, and will depend on the competitiveness of the proposals received. Note that eligible EPPs are encouraged to partner with multiple districts, ESUs, and school partners in order to establish or expand their proposed Teacher Apprenticeship programs.

Applicants must only submit one (1) application to the NDE for consideration. However, EPPs may submit (and are encouraged to submit) more than one project proposal as part of their single application, and therefore may receive more than \$100,000 in grant funding. As further outlined in [Appendix C: Instructions for Multiple Proposals from the Same Applicant](#), each proposal should outline programming that would be offered to a distinct cohort of teacher candidates. Cohorts can be made up of candidates from one or more LEA or school partners. For example, if an applicant submits a single application that includes 5 program proposals for \$100,000 each, offering to provide preparation for 5 distinct cohorts of candidates from various LEA or school partners, they may receive \$500,000 in a total sub-grant award. However, individual project proposals within an overall sub-grant application cannot exceed \$100,000. See [Appendix C: Instructions for Multiple Proposals from the Same Applicant](#) for instructions on how to submit multiple program proposals within a single application.

Final determination of awards will be made at NDE’s sole discretion, based on a comprehensive review of proposals and individual program applications received.

Eligible Applicants

This competition is open to in-state, approved Nebraska EPPs that are able to offer a degree and/or recommendation for a Nebraska regular teaching certificate, along with endorsement in each of the areas specified within their sub-grant proposal(s). See below for more details:

Educator Preparation Provider Eligibility:



Grant Information Session

All applicants are encouraged to attend any of the available Grant Information Session meetings, hosted by Nebraska Department of Education and representatives from the National Center for Grow Your Own. In each Grant Information Session meeting, applicants can learn more about competitive sub-grant requirements and ask clarifying questions based on grant contents.

Grant Information Session #1:

Grant Information Session #1 Date: March 09, 2026

Grant Information Session #1 Time: 3:00 p.m.- 4:00 p.m. CST

Grant Information Session #1 Format: Virtual

Grant Information Session #1 Meeting Registration Link:

<https://us06web.zoom.us/meeting/register/vs1hMAs8RoOrl8t-R3-Kfg>

After registering, you will receive a confirmation email containing information about joining the meeting.

Grant Information Session #2:

Grant Information Session #2 Date: March 24, 2026

Grant Information Session #2 Time: 10:00 a.m.- 11:00 a.m. CST

Grant Information Session #2 Format: Virtual

Grant Information Session #2 Meeting Registration Link:

<https://us06web.zoom.us/meeting/register/IOYthDN6RO-AIrA5jrO1sQ>

After registering, you will receive a confirmation email containing information about joining the meeting.

Submission Guidelines and Logistics

There is no minimum or maximum page or word limit for individual questions or for the entire application. Applicants are encouraged to respond to each question thoroughly but concisely. Standard formatting conventions of 1-inch margins and 11–12-point font are encouraged.

EPP applicants must submit all application materials, via email, to

nde.teacherapprenticeship@nebraska.gov by 11:59 p.m. Central Time on **April 20, 2026**. Paper copies of this application will not be accepted. Applicants should follow all instructions as outlined in the [“Steps to submitting an application”](#) section below.

Note: EPPs may submit multiple project proposals within a single (1) grant application. EPPs who wish to submit more than one project proposal within their application should follow the instructions



outlined in [Appendix C: Instructions for Multiple Proposals from the Same Applicant](#), as well as any instructions provided within the [Mandatory Requirements](#) and [Technical Response](#) sections of this competitive sub-grant document.

Steps to submitting an application:

- 1) Address all application components in sequential order.
- 2) Clearly label each section (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 nde.teacherapprenticeship@nebraska.gov. All application materials must be submitted by the deadline listed above.

Scope of Work Summary

Terms for EPP Applicant

The following Scope of Work summary provides an overview of the minimum requirements that selected awardees will be expected to provide upon contract award. Please see [Appendix F: Pro Forma Grant Award Notification](#) for the current version of the required grant award language that awardees would need to agree to, upon notice award.

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



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. The awardee, along with all LEA or private school partners, must ensure that the apprentice's employment placement (i.e., grade-levels and content areas) aligns to the certification and endorsement area(s) that the apprentice is pursuing.
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.
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.
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.
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.



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, 2028, 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.
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.
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
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
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.



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

Partnership Requirements

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.

Any applications containing letters of support that are not signed by a partnering LEA or private school’s 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 school’s superintendent, or equivalent administrator, are received.

This letter 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 endorsement areas(s) and degree(s) that will be offered via the proposed partnership.
- The LEA or school certifies that apprentices will be employed in grade-levels and or content areas that align to the certification and endorsement area(s) that the apprentice is pursuing.
- 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” 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.

Upon grant award, all partnering LEAs and private schools will also be required to sign a memorandum of understanding (MoU) with the Nebraska Department of Education. See “[Appendix D: Example Memorandum of Understanding \(MoU\) between NDE and Partner LEA\(s\)/Schools](#)” for a summary of what will be included in this MoU.



Application Components

Mandatory Requirements (Pass/Fail)

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.

Item	Mandatory Requirements	<i>(For state use only:)</i> Assigned Score (Pass/Fail)
M0	Summary Table: Applicants must submit a Program Proposal Summary Table, as outlined in Appendix C: Instructions for Multiple Proposals from the Same Applicant .	
M1	Contact Info: Detail the name, title, email address, mailing address, and telephone number of the person the Solicitation Coordinator should contact regarding the response.	
M2	Unique Entity Identifier: Please provide the applicant educator preparation provider institution's Unique Entity Identifier (UEI).	
M3	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.	
M4	<p>Partner Info: Provide the entity name, point of contact, phone number, and email address for <u>each</u> 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.*</p> <p><i>*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</i></p>	

	<i>details.</i>	
M5	<p>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 <u>currently</u> approved to offer the proposed certification pathways and endorsement areas outlined in the application.</p> <p><i>*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.</i></p>	
M6	<p>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):</p> <p>Program Option A: Bachelor’s Degree & Certification + Endorsement Program*</p> <p style="text-align: center;">-OR-</p> <p>Program Option B: Master’s Degree & Certification + Endorsement, or Post-Bacc. Certification + Endorsement Program*, **</p> <p><i>*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.</i></p> <p><i>**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.</i></p>	
M7	<p>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.*</p> <p><i>*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</i></p>	

	<i>details.</i>	
M8	<p>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 sub-grant titled Scope of Work Summary: Terms for EPP Applicant and Appendix F: Pro Forma Grant Award Notification</p>	
M9	<p>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.</p> <p>Each letter <i>must</i> be signed by the LEA or private school’s superintendent or equivalent administrator. <i>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.</i></p> <p>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 <u>not</u> 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.</p> <p><u>Each letter of support must certify the following:</u></p> <ul style="list-style-type: none"> ● 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. 	

	<ul style="list-style-type: none"> • The LEA or school certifies that apprentices will be employed in grade-levels and or content areas that align to the certification and endorsement area(s) that the apprentice is pursuing. • 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. 	
M10	<p>Program Timeline:</p> <p>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, 2027, 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, 2028.*</p> <p>Note: Programs which will allow for candidates to be selected and enrolled by no later than September 1, 2026 will be prioritized, as reflected in Appendix B: Technical Response Rubric.</p> <p><i>*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.</i></p>	
M11	<p>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.</p>	
M12	<p>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’s Office of Apprenticeship, with the Nebraska Department of Education serving as sponsor.</p>	

<p>M13</p>	<p>Prior Performance and Lessons Learned</p> <p>(Note: This item is <u>only</u> required for past EPP sub-grant awardees who received funding via either or both Round 1, Round 2, or Round 3 of the <i>Nebraska “Grow Your Own” Teacher Apprenticeship: Competitive Sub-Grant Opportunity</i>.)</p> <p>For EPP applicants that have been named as awardees of Round 1, Round 2, Round 3 of the Nebraska “Grow Your Own” Teacher Apprenticeship: Competitive Sub-Grant Opportunity:</p> <ul style="list-style-type: none"> ● Please outline the current progress of the teacher apprenticeship program(s) and partnerships outlined in your previously successful sub-grant application(s). ● Please provide the following: <ol style="list-style-type: none"> 1) A count of the total number of participant seats funded and subsequently filled, as February 1, 2026, delineated by funding round. 2) 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? ● 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 previously successful sub-grant application(s). ● Please outline any further information regarding the progress of your Round 1, 2, and/or 3 <i>Nebraska “Grow Your Own” Teacher Apprenticeship: Competitive Sub-Grant Opportunity funded program(s)</i> that your institution deems relevant for the NDE scoring committee to review and consider. 	
<p>M14</p>	<p>Minimum Admissions Requirements: Please outline your institutions’ minimum admissions requirements for entry into the proposed NDE-approved educator preparation program.*</p> <p><i>*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</i></p>	

	<p><i>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.</i></p> <p><i>*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.</i></p>	
<p>M15</p>	<p>Residency Period (Including clinical practice): Applicants must attest that each participant will complete a minimum of one year of paid residency experience in a placement that corresponds to the apprentice’s licensure or endorsement area. The Awardee and LEA or private school partner(s) are responsible for ensuring that the residency experience fully satisfies the clinical internship and/or student teaching requirements of the educator preparation program. Under no circumstances may participants serve as the Teacher of Record during their clinical practice or at any point during completion of the program.</p>	
<p>M16</p>	<p>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.*</p> <p><i>*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.</i></p>	
<p>M17</p>	<p>Progressive Wage Schedule: Applicants must provide a table, for <u>each</u> 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 <u>must</u> 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</p>	

	<p>Registered Apprenticeship Model. Applicants <u>must</u> utilize the template provided in Appendix E. *</p> <p><i>*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.</i></p>	
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Technical Response (100 Points)

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.

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.

#	Technical Response Item	Max Points	Assigned Points <i>(For state use only)</i>
T1	<p>Cost per Participant: Please provide the following:</p> <ol style="list-style-type: none"> 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 * <p>Scoring Calculation Method: ** Score = (Lowest Average Cost per Participant, across all applications received/ Applicant’s Average Cost per Participant) *40</p> <p><i>*Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #.</i></p>	40	

	<p>See Appendix C: Instructions for Multiple Proposals from the Same Applicant for more details.</p> <p><i>**See Appendix B: Technical Response Rubric for a more detailed breakdown of how this item will be scored</i></p>		
<p>T2</p>	<p>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).*</p> <p>Applicants must clearly identify and describe all additional funding sources and in-kind contributions provided by each partner, including but not limited to LEAs, private schools, Educator Preparation Programs (EPPs), workforce agencies, and other collaborators. The budget narrative must explicitly articulate the leveraged resources and Awardee contributions that will support program implementation and demonstrate that any award from this grant opportunity will function as a last-dollar-in investment.</p> <p>Applicants should describe how costs are shared across partners and how grant funds will be strategically applied to address remaining financial gaps for participants.</p> <p>Examples of leveraged funding may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Federal financial aid, such as Pell Grants, applied directly to tuition and fees for eligible apprentices before grant funds are used. ● State financial aid programs or scholarships. ● Tuition reductions or discounts provided by EPP partners. ● LEA salary contributions or paid release time. ● Workforce Innovation and Opportunity Act (WIOA) funds or other workforce development resources. ● Philanthropic or private-sector contributions. <p>For example, applicants may describe how eligible candidates will first access Pell Grant funding to offset tuition and required fees. Grant funds under this opportunity would then be applied only after all other federal, state, institutional, and partner-based resources have been exhausted, ensuring that the award functions as a true last-dollar investment and maximizes the number of participants served.</p>	<p>12</p>	

	<p>Demonstrate a spending plan that expends at least 50 percent of the total award by June 30, 2027.</p> <p>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, as reflected in Appendix B: Technical Response Rubric.</p> <p><i>*Note: The budget should reflect total funds requested for all proposed programs. However, the budget narrative should clearly describe a breakdown per each requested \$100,000 grant award, for the instance in which a proposal is partially funded. The budget narrative should include a detailed breakdown of participant costs, fees, etc.</i></p>		
<p>T3</p>	<p>Program Design: Provide a description of the intended program design, including how the EPP applicant arrived at the pathway(s) outlined in their application. At a minimum, this description must outline the following:</p> <ol style="list-style-type: none"> 1) How was the vision for the “Grow Your Own” 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? <p><i>*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.</i></p>	<p>6</p>	
<p>T4</p>	<p>Endorsement Areas:</p> <p>Please respond to the following:</p> <p>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?*, **</p>	<p>8</p>	

	<p>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)?</p> <p><i>*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.</i></p> <p><i>**See Appendix B: Technical Response Rubric for a breakdown of how specific endorsement areas will be prioritized as part of the competitive scoring process.</i></p>		
<p>T5</p>	<p>Program Activities, Timeline, and Courses: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum:*, **</p> <ol style="list-style-type: none"> 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. <p><i>*As a reminder, programs may begin anytime after the date of official award via contract execution (projected: July 2026), but must begin and have fully selected and enrolled teacher apprentices by no later than January 1, 2027. Programs which begin and have fully selected and enrolled teacher apprentices by no later than September 1, 2026 will be <u>prioritized</u>, as reflected in Appendix B: Technical Response Rubric.</i></p> <p>Applicants may receive +2 priority points if they demonstrate that apprentices will complete all degree and certification requirements by June 30, 2027.</p> <p>All proposed programs must allow each candidate to earn either a</p>	<p>10</p> <p>+2</p>	

	<p>bachelor’s degree, or 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, 2028.</p> <p><i>**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.</i></p>		
<p>T6</p>	<p>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:</p> <ol style="list-style-type: none"> 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?* <p><i>*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.</i></p>	<p>6</p>	
<p>T7</p>	<p>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.</p> <p>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:</p> <ol style="list-style-type: none"> 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. 	<p>6</p>	

	<ol style="list-style-type: none"> 2) A detailed description of how the EPP’s partnering LEA and/or school partner(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 partner(s) will ensure that journeyworker mentor teachers are able to effectively manage their responsibilities as mentors while maintaining their assigned duties as lead classroom teachers. 		
<p>T8</p>	<p>EPP-LEA/School Partnerships:</p> <p><u>Please respond to the following:</u></p> <ol style="list-style-type: none"> 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)? 	<p>6</p> <p>+2</p>	

	<p>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)?*</p> <p>+2 points will be awarded to any EPP applicant that proposes adding at least one new district employer that is not currently implementing a Teacher Registered Apprenticeship program.</p> <p><i>*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.</i></p>		
<p>T9</p>	<p>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. *</p> <p><i>*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.</i></p>	<p>6</p>	
	<p>Total</p>		<p>100</p>



Appendix A: Budget Template

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.

Note regarding the Awardee Contribution Column:

Any financial contribution provided by the EPP, district, or partner entities—including leveraged resources such as Pell Grants, other federal or state financial aid, tuition discounts, salary contributions, scholarships, philanthropic support, or workforce funding—must be clearly reflected in the Awardee Contribution column.

Appendix B: Technical Response Rubric

Technical Response Rubric: Program Option A (Bachelor's Degree & Certification + Endorsement Program)

Proposals for Program Option A (Bachelor's Degree & Certification + Endorsement Program) will be evaluated against the below rubric:

Question	Points Earned			
<p>T1: Cost per Participant: Please provide the following:</p> <p>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 GYO 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).</p> <p>2) A count of the total number of seats offered to all LEA and private school partners for the proposed GYO Nebraska grant program.</p>	<p>Maximum Points: 40 points</p> <p>Score = (Lowest Average Cost per Participant, across all applications received in Program Option A / Applicant's Average Cost per Participant) *40</p> <p>For Reference: <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>)</p>			
<p>T2: 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).*</p> <p>Applicants must clearly identify and</p>	<p>0 points The item is not addressed.</p>	<p>4 point EPP provides both a budget and budget narrative; however:</p> <ul style="list-style-type: none"> Budget is not annualized or lacks required categorization. Narrative lacks clarity or contains 	<p>8 points 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.</p> <p>The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will</p>	<p>12 points 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.</p> <p>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.</p>

<p>describe all additional funding sources and in-kind contributions provided by each partner, including but not limited to LEAs, private schools, Educator Preparation Programs (EPPs), workforce agencies, and other collaborators. The budget narrative must explicitly articulate the leveraged resources and Awardee contributions that will support program implementation and demonstrate that any award from this grant opportunity will function as a last-dollar-in investment.</p> <p>Applicants should describe how costs are shared across partners and how grant funds will be strategically applied to address remaining financial gaps for participants.</p> <p>Examples of leveraged funding may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Federal financial aid, such as Pell Grants, applied directly to tuition and fees for eligible apprentices before grant funds are used. ● State financial aid programs or scholarships. ● Tuition reductions or discounts provided by EPP partners. ● LEA salary contributions or paid release time. ● Workforce Innovation and Opportunity Act (WIOA) funds or other workforce 		<p>multiple errors.</p> <ul style="list-style-type: none"> ● Limited or unclear alignment to stated program goals. ● Leveraged funding sources and cost-sharing structures are not clearly identified. ● No clear explanation of last-dollar-in strategy. 	<p>be processed no less frequently than semesterly.</p> <p style="text-align: center;">OR</p> <p>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).</p>	<p>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).</p> <p>Explicitly articulate a last-dollar-in funding model, including sequencing of Pell Grants and other federal, state, institutional, and partner resources prior to use of grant funds.</p>
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<p>development resources.</p> <ul style="list-style-type: none"> ● Philanthropic or private-sector contributions. <p>For example, applicants may describe how eligible candidates will first access Pell Grant funding to offset tuition and required fees. Grant funds under this opportunity would then be applied only after all other federal, state, institutional, and partner-based resources have been exhausted, ensuring that the award functions as a true last-dollar investment and maximizes the number of participants served.</p> <p>Demonstrate a spending plan that expends at least 50 percent of the total award by June 30, 2027.</p>				
<p>T3: Program Design: Provide a description of the intended program design, including how the EPP applicant arrived at the pathway(s) outlined in their application :</p> <ol style="list-style-type: none"> 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 	<p>0 points The item is not addressed, or both sections of the response are lacking sufficient detail</p>	<p>3 points The response thoroughly addresses 1 part of the question, but 1 section of the response lacks sufficient detail.</p>	<p>6 points The response thoroughly addresses both parts of the question in sufficient detail</p>	

<p>and exposure to teaching as a career pathway, particularly for current high-school students?</p>					
<p>T4: Endorsement Areas:</p> <p><u>Please respond to the following:</u></p> <p>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?</p> <p>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)?</p>	<p>5 points Applicant offers an endorsement pathway in at least one of the identified Nebraska teacher shortage areas, as listed here.</p> <p style="text-align: center;">or</p> <p>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).</p>	<p>6 points Applicant offers an endorsement pathway in at least one of the following areas:</p> <p>Special Education Generalist Early Childhood Inclusive Early Childhood Education Elementary Education Language Arts Career Education</p> <p>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.</p>	<p>8 points Applicant offers an endorsement pathway in at least one of the following areas:</p> <p>Special Education Generalist Early Childhood Inclusive Early Childhood Education Elementary Education Language Arts Career Education</p> <p>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.</p>		
<p>T5: Program Activities, Timeline, and Courses: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum:</p> <ol style="list-style-type: none"> 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 	<p>0 points The item is not addressed.</p>	<p>3 points Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail.</p>	<p>5 points Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail.</p>	<p>8 points Timeline and course schedule are complete, and all of the required components are provided in sufficient detail.</p>	<p>10 points Timeline and course schedule are complete, and all of the required components are provided in sufficient detail.</p> <p>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, 2026, completing all degree and certifications</p>



<p>credit hours for the degree.</p> <p>3) A full program timeline, with a description of when all required program activities will occur.</p>				<p>requirements by June 30, 2028.</p> <p>Applicants may receive +2 priority points if they demonstrate that apprentices will complete all degree and certification requirements by June 30, 2027.</p>
<p>T6: Details of RTAP 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:</p> <ol style="list-style-type: none"> 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?* 	<p>0 points The item is not addressed.</p>	<p>2 points The response thoroughly addresses one of the three parts of the question.</p> <p>The response clearly outlines how participants will gradually take on more instructional responsibility over the grant.</p> <p>OR</p> <p>The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees.</p> <p>OR</p> <p>The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.</p>	<p>4 points The response thoroughly addresses two of the three parts of the question.</p> <p>The response clearly outlines how participants will gradually take on more instructional responsibility over the grant.</p> <p>AND/OR</p> <p>The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees.</p> <p>AND/OR</p> <p>The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.</p>	<p>6 points The response thoroughly addresses all three parts of the question.</p> <p>The response clearly outlines how participants will gradually take on more instructional responsibility over the grant.</p> <p>AND</p> <p>The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees.</p> <p>AND</p> <p>The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.</p>
<p>T7: Mentor Support:</p> <p>Outline how the applicant will develop and implement a mentoring program to support para-to-teacher participants throughout the duration of the program.</p> <p>Each participant must be assigned to a high-quality mentor teacher (also</p>	<p>0 points The item is not addressed, or the response outlines a plan that satisfies 3 or fewer of the required components.</p>	<p>2 points Response outlines a plan that satisfies 4-5 of the required components.</p>	<p>4 points Response outlines a plan that satisfies all 6 required components, but some details of the plan are unclear or unconvincing.</p>	<p>6 points Response outlines a plan that satisfies all 6 required components.</p> <p>Response reflects a high-level of collaboration with the partner LEA(s).</p> <p>Response is provided in clear and sufficient detail.</p> <p>The mentoring plan is highly likely to be successfully</p>

<p>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:</p> <ol style="list-style-type: none"> 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)? 				<p>implemented and lead to positive outcomes for participants.</p>
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<p>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.</p>				
<p>T8: EPP/District Partnerships:</p> <p><u>Please respond to the following:</u></p> <ol style="list-style-type: none"> 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 	<p>0 points The item is not addressed.</p>	<p>2 points Narrative is incomplete and/or lacks a clear outline of responsibilities for each party.</p>	<p>4 points 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.</p>	<p>6 points 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.</p> <p>+2 priority points will be awarded to any EPP applicant that proposes adding at least one new district employer that is not currently implementing a Teacher Registered Apprenticeship program.</p>



<p>Apprenticeship program help to address staffing needs and increase the number and quality of educators serving within partnering LEA or school(s)?*</p>				
<p>T9: 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 GYOTeacher Apprenticeship Program would compare.</p>	<p>0 points The item is not addressed.</p>	<p>2 points 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.</p>	<p>4 points 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.</p>	<p>6 points 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.</p>
<p>Maximum Total</p>	<p>100 (+4 Priority Points available)</p>			



Technical Response Rubric: Program Option B (Master’s Degree & Certification + Endorsement, or Post-Bacc. Certification + Endorsement Program)

Proposals for Program Option B (Master’s Degree & Certification + Endorsement, or Post-Bacc. Certification + Endorsement Program) will be evaluated against the below rubric:

Question	Points Earned			
<p>T1: Cost per Participant: Please provide the following:</p> <ol style="list-style-type: none"> 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 GYO 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 GYO Nebraska grant program. 	<p>Maximum Points: 40 points</p> <p>Score = (Lowest Average Cost per Participant, across all applications received in Program Option B / Applicant’s Average Cost per Participant) *40</p> <p>For Reference: <i>Calculation Method for Average Cost per Participant</i> = 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>).</p>			
<p>T2: 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).*</p> <p>Applicants must clearly identify and describe all additional funding sources and in-kind contributions provided by each partner, including but not limited to LEAs, private schools, Educator</p>	<p>0 points The item is not addressed.</p>	<p>4 point 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.</p>	<p>8 points 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.</p> <p>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.</p> <p style="text-align: center;">OR</p> <p>EPP provides both a budget and budget</p>	<p>12 points 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.</p> <p>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.</p> <p>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).</p> <p>Explicitly articulate a last-dollar-in funding model,</p>

<p>Preparation Programs (EPPs), workforce agencies, and other collaborators. The budget narrative must explicitly articulate the leveraged resources and Awardee contributions that will support program implementation and demonstrate that any award from this grant opportunity will function as a last-dollar-in investment.</p> <p>Applicants should describe how costs are shared across partners and how grant funds will be strategically applied to address remaining financial gaps for participants.</p> <p>Examples of leveraged funding may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Federal financial aid, such as Pell Grants, applied directly to tuition and fees for eligible apprentices before grant funds are used. ● State financial aid programs or scholarships. ● Tuition reductions or discounts provided by EPP partners. ● LEA salary contributions or paid release time. ● Workforce Innovation and Opportunity Act (WIOA) funds or other workforce development resources. ● Philanthropic or 			<p>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).</p>	<p>including sequencing of Pell Grants and other federal, state, institutional, and partner resources prior to use of grant funds.</p>
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<p>private-sector contributions.</p> <p>For example, applicants may describe how eligible candidates will first access Pell Grant funding to offset tuition and required fees. Grant funds under this opportunity would then be applied only after all other federal, state, institutional, and partner-based resources have been exhausted, ensuring that the award functions as a true last-dollar investment and maximizes the number of participants served.</p> <p>Demonstrate a spending plan that expends at least 50 percent of the total award by June 30, 2027.</p>				
<p>T3: Program Design: Provide a description of the intended program design, including how the EPP applicant arrived at the pathway(s) outlined in their application :</p> <ol style="list-style-type: none"> 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 		<p>0 points The item is not addressed, or both sections of the response are lacking sufficient detail</p>	<p>3 points The response thoroughly addresses 1 part of the question, but 1 section of the response lacks sufficient detail.</p>	<p>6 points The response thoroughly addresses both parts of the question in sufficient detail</p>

high-school students?					
<p>T4: Endorsement Areas: <u>Please respond to the following:</u></p> <p>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?</p> <p>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)?</p>	<p>5 points Applicant offers an endorsement pathway in at least one of the identified Nebraska teacher shortage areas, as listed here.</p> <p style="text-align: center;">or</p> <p>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).</p>		<p>6 points Applicant offers an endorsement pathway in at least one of the following areas:</p> <p>Special Education Generalist Early Childhood Inclusive Early Childhood Education Elementary Education Language Arts Career Education</p> <p>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.</p>	<p>8 points Applicant offers an endorsement pathway in at least one of the following areas:</p> <p>Special Education Generalist Early Childhood Inclusive Early Childhood Education Elementary Education Language Arts Career Education</p> <p>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.</p>	
<p>T5: Program Activities, Timeline, and Courses: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum:</p> <ol style="list-style-type: none"> 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. 	<p>0 points The item is not addressed.</p>	<p>3 points Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail.</p>	<p>5 points Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail.</p>	<p>8 points Timeline and course schedule are complete, and all of the required components are provided in sufficient detail.</p>	<p>10 points Timeline and course schedule are complete, and all of the required components are provided in sufficient detail.</p> <p>The EPP applicant certifies and clearly outlines the means by which they are able to offer a post-baccalaureate or master's degree-granting program that would allow candidates to be selected and enrolled by no later than September 1, 2026, completing all degree and certifications requirements by June</p>

					<p>30, 2028.</p> <p>Applicants may receive +2 priority points if they demonstrate that apprentices will complete all degree and certification requirements by June 30, 2027.</p>
<p>T6: 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:</p> <ol style="list-style-type: none"> 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?* 	<p>0 points The item is not addressed.</p>	<p>2 points The response thoroughly addresses one of the three parts of the question.</p> <p>The response clearly outlines how participants will gradually take on more instructional responsibility over the grant.</p> <p>OR</p> <p>The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees.</p> <p>OR</p> <p>The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.</p>	<p>4 points The response thoroughly addresses two of the three parts of the question.</p> <p>The response clearly outlines how participants will gradually take on more instructional responsibility over the grant.</p> <p>AND/OR</p> <p>The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees.</p> <p>AND/OR</p> <p>The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.</p>	<p>6 points The response thoroughly addresses all three parts of the question.</p> <p>The response clearly outlines how participants will gradually take on more instructional responsibility over the grant.</p> <p>AND</p> <p>The response reflects a clear outline of how cooperating mentor teachers will support their assigned teacher apprentice mentees.</p> <p>AND</p> <p>The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program.</p>	
<p>T7: 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.</p> <p>Each participant must be assigned to a high-quality mentor teacher (also referred to as a “Journeyworker”). A mentoring program and corresponding</p>	<p>0 points The item is not addressed, or the response outlines a plan that satisfies 3 or fewer of the required components.</p>	<p>2 points Response outlines a plan that satisfies 4-5 of the required components.</p>	<p>4 points Response outlines a plan that satisfies all 6 required components, but some details of the plan are unclear or unconvincing.</p>	<p>6 points Response outlines a plan that satisfies all 6 required components.</p> <p>Response reflects a high-level of collaboration with the partner LEA(s).</p> <p>Response is provided in clear and sufficient detail.</p> <p>The mentoring plan is highly likely to be successfully implemented and lead to positive outcomes for</p>	

<p>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:</p> <ol style="list-style-type: none"> 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 				<p>participants.</p>
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<p>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.</p>				
<p>T8: EPP-LEA/School Partnerships:</p> <p><u>Please respond to the following:</u></p> <ol style="list-style-type: none"> 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)?* 	<p>0 points The item is not addressed.</p>	<p>2 points Narrative is incomplete and/or lacks a clear outline of responsibilities for each party.</p>	<p>4 points 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.</p>	<p>6 points 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.</p> <p>+2 priority points will be awarded to any EPP applicant that proposes adding at least one new district employer that is not currently implementing a Teacher Registered Apprenticeship program.</p>
<p>T9: Wraparound Supports: Describe</p>	<p>0 points</p>	<p>2 points</p>	<p>4 points</p>	<p>6 points</p>



<p>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 GYOTeacher Apprenticeship Program would compare.</p>	<p>The item is not addressed.</p>	<p>Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants.</p> <p>Past certification exam pass rates are low or average, relative to other applicants.</p>	<p>Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants.</p> <p>Past certification exam pass rates are average, relative to other applicants.</p>	<p>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.</p> <p>Past certification exam pass rates are high, relative to other applicants.</p>
<p>Maximum Total</p>	<p>100 (+4 Priority Points available)</p>			



Appendix C: Instructions for Multiple Proposals from the Same Applicant

Applicants must only submit one application to the NDE for consideration. However, EPPs may submit (and are encouraged to submit) more than one project proposal as part of their single application and therefore may receive more than \$100,000 in total. 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. If an applicant wishes to submit proposals for multiple awards of \$100,000, they must do so within a **single** application, and they must do the following:

- Attach a version of **Table 1: EXAMPLE Program Proposal Summary Table** provided below, as part of item M0 ‘Summary Table’ in the [Mandatory Requirements](#).
- Throughout the single application, clearly label information in Mandatory and Technical Response Items that is distinctive to a particular program proposal as corresponding to “Program #,” in reference to **Table 1: EXAMPLE Program Proposal Summary Table** below.
- 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.

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 Education	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>



Appendix D: Example Memorandum of Understanding (MoU) between NDE and Partner LEA(s)/Schools

Upon distribution of awards to selected EPPs, all partnering LEAs and school partner(s) will be required to sign a Memorandum of Understanding (MoU) with NDE, as the fiscal agent and sponsor of the resulting “Grow Your Own” Teacher Apprenticeship programs. This MOU will include, at minimum, the following terms:

- The LEA or school is willing to participate in the Nebraska “Grow Your Own” Teacher Apprenticeship Grant Program, in partnership with their identified EPP applicant. The LEA or school will partner with the EPP to ensure each participant serves in a paid paraprofessional, education assistant, or equivalent student-facing position for a minimum of 1-year during their participation in the program.
- The LEA or school must employ participants as paid paraprofessionals, education assistants, or equivalently positioned student-facing employees, and ensure participants serve in classrooms with highly effective mentor teachers that will serve as clinical mentors. Each participant must be assigned to a high-quality cooperating teacher. The LEA or school must also agree to coordinate with their partner EPP to implement a mentoring program as specified in the EPP’s response to item T7 ‘Mentor Support’ in the [Technical Response](#) for the “Nebraska Grow Your Own Teacher Apprenticeship Program” Competitive Sub-Grant Opportunity.
- The LEA or school certifies that it has been actively involved in determining, and approves of, the teacher certification type, endorsement area(s), and degree(s) that will be offered via the proposed Nebraska Grow Your Own Teacher Apprenticeship Program partnership.
- The LEA or school certifies that any additional stipends or payments provided to assigned mentor teachers will be the financial responsibility of the LEA or school and will not be paid for by the EPP awardee using grant funds.
- The LEA or school acknowledges that while occupying paid positions during their participation in the approved Nebraska Grow Your Own Teacher Apprenticeship Program, participants must engage in instructional activities such as co-teaching, planning for instruction, small groups, tutoring, professional learning communities and grading.
- The LEA or school acknowledges that while occupying paid positions during their participation in the approved Nebraska Grow Your Own Teacher Apprenticeship Program, participants may not be assigned non-instructional duties during the instructional day such as lunchroom monitoring,



substitute teaching (except when the participant's mentor teacher is absent), study hall, office duty, or in-school suspension. This grant does not limit duties assigned before or after the regular school day.

- The LEA or school may enter into an agreement with participants, according to the discretion of the LEA or school, to ensure participant's commitment to teach within their LEA or school for a specified minimum number of years upon earning their teaching certification.
- The LEA or school is able to replace a participant at no additional cost into the program if a previous candidate drops out before graduating. Prior to program start date, the EPP Awardee and the LEA or school shall mutually agree upon a deadline after which new candidates would not be able to enroll and complete within the specified grant timeline.
- The LEA or school reserves the right to purchase additional seats at the prorated amount per participant, as outlined in the EPP awardee's grant award and accompanying grant proposal.



Appendix E: Progressive Wage Schedule Template

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. Wages shall not decrease at any point during the clinical residency year or over the term of the apprenticeship.

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 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.



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: __			
Federal Award Identification Number (FAIN): Federal Award Date		Prior Year	Current Year
Project Number: Terms and Conditions of Award			
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>E. The negotiated indirect cost rate or the indirect cost allocation plan approved for the Grantee of this GAN applies to this grant award.</p> <p>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.</p> <p>G. Adequately detailed documentation specifying the grant expenditures must accompany all requests for reimbursement. (i.e. computer printouts, system generated documentation, etc.)</p> <p>H. If grant funds are not expended in accordance with the grant award, the Department may require that all grant funds or any portion thereof be returned by a means to be determined by the Department.</p>			



- I. Records will be maintained for equipment acquired and the equipment will remain under the administrative control of the grantee. The Secretary of State Record Retention Schedules are applicable to records retention, except that all grant records shall be maintained for at least five (5) years following the end of the grant period. Federal Regulations 34 CFR 80.32 or the Secretary of State Record Retention Schedule 124 is applicable to records retention.
- J. The grantee assures the Department that the project will be conducted in accordance with state statutes and federal regulations as identified in the Statement of Assurances for the specific grant program.
- K. If the subrecipient expends a total of \$750,000 or more during subrecipient's fiscal year from all federal funding sources, the subrecipient shall have either a single audit or a program-specific audit made for such fiscal year in accordance with 2 CFR 200 Subpart F-Audit Requirements and a copy of the complete audit report must be submitted to the Department no later than nine months after the audited period ends.
- L. The grantee will permit the Department and its auditors to have access to the grantee's records and financial statements as necessary for the Department to meet the requirements of the Uniform Grants Guidance located at 2 CFR 200.
- M. Total funding is contingent upon availability of appropriated funds.
- N. Additional terms and conditions are attached, if applicable.

NDE Approvals

Approved by:

Approved by: