

**U.S. DEPARTMENT OF EDUCATION  
 COLLEGE ACCESS CHALLENGE GRANT PROGRAM**

**TITLE PAGE**

<p>a. Legal Name of Applicant Agency</p> <p>Nebraska Coordinating Commission for Postsecondary Education</p>	<p>b. D.U.N.S number: 102470932</p> <p>Taxpayer ID Number (TN): 47-0491233</p>
<p>c. Address (include zip):</p> <p>140 N. 8<sup>th</sup> Street, Suite 300          P.O. Box 95005          Lincoln, NE 68509-5005</p>	<p>d. Contact Person</p> <p>Name: Benjamin Civic</p> <p>Title: Program Director CACG</p> <p>Telephone: 402-471-0026</p> <p>Fax: 402-471-2886</p> <p>E-Mail: <a href="mailto:ben.civic@nebraska.gov">ben.civic@nebraska.gov</a></p>
<p>e. Type of Applicant:</p> <p><input checked="" type="checkbox"/> State Agency</p> <p><input type="checkbox"/> Philanthropic Organization (non-profit)</p>	
<p>f. To the best of my knowledge and belief, all data provided in this application are true and correct. The governing body of the applicant has duly authorized the application and will comply with statutory and regulatory requirements, assurances and certifications, etc.</p>	
<p>Printed Name and Title of Authorized State Representative: Carna Pfeil          Interim Executive Director</p>	<p>Telephone: 402-471-0029          Fax: 402-471-2886          E-mail: <a href="mailto:carna.pfeil@nebraska.gov">carna.pfeil@nebraska.gov</a></p>
<p>Signature of Authorized State Representative:</p> 	<p>Date:</p> <p>5/19/2014</p>

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**Dave Heineman**  
Governor

## STATE OF NEBRASKA

OFFICE OF THE GOVERNOR  
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Phone: (402) 471-2244 • dave.heineman@nebraska.gov

May 2, 2014

RECEIVED

MAY 08 2014

Coordinating Commission  
for Postsecondary Ed.

Carna Pfeil, Ph.D.  
Interim Executive Director  
Nebraska's Coordinating Commission for Postsecondary Education  
P.O. Box 95005  
Lincoln, NE 68509

Dear Dr. Pfeil:

Thank you for your recent correspondence requesting that the Coordinating Commission for Postsecondary Education be reappointed as Nebraska's state agency to apply for and administer the U.S. Department of Education College Access Challenge Grant (CACG) Program funding. As the Coordinating Commission has diligently administered this program for several years, I am pleased to again designate the Coordinating Commission for Postsecondary Education as Nebraska's agency that would apply for and administer the College Access Challenge Grant funds.

Thank you for your agency's continued efforts to expand the college attendance of Nebraska's students.

Sincerely,

A handwritten signature in cursive script that reads "Dave Heineman".

Dave Heineman  
Governor

DH/CW:bd

## SECTION I: PROJECT ABSTRACT

Please provide an abstract that gives an overview of the project – i.e., the need for the project, organizations that will be involved in the project, goals and objectives, and activities and services. The abstract should be no more than four pages in length.

Nebraska's Coordinating Commission for Postsecondary Education (Commission or CCPE) will provide funding to two scholarships programs it operates and nine sub-grantee projects with CACG funds in award year 2014-2015.

### **Commission Project: Access College Early (ACE) scholarship program**

The Commission administers the Access College Early (ACE) program. The main objective of the program is to enable low-income high school students to take college credit courses while still in high school. These courses may be dual-enrollment courses, where the student receives college and high school credit simultaneously, or the courses may be taken solely for college credit.

In the State of Nebraska, high school students qualifying to take college courses while still in high school must pay for their college credit out of their own pocket. The Commission believes there are thousands of low-income and underrepresented Nebraska high school students who are financially burdened by or prevented from enrolling in college courses while in high school. For 2011-2012, Nebraska's public low-income high school graduates went on to college at a rate of 57.2% as compared to the public non-low-income cohort that year attending college at a rate of 77.2%. Heese, J. Nebraska Higher Education Progress Report. *Nebraska Coordinating Commission for Postsecondary Education, 2014*, 65. The ACE scholarship program addresses this inequality and provides a pathway for low-income high school students to enroll in college through dual-enrollment. For 2011-2012, public low-income high school senior ACE recipients went on to college at an incredible rate of 82.2% as compared to the

public non-low-income high school college-going rate for that same year of 77.2%. *Id.* at 113. As one can see, the ACE program is incredibly successful at equalizing college-going rates, or actually increasing them, between income levels. This program will continue to receive CACG funding in the next award year.

Not only does dual-enrollment encourage college enrollment, the Commission believes high school graduation rates can be increased through its ACE scholarship program. Data from Nebraska's Department of Education indicates that for cohort year 2013, low-income high school students graduated from high school at a 80.89% rate as compared to non-low-income students in that same cohort at a rate of 92.74%. While this theory is new and the correlation between dual-enrollment participation through the ACE program and high school graduation rates has not yet been completed, the potential results are promising given that ACE recipients attend college at a higher rate than public non-low-income students and therefore did in fact graduate high school.

The ACE program first began in the fall of 2007 with approximately \$50,000 in state funding and totaled 295 awarded scholarships. For state fiscal year 2013, ACE was appropriated approximately \$640,000 in an effort to keep up with need. The Commission for academic year 2013-2014 has awarded 1,862 ACE scholarships with these matching funds and federal CACG funds. The need for this financial assistance is apparent and continually growing.

**Commission Project: ACE Plus scholarship program**

The Commission created the ACE Plus scholarship program during the 2010-2011 CACG grant year and it is solely funded by CACG. The program picks up where the ACE program ends, by providing scholarships to college students who previously received an ACE scholarship. The main objective is to encourage former ACE students to attend college full-time

after high school graduation and to help them complete a postsecondary credential. The ACE Plus program provides a \$500 award for a student's freshman year and a \$1,000 scholarship award for their sophomore year. For the academic year 2013-2014, CCPE utilized approximately \$260,500 in CACG funds to award 351 ACE Plus scholarships (181 first-year awards and 170 second-year awards). This represents a decrease in the total number of awards as compared to last year but a much more equitable distribution of awards between first-year and second-year students. For that same academic year, the ACE Plus program was unable to meet the needs of 41 applicants totaling \$27,000. With similar CACG funds being devoted again this year, CCPE expects to exhaust funding again and to see an even greater amount of unmet financial aid need. However, even with limited funding the program has had outstanding success and is a model CACG accomplishment.

ACE Plus recipients not only performed exceedingly well in high school but also found much success in their first year in college. For academic year 2013-2014, 76.8% of ACE Plus recipients reported a high school GPA of 3.5-4.0 with another 18.2% in the 3.0 to 3.4 range. Heese, J. Nebraska Higher Education Progress Report. *Nebraska Coordinating Commission for Postsecondary Education, 2014*, 118. When these former ACE recipients, who received an ACE Plus award, completed their first year in college an incredible 89.4% of them had over a 3.0 GPA, with 49.4% earning grades in the GPA range of 3.5-4.0 for academic year 2013-2014. *Id.* An important objective is not only the college access portion but the college completion rate. Our first cohort of ACE Plus recipients should be graduating from college this month and we should have access to their graduation data rates in the winter of 2014.

**Unmet Need for Financial Aid:**

Taking a look at the bigger picture of unmet need for financial aid of Nebraska's low-income students reinforces the importance of CACG funding supporting the ACE and ACE Plus scholarship programs. Many students who are eligible for State of Nebraska grants to attend college based on income status do not receive them. *Id.* at 93. CCPE's research indicates that "[i]n 2012-2013, for example, 15,757 students received state grants. However, based upon expenditure reports submitted to [CCPE] by each institution, it is estimated that an additional 40,174 students qualified for state grants but did not receive them due to insufficient available funding." *Id.* The need of low-income students for financial aid is apparent in Nebraska and CACG funds help provide our students an important college access opportunity.

**Sub-grants:**

The Commission has awarded, contingent on federal funding, sub-grants to nine entities totaling \$766,290 for the upcoming and final 2014-2015 grant year. Specific details on these sub-grantees can be found in the Goals & Objectives section, but generally these sub-grantees focus on a variety of activities to serve the low-income population in Nebraska and increase their college-going and college graduation rates. The Commission is happy to report many different geographic areas are being served by these sub-grantees, from the urban areas of Omaha and Lincoln, to the tribal area of Ho-Chunk, to the western rural areas of Chase County, Valentine, and Scottsbluff. In such a large state, it is important to not forget the underserved rural areas, so starting in the 2013-2014 grant year three new sub-grantees, Chase County, Valentine, and Scottsbluff began their CACG program to address low college-going rates of their low-income students. The Commission is excited to see the progress in these programs in CACG's last year of funding.

## **SECTION II: PROJECT NARRATIVE INFORMATION**

### **Please answer thoroughly the following questions:**

1. Please provide a description of the capacity and structure that the State has in place to administer the authorized services and activities, or the State's plan to develop such administrative capacity.

The Coordinating Commission for Postsecondary Education has broad responsibilities for higher education planning and coordination in Nebraska. The Commission's role is that of a coordinating entity, not that of a governing board. Primary purposes of the Commission include promoting cooperation and collaboration among all sectors of higher education in the state and eliminating unnecessary duplication among the public sector institutions. The Commission is comprised of 11 Commissioners appointed by the Governor and confirmed by the Legislature. There are 12.5 FTE staff at the Commission. The Commission approves new degree programs for public institutions and construction projects that rely on tax funds. It also makes recommendations to the Legislature and the Governor on all higher education funding.

The Governor of the State of Nebraska has chosen the Coordinating Commission for Postsecondary Education as the state entity to apply for and administer the College Access Challenge Grant Program. The Commission has been administering the CACG program since its inception in 2008. The Commission also administers other federal grants including the Improving Teacher Quality (ITQ) grant program (\$293,260 for FY 2013-14) and the former LEAP/SLEAP financial aid grants (\$566,751 for FY 2010). Further, the Commission administers the State's financial aid program (Nebraska Opportunity Grant) for needy college students in the amount of almost \$16 million for the current year as well as administering the Access College Early (ACE) and ACE Plus scholarship programs for low-income high school students.

For the ITQ program, the Commission selects grantees through an RFP process, monitors budget expenditures, allocates funds, reviews reports of each funded project, conducts site visits, and evaluates the final reports. For the Nebraska Opportunity Grant Program (NOG), the Commission reviews requests for funding; approves allocations of funds; analyzes annual reports; and compiles reports of funding by institutions, number of students served, average dollar award, and remaining unmet need of Pell-eligible students. For the ACE program and ACE Plus, the Commission processes applications, notifies recipients of awards, and coordinates the awards with the appropriate colleges.

Not only is the Commission responsible for the above higher education grant funding, as the state's constitutional and statutory higher education agency, it is also responsible for the comprehensive planning for higher education in Nebraska. The Commission utilized a collaborative process involving community leaders, state leaders, and stakeholders in higher education to develop its statewide *Comprehensive Plan for Postsecondary Education*. This collaborative process resulted in a widely shared vision of what education and postsecondary education can and should become in the future, as well as mutually agreed upon major statewide goals that will provide direction for the future of higher education in Nebraska. The *Comprehensive Plan* is built upon the foundation of existing postsecondary educational institutions within the State, the current and projected demographics of the State, and the economic and political realities of the State.

The Commission is involved in many efforts to coordinate higher education and is also involved in efforts to coordinate and promote collaboration among K-12 and higher education such as the P-16 Council, the statewide e-Transcript initiative, and development of a data sharing system between K-12 and higher education. The Commission developed a program (Access

College Early Scholarship Program) to assist low-income high school students with taking college courses while still in high school and continues to administer the program. The Commission has good working relationships with all sectors of education in Nebraska.

The Commission has been chosen by the Governor to administer the CACG program each year since 2008. Each year the funds have been used to increase scholarships to low-income high school students to take college courses while still enrolled in high school and to fund various sub-grantee projects operated by non-profit organizations, schools, and colleges. The Commission monitors the budgets of the sub-grantees, allocates funds, reimburses sub-grantees for their expenses, reviews reports, conducts site visits, and evaluates the success of the sub-grantee projects. The Commission's operation of the CACG program was audited by Nebraska State auditors from April 2009 through March 2010 and the audit did not find any issues of significance.

2. In the case of a philanthropic organization that operates in more than one State, please describe plans to use funding to benefit students in each State for which your organization is applying for grant funds.

N/A

3. Describe briefly the record keeping system for collecting and reporting student outcomes or achievements data and participation in services and activities. Specifically, what method(s) will your project use to collect and maintain student and family participation in activities and outcome data?

**Sub-grantee:**

Nine sub-grantees will utilize roughly half of Nebraska's \$1.39 million grant in 2014-2015. One of the criteria in determining the selection of a sub-grantee is the sub-grantee's ability to identify and measure outcomes/achievement data and to record that data in a meaningful way. Sub-grantees are required to have the appropriate methods in place for gathering, recording, and

maintaining the measured data. Each sub-grantee is required to complete the Department's Annual Performance Report and report the data in a final report to the Commission in August. In addition, each sub-grantee is required to complete quarterly reports to update the Commission on the current progress of each project and the non-federal match requirement.

Beginning in 2010, the Commission hired two outside evaluators that not only monitor and report on each sub-grantee program, but also work with the program directors to develop achievable and realistic goals, objectives, and measurable outcomes. The evaluators provide an annual report to the Commission on the success of each sub-grantee program. This increased attention to goals and objectives has already provided better data from our current sub-grantees. The Commission, through its evaluators, will continue providing guidance to sub-grantees in order to further improve the data reported to the Commission.

#### **Commission Programs:**

The Commission has designated \$506,390 in 2014-2015 CACG funds for two scholarship programs. For its Access College Early (ACE) Scholarship Program, the Commission will use \$268,890 of the CACG grant for scholarships to help low-income high school students take college courses while still in high school. The Commission will use \$237,500 to continue operating the ACE Plus Scholarship Program that provides college scholarships to former ACE students who are enrolled full-time at any postsecondary institution after high school graduation. The Commission has databases for each program that identifies participating students in the programs. The Commission, through state funding, employs a Database Manager who compiles the raw data so it can be presented in a manner that is easily read and understood. At the end of the academic year, the Commission requests completion and

grade data from the colleges providing courses to the students and maintains that information in its database for analysis and reporting of results.

The Commission also has an agreement with the National Student Clearinghouse to match high school students taking college courses to those students going on to college in the fall of the following year (e.g., graduated from high school in spring 2014 and enrolled in college in fall 2014). The Commission then runs another check on students in the spring of the following year (2015) to determine if any students waited to attend college. All low-income students taking college courses while in high school will be tracked for at least four years after graduation from high school to determine if the ACE and ACE Plus students graduate from college and the lengths of time required to complete graduation.

For the past five years, the Commission has evaluated the college-going rate of all ACE students and compared this data with the college-going rate of the low-income and non-low-income graduates of Nebraska's high schools. Data is reported annually in the Commission's *Nebraska Higher Education Progress Report*.

The Commission awarded the first ACE Plus Scholarships for the academic year 2011-2012. The Commission will monitor the persistence and graduation rate of these students in the same manner as it does for the ACE program and compare it to data for ACE students and Nebraska students overall when possible and statistically relevant.

4. If States plan to make sub-grants to non-profit organizations (partnership), describe the process for awarding and monitoring sub-grants to non-profit organizations (i.e., soliciting applications, application review process, timelines, selection criteria, technical assistance, site visits, progress reports, etc.).

The Commission has budgeted \$766,290 in CACG funds for the 2014-2015 grant year to offer sub-grants to organizations throughout the entire state of Nebraska. The original seven sub-grantees awarded in the 2012-2013 grant year underwent a lengthy award process.

In May of 2012, the Commission developed a Request for Proposals (RFP), posted the RFP on its website, and sent letters by mail using a contact list of potential applicants developed in 2010. Commission staff held a technical assistance conference call for applicants on May 22, 2012. Proposals were due to the Commission on June 7, 2012. The Commission received 20 proposals in total.

Next, the Commission formed a review panel that evaluated the proposals after they were submitted to the Commission. The Commission wanted panel members who were diverse in expertise, geography, and relevant background. The panel consisted of six members: 1) Marshall Borchert, a retired business owner and former Commissioner from Lincoln; 2) Jenna Christensen, a high school guidance counselor at Grand Island Public Schools; 3) Tena Cook, the admissions directors at Chadron State College in western Nebraska; 4) Dr. Marty Mahler, the coordinator of the Nebraska P-16 Initiative; 5) John Parsons, executive director and co-founder of the Omaha Street School in North Omaha; and 6) Cheryl Wolff, the education policy advisor in the Governor's Policy Research Office.

The Commission then developed criteria for the evaluation of the proposals and included the criteria in the RFP so prospective sub-grantees had knowledge of how their particular proposals would be judged. The review panel members were given scoring matrixes that mirrored the criteria identified in the RFP so they could consistently judge each proposal. The

proposals were sent to the review panel and the panel met in Lincoln, Nebraska on June 21, 2012 to review the proposals and determine which proposals to recommend for funding. Three-year funding was recommended for all but one sub-grantee. The recommended proposals were given to the Commission's Executive Director. The Executive Director reviewed and approved the recommendations and forwarded them to the Commission's Executive Committee. The Executive Committee considered and approved on June 28 those projects to be approved for funding. The Executive Committee's recommendation was considered and approved by the full Commission during its meeting on July 19, 2012.

The Commission requires each sub-grantee to sign a contract in which the sub-grantee agrees to follow their Plan of Action, project goals, activities and outcomes, and budget as submitted in its proposal and approved by the Commission. The contract also contains provisions that refer to required reports to the Commission and the U.S. Department of Education. Further, the contract requires sub-grantees to receive written permission from the Commission in order to modify the approved proposal or budget.

In 2010, the Commission developed written guidelines in addition to the contract. This specifies how requests for reimbursement are to be submitted, establishes deadlines for quarterly progress reports, and reiterates important information contained in the signed contract.

Quarterly progress reports are required throughout the year, that update the Commission's program director on the current progress of each project and the non-federal match requirement. Grant funds are provided only on a reimbursement basis with documentation required for each expense. Sub-grantees must submit at least one expense reimbursement request per quarter.

All sub-grantees must complete the federal Annual Performance Report. Further, the Commission requires an annual report that includes a description of the activities and services implemented, costs of each activity or service, number and percentage of students that participated, and total non-federal matching contribution.

The Commission's program director reviews reimbursement requests to verify reasonableness and overall management of the project. Depending upon the project, the Commission may request additional updates or progress reports during the life of the project.

Beginning in 2010, the Commission hired an evaluation team consisting of two professors of education at the University of Nebraska at Lincoln. The evaluation team conducts multiple site visits each year that include interviews with staff, project director, and program participants, as well as observance of program activities. The evaluation team issues an annual report on the success and outcomes of each program.

In the fall of 2010, the Commission offered a one-day training session for all then current sub-grantees that covered the basics of federal grant management. The training included a session by the evaluation team on goals and objectives, measuring outcomes, and the basics of program success. Feedback was very positive and resulted in a much more efficient reimbursement process. New sub-grantees in the Commission's western rural initiative received basic grant management training during the Lexington, Nebraska meeting in March, 2013. They also received training over the summer of 2013 in preparation of the start of their first grant year.

5. Please list below the entities (State and local, philanthropic and other organizations) that will be actively involved in providing activities and services.

1. Central Plains Center for Services
2. EducationQuest Foundation
3. Ho-Chunk Community Development Corporation
4. Metropolitan Community College
5. Nebraska Methodist College
6. Omaha Public Schools
7. Western rural initiative schools (Chase County Schools, Scottsbluff High School, Valentine High School)
8. Commission – ACE & ACE Plus Scholarship Programs

### SECTION III: GOALS AND OBJECTIVES FORM

Applicants must outline measurable goals and objectives, activities and services and anticipated outcomes in the chart below. A detailed description of the activities and services must be provided. For instance, if the applicant is implementing a math tutoring program, the applicant will outline who is doing the tutoring (i.e., student volunteers from the University of Maryland), who will receive the service (i.e., high school seniors), when the tutoring will take place (i.e., after school), and where the tutoring will be held (i.e., at the community center).

A. GOALS AND OBJECTIVES	B. ACTIVITIES AND SERVICES	C. ANTICIPATED OUTCOMES
<b>Please provide <u>measurable</u> goals and objectives.</b>	<b>Describe the activities and services that will be conducted to accomplish the goals and objectives.</b>	<b>Present anticipated outcomes based on the implementation of services and activities.</b>
Example: To increase underrepresented students' and families' knowledge of postsecondary education financial options.	Example: Conduct informational workshops with parents and students to share sources and availability of financial aid; develop materials/handouts outlining financial aid opportunities.	Example: 2013 survey results (85% participation rate) indicate that 95% of participating students are more knowledgeable about financial aid opportunities.
<b>Access College Early (ACE) Program</b> 1. Increase the number of low-income high school students taking college courses while in high school.	Work with high school counselors to identify low-income high school students who may benefit from ACE Scholarships. Assist students, high school counselors, and colleges during the application and award process. Review applications, select recipients, and provide the scholarship money to the colleges chosen by the students.	As of May 2, 2014 a total of 1,852 ACE scholarships were awarded to low-income high school students. We expect to award scholarships to a similar number of students in 2014-2015 given a similar funding amount.
2. Increase the number of low-income students taking more than one college course per semester.	Continue to inform high school counselors, dual enrollment providers, and students about the opportunity to receive an award for more than one course per semester. Continue to advocate for additional program funding to enable more students to enroll in more than one college course per semester.	55.8% of ACE students took more than one course per semester during the 2013-2014 academic year. Given expected funding available for this program, the percentage of ACE recipients who take more than one course will be at least slightly higher or remain approximately the same as the previous year.
3. Maintain or increase the significantly higher college-going	Provide assistance to counselors and colleges with informational workshops and printed	The computed college-going rate for the ACE recipients in the 2014-2015 academic year

rate of ACE Scholarship recipients relative to the college-going rate of other low-income public high school graduates.	materials. Help counselors and colleges market to students the importance of going to college by attending and presenting at college fairs and seminars.	will be the same as or higher than the college-going rate for other low-income public high school graduates.
<b>ACE Plus Program</b> 1. Continue fully funding as many first-year \$500 and second-year \$1,000 ACE Plus Scholarship awards as funding allows.	Inform high school guidance counselors and current and former ACE and ACE Plus students about the scholarship opportunity. Review applications for funding, select recipients, and provide scholarship money to the colleges chosen by the students.	For the 2013-2014 academic year 181 first-year and 170 second-year scholarships were awarded to former ACE recipients. Given this is a first-come, first-served scholarship, anticipating future award statistics would be unrealistic. We expect to fully deplete appropriated funds and make awards to a similar or slightly lower number of students because of funding decreases.
<b>Sub-grantees:</b> <i>Please note some of these goals and objectives may be revised before the start date of the program in order to provide better data reporting.</i>		
<b>Central Plains Services Center</b>  1. Increase the number of current and former state ward youth, as well as youth with similar barriers and obstacles as wards, in southwest, western, and north central Nebraska that are aware of their opportunities to attend college.	Work in partnership with area high school counselors and GED coordinators on the educational needs of the identified population and on the opportunities they have available to them for college. This includes one-on-one sessions outlining needs, barriers, and obstacles.  Identify junior and senior high school students that fit the identified criteria. Review with each student their interests and goals for their future. Inform them of education opportunities.	In the 2013-2014 grant year, 184 students were involved with this program. That number should increase by 15% in the 2014-2015 grant year.  2014-2015 high school counselors' survey results will show that 100% of the schools counselors are more knowledgeable on the barriers and obstacles, as well as educational opportunities for the identified population.

		Youth surveys will show that 100% of the identified population has an increased awareness or knowledge of opportunities available to them to attend college.
2. Increase the number of current and former state ward youth, as well as youth with similar barriers and obstacles as wards, in the identified geographic areas that enroll and attend college.	<p>Meet one-on-one with identified youth to develop an academic and financial plan that will guide their college process. These plans outline FAFSA completion, scholarship searches, college testing, college applications, housing options, college visits, transportation needs, etc.</p> <p>Identify and coordinate with a minimum of 3 education agencies/services in the state to discuss ideas to ensure each student meets high school core curriculum requirements prior to college enrollment.</p> <p>When enrolled, assist the student in connecting to on-campus supports including student support systems, TRIO programs, cultural clubs, etc.</p>	<p>In the 2013-2014 year 184 students were involved in the program. That number will increase by 15% in the 2014-2015 year. Student evaluation surveys in 2014-2015 will show that 85% of the participating population has a developed plan and will be implementing that plan to access college.</p> <p>Three agencies will partner with the Success Through Education program to address the core curriculum graduation needs.</p> <p>100% of the students enrolled in college will be introduced to on-campus support services.</p>
3. Increase the number of youth who receive academic support, encouragement, and guidance.	<p>Provide academic coaching to students currently in high school and those already in college. Provide weekly to monthly one-on-one support sessions with each youth to problem solve, support and encourage the youth in their postsecondary education.</p>	<p>Increase the 184 youth participants in the next grant year by 15%. Brainstorm on how to address the significant distance between mentors and students.</p>
4. Increase the number of high schools that have been provided tools from the Success Through Education program that can assist them in creating a process within their school that identifies obstacles and barriers and provides a pathway plan for the	<p>Provide the target high schools with tools including checklists and best practices.</p>	<p>100% of the high schools will be provided tools from the program that will assist them in working with the identified population on accessing college.</p>

identified population to be college ready upon graduation.		
<b>Chase County High School</b>		
1. Increase student and parent knowledge of postsecondary education and financial options.	Hold a financial aid night for students and parents; college visitation days for 10 <sup>th</sup> and 11 <sup>th</sup> grade students; and discuss college cost/financial aid process.	70% participation rate for the financial aid night. 90% participation rate for the college visits.
2. Increase college preparation by providing ACT testing preparation.	NRT (ACT Program); John Baylor Test prep; Promotion Night for Mid-Plains Community College classes and dual-credit courses.	100% of 8 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> grade student participation in NRTs. 50% of 11 <sup>th</sup> grade student participation in John Baylor Test prep. 55% attendance expected for grades 10-12 Promotion Night.
3. Demonstrate the relationship between the need for postsecondary education and financial gain that is possible from such education.	Provide presentations for students covering changes in the job market and the need for additional education. Provide a career fair and send letters out to parents to inform them of the financial benefit of taking dual-credit courses while in high school.	100% participation of students, grades 9-11 in the career fair. 12 <sup>th</sup> grade students will have the opportunity to visit two local implement dealers to discuss possible additional vocational training and job opportunities.
<b>EducationQuest Foundation</b>		
1) Through the College Access Workshop, counselors and community agency professionals will have increased awareness of the importance of college.	A western workshop for counselors and community agency professionals will be convened to learn about early college access and college access for adult learners.  Sessions will include information on how to make college possible, particularly for those students least likely to attend college, including: <ul style="list-style-type: none"> <li>• Low-income students</li> <li>• Minority students</li> <li>• First generation students</li> </ul>	At least 85% of the attendees will rate the trainings a 4 or better on a 5-point scale.  Anticipated number of attendees is 50 plus.
2) The target audience of adult learners and 8 <sup>th</sup> -10 <sup>th</sup> grade students will have a better understanding of college through the College Access	To encourage “college is possible” messages to adult learners and to 8 <sup>th</sup> -10 <sup>th</sup> grade students, professionally produced videos will be placed throughout the state via network television, NET,	Increase the number of pageviews to the adult learner landing page (completemydegree.org) by 10%. <ul style="list-style-type: none"> <li>• <i>Total visits=1430. 10% increase is 143</i></li> </ul>

<p>Messaging.</p>	<p>and cable outlets.</p> <p>The 30-second video spots and the additional video that are provided on the EducationQuest website provide insight into:</p> <ul style="list-style-type: none"> <li>• Barriers for low-income students</li> <li>• Barriers for students of color</li> <li>• Barriers for single parents</li> </ul>	<p>(to 1573).</p> <p>Establish a benchmark for the landing page of TrackYourSuccess.org:  We anticipate the number of pageviews to TrackYourSuccess.org landing page on June 1, 2014 to be approximately 1578.  The goal will be to increase the pageviews by 10%.</p> <ul style="list-style-type: none"> <li>• <i>Total visits=1,578. 10% increase is 158 (to 1736).</i></li> </ul>
<p>3) Through college visits, 8<sup>th</sup> grade students will have an increased interest in college through organized college visits.</p>	<p>A minimum of up to 25 8<sup>th</sup> grade schools will be selected. All participating schools will explore careers that require a postsecondary degree.</p> <p>Selection criteria for the participating 8<sup>th</sup> grade classes include:</p> <ul style="list-style-type: none"> <li>• Low-income (based on free-or-reduced lunch rate)</li> <li>• Minority diversity</li> <li>• First-generation</li> <li>• Rural and urban representation</li> <li>• Geographic diversity across the 450 miles of Nebraska</li> </ul>	<p>75% of students surveyed will understand the four steps of <i>KnowHow2GO</i> and, thus, have a better understanding of college access.</p> <p>90% of 8<sup>th</sup> grade students who go on a college visit will have a better understanding of the role of financial aid in paying for college as determined by pre-and post- survey results.</p> <p>60% 8th grade students will have enrolled in tougher academic classes.</p>
<p>4) Handbook for 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> Grade Students will provide an increased level of knowledge regarding college for the corresponding grades and families, including Spanish-speaking families, of the same grade levels.</p>	<p>All 8<sup>th</sup> -9<sup>th</sup> grade students will have access to the Handbook designed specifically for them. The Handbook will be distributed to all 8<sup>th</sup> grade classrooms and counselors will order Handbooks for 9<sup>th</sup> and 10<sup>th</sup> grade students.</p> <p>The Handbook's photographs represent the</p>	<p>75% of those surveyed will understand the four steps of <i>KnowHow2GO</i> and, thus, have a better understanding of college access.</p>

	diversity of students in Nebraska. Students of color, those who are low-income and/or first-generation will find the messages particularly helpful since these populations generally do not have someone who can walk them through the college planning process.	
5) 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> grade students will be better informed about college choices through Spring College Fairs.  The Spring College Fair can also provide options for seniors who weren't considering college earlier in their high school career.	Promotional efforts will include newspaper ads and radio promotions; postcards mailed to homes of targeted students, and posters and invitations, which counselors can print and provide to students.  Students of color, low-income students, and first-generation students particularly can benefit from having the opportunity to talk to college representatives without the expense of a college visit.	80% of students will be better aware of college selection options.  Data will be collected via surveys at the spring college fairs.
6) Through the Student Ambassador Program, 8 <sup>th</sup> , 9 <sup>th</sup> , and 10 <sup>th</sup> grade students will have a better understanding of the importance of college and of college access.	The Student Ambassador Program will be offered in ten communities.	Evaluation will show that 85% of the ambassadors found the experience valuable (receiving a 3 or better on the Likert scale).  Student ambassadors will evaluate the effectiveness of the training with 90% of the ambassadors scoring the training a 3 or better on a Likert scale.  Student ambassadors will evaluate the site coordinators with 80% of the site coordinators scoring a three or better on a Likert scale.
<b>Ho-Chunk Community Dev.</b> 1. Increase the number of low-income students who graduate from high school and are ready to attend postsecondary education.	Hold individual meetings with students to discuss the importance of high school, finishing on time, and building study and time management skills. Also, discuss career searching, building financial/banking skills and knowledge. Educate	Students will enroll and be successful in college and complete their education within the allotted time.

	students on scholarships, grants, loans, and other financial assistance. Assist with college applications, essays, and FAFSA completion.	
2. Increase underrepresented students' and parents' knowledge about postsecondary education and financial options.	Hold financial workshops for parent/guardians and students during the school year. Meet with parents individually to discuss the importance of the support system, filing of tax returns, which allows the information to be used during FAFSA completion.	More parents/guardians will become involved and be a support system for their students as well as encourage them to do well in high school on such topics as attendance, study skills, time management, and the importance of education.
3. Increase the number and percentage of low-income students who apply for and enroll in postsecondary education institutions.	College campus visits for students to area and tribal colleges with the possibility of visiting an out of state college. More involvement from the students in conferences as they pertain to their career choices.	Maintain a college-going rate for program participants that is higher than the rate for other low-income public school graduates.
4. Increase the rate of low-income students who stay in college past freshman year.	Staying in contact with students after high school graduation and working with them during their freshman and sophomore years to make sure they have guidance.	Students will succeed at college and complete their education and not leave after their freshman year.
<b>Metropolitan Community College (MCC)</b>  1. Prepare underrepresented high school youth and their parents for successful participation in postsecondary education.	Provide informational workshops for high school juniors and seniors as part of the Men of Distinction (MOD) and Young Gifted Black Girls (YGBG) Conference and for parents as part of the Parent Involvement Program (PIP). Provide parents with first-hand experience completing FAFSA forms and participating in college orientation and courses. PIP and STEM Academy students develop Individual Learning Plans and participate in advising sessions, as well as participate in college courses, apply strategies to support their success, and utilize tutoring and other MCC resources.	Post-conference evaluation will indicate that 75% of students gained knowledge related to postsecondary benefits and options, including financial aid. 90% of parents will report learning new information about postsecondary benefits, options and financial aid.
2. Empower underrepresented high school youth and their parents to lead	20 students will serve on Leadership Teams for MOD and YGBG. 180 students will participate in	Pre-post measures will indicate 80% of students experienced gains in both skills and

<p>the way for postsecondary success by increasing leadership skills, experience and desire to lead among underrepresented students and parents, and increasing parental support for their children's academic success and postsecondary participation.</p>	<p>MOD and YGBG sessions that promote student leadership. Up to 8 parents will serve on the PIP Leadership Council.</p>	<p>interest in leadership. 75% of students will report learning new leadership skills via post-workshop evaluation. Student post-conference evaluations will indicate 60% of students desire to participate in leadership opportunities. Pre-post measures indicate 80% of PIP Council members experienced gains in postsecondary skills and leadership interest. 100% of PIP parents will express support for their students' academic success and postsecondary participation. 90% of pre-post and anecdotal reports from the children of PIP participants will indicate increased expression of parental support for youth's academic success and postsecondary participation.</p>
<p>3. Increase college enrollment and retention among underrepresented high school students and their parents.</p>	<p>Enroll 10-15 PIP parents and 40 Omaha Public School students in MCC courses (Human Relations, College Success Strategies, Biology, Math, etc.). Enroll 20 STEM Academy students in MCC Summer and/or Fall 2014 courses. Assist junior and senior level students of PIP participants and MOD/YGBG participants in completing the FAFSA and college assessments.</p>	<p>100% of PIP parents will enroll in 3 MCC courses, with 90% completion. 100% of STEM Academy students will enroll in 1 or more MCC courses, with 90% completion. 90% of PIP participants will complete FAFSA and assessments. 50% of MOD/YGBG participants will complete FAFSA and college assessments. 20% of PIP participants' children will enroll in a college course. 20% of MOD/YGBG participants will enroll in college courses.</p>
<p>4. Provide underrepresented students with the resources they need to succeed in postsecondary education.</p>	<p>Assist PIP parents and Academy students with application of postsecondary success strategies beyond the project period. Continue to provide learning resources for ongoing academic achievement.</p>	<p>4-6 month follow-up survey and interviews will indicate continued achievement of benchmarks included in the Individual Learning/Career Plan. 4-6 month follow-up survey and interviews will indicate continued application of program strategies for leadership, achievement. 6 mo. and 1 yr.</p>

		follow-up with STEM Academy students will indicate measurable gains in COMPASS scores and GPAs.
<b>Nebraska Methodist College</b>		
1. Increase and maintain high program retention from semester to semester.	Provide outreach activities such as: MLK day of service, alumni activities, field trips, cultural activities, grants for attendance at regional and local conferences, to further the CACG objectives.	85% of fall semester program participants will continue to participate in the spring semester.
2. Reduce school truancy/absenteeism of program participants.	Seminars and enrichment activities during the after school program.	90% of program participants will be absent less than 5 days from school during each semester.
3. Increase high school graduation rates and enrollment of underserved students in postsecondary education.	College visits, college fairs, financial aid assistance, access to high school guidance counselors, ACT prep, recruitment events, and scholarships.	95% of our students will graduate from high school. 75% of our students will enroll in a postsecondary educational program.
4. Reduce the financial burden of postsecondary education.	Provide scholarships; continue and expand matching scholarship program, and provide education about financial aid.	60% of eligible students will participate in the college matching scholarship program.
<b>Omaha Public Schools</b>		
1. 124 or 100% of returning and newly recruited Careers for Kids (CFK) students' schedules will reflect enrollment in courses that are appropriate to the student and fulfill the sequence of postsecondary entrance requirements each year.	CFK Specialists will conduct a minimum of 2 monthly one-to-one visits and/or small group meetings with returning and newly recruited CFK students at their high schools to discuss: <ul style="list-style-type: none"> <li>• Course enrollment, academic progress</li> <li>• Attendance, behavior, engagement in school</li> </ul> Provide professional development for guidance counselors.	124 returning and newly recruited CFK students' course schedules will indicate course work that depicts the intention of postsecondary entry.  124 returning and newly recruited CFK students will maintain a 90% daily average attendance rate.
2. 124 or 100% of returning and newly recruited CFK students will earn required course credits based on OPS promotion guidelines and graduation requirements each year.	CFK students with grades of Ds or Fs will be required to participate in school sponsored or assigned CFK tutorial sessions.  CFK returning students will utilize credit recovery and/or summer school to take previously	124 CFK students will have advanced to the next grade level in college prep course work by the end of each academic quarter.  124 returning and newly recruited CFK students will consistently earn and maintain

	failed core area subjects that are requisites to postsecondary education.	satisfactory grades of C or above in current core area subjects (math, English, and science) and previously failed courses taken through credit recovery.
3. 100% of 2014 CFK seniors will participate in preparation activities that enable them to be accepted and enrolled in a postsecondary institution by September 1 of each year	Seniors will participate in at least one test prep opportunity.  CFK seniors will take a minimum of 2 college entrance exams.  CFK seniors will apply to at least 2 colleges by January of each year.  CFK seniors will complete the FAFSA with a CFK Specialist or at EducationQuest by April 30 <sup>th</sup> of each year.	34 CFK seniors will have enrolled in one or more postsecondary institutions by July 1.  34 CFK seniors will have financial assistance to attend a postsecondary institution in the following fall semester.
4. 90 or 100% of returning and newly recruited CFK underclassmen will participate in at least 2 college prep activities each year.	CFK underclassmen will participate in two or more of the following activities: college visits, college major aspirations, dual enrollment, and college entrance exams.	90 CFK underclassmen will participate in 2 or more college prep activities by July 1.
5. 100% of returning and newly recruited CFK students will participate in job shadowing, twilight career exploration, and/or dual credit enrollment each year.	CFK students will participate in at least one career experience through CFK Twilight Sessions and/or Summer Exploration Program, job shadowing by the end of the current school year or by July 1.	124 of CFK student will have earned 2 or more career education elective credits and/or dual enrollment credits.
<b>Scottsbluff Public Schools</b>  1. To engage disconnected youth in school measured by 95% continued enrollment for underrepresented students.	Create relevancy within the classroom through job shadowing, internships, and service learning.  Utilize technology to meet students' various modalities of learning and individualize learning.  Continued focus on career, college, and lifetime goals through personal portfolios.	Students will be more engaged in school and likely to graduate and pursue postsecondary education. Students will complete a pre- and post-survey at the beginning and end of the school year to monitor success.

	Conduct outreach activities such as college visits for students who are at risk for not completing high school graduation requirements necessary to enroll in college.	
2. 100% of seniors will successfully complete a dual-credit college course.	Counselors and the Postsecondary Facilitator will track student portfolios and interest inventories to determine college courses needed and will collaborate frequently with Western Nebraska Community College to insure availability.	Students taking and successfully completing a dual credit course will increase their likelihood of success in postsecondary education. Further, taking courses will allow for a seamless transition from high school to postsecondary schooling.
3. 100% of underrepresented students will successfully apply to a postsecondary institution.	Promotion of financial literacy, weekly sessions with staff to help complete portfolio and postsecondary plans, all students will complete career inventories and assessment on a yearly basis with a formal review each semester, all junior and senior students will research select colleges, each junior and senior will do on-site visitations to 3 colleges, admissions and financial aid representatives will speak and advise students and parents on-site and in the classroom, assisting students and parents in completing financial aid forms and admissions forms, plan assessment in 10 <sup>th</sup> grade, ACT test for 11 <sup>th</sup> grade, and have teachers provide test preparation.	Pre- and post-surveys on knowledge of admissions process and financial aid for all students with 100% becoming more knowledgeable after experiences offered. 90% of students completing the enrollment and admissions process in a postsecondary institution.
4. 100% of seniors will complete 2 scholarships/grants and fill out FAFSAs.	Provide assistance to complete FAFSA forms and grant forms.  Provide Explore, Plan, and ACT testing with review of data and achievement gaps. Students will participate in John Baylor Test prep on-line.	Students will be able to recognize the college possible goal through government assistance, grants, and scholarships.
5. 100% of juniors will take part in a John Baylor Test prep and success	Provide all juniors the opportunity to take the test preparation course.	Data from 2013-2014 is not yet available but significant progress from test to test should be

will be determined by junior disaggregated data and overall average.		made by these students.
6. 90% of junior parents will attend a parental education night regarding postsecondary education and career opportunities.	The Counselor, Postsecondary Facilitators, and teachers will coordinate parent educational nights biannually for juniors and seniors.	Parents of underrepresented students often face the same fear and anxiety of postsecondary education. This opportunity will allow them to overcome those fears and possibly resume their own educational goals.
7. 100% of seniors will participate in 1 internship, 2 job shadows, and on-going service learning projects.	Provide meaningful job shadows and internships based on identified career pathways with mentorships in area businesses.	All students will demonstrate increased knowledge of businesses and careers within their own and surrounding communities.
<b>Valentine High School</b> 1. Increase underrepresented students' and parents' knowledge about postsecondary education and financial options.	Financial Aid Night for students and parents; college visitation days for 8 <sup>th</sup> and 11 <sup>th</sup> grade students; college visit(s) for all juniors and a parent.	70% participating rate for Financial Aid Night. 90% participating rate for college visitation.
2. Increase the preparation for college entrance exams and increase potential success in college courses.	John Baylor Test Prep Program; Presentations for community college classes and dual credit courses.	All juniors will participate in the classroom portion of John Baylor Test Prep.  Will increase participation in dual credit classes.
3. Demonstrate the relationship between the need for postsecondary education and financial gain.	9 <sup>th</sup> Grade career education class	Each student will have an opportunity to learn about the correlation between future earnings and postsecondary education.

## SECTION IV: BUDGET SUMMARY FORM

Please provide a complete summary of proposed expenditures (Federal and non-Federal) for the first year of implementation.

Budget Categories	PROJECT YEAR 1		
	FEDERAL	NON-FEDERAL	TOTAL
1. Salaries and Wages	\$57,831		\$57,831
2. Employee Benefits	\$20,756		\$20,756
3. Travel	\$884		\$884
4. Materials and Supplies	\$4,049		\$4,049
5. Consultants & Contracts	\$35,800		\$35,800
6. Other	\$766,290	\$252,875	\$1,019,165
<b>A. Total Direct Costs:</b> <i>(Sum of lines 1-6)</i>	\$885,610	\$252,875	\$1,138,485
<b>B. Total Indirect Costs:</b> <i>(cannot be greater than 8% of Total Direct Costs)</i>			
<b>C. Equipment</b>			
<b>D. Scholarships/Tuition Assistance</b>	\$506,390	\$443,125	\$949,515
<b>E. TOTAL REQUESTED</b> <i>A + B+ C+D</i>	\$1,392,000	\$696,000	\$2,088,000

*A grantee may use not more than 6 percent of the total amount of the sum of Federal funds and non-Federal funds for administrative purposes.*

If you are requesting reimbursement for indirect costs on line B, please answer the following questions:

Do you have an Indirect Cost Rate Agreement approved by the Federal government? \_\_\_ Yes  X  No

If yes, please provide the following information: Period Covered by the Indirect Cost Rate Agreement:

From: \_\_\_/\_\_\_/\_\_\_\_\_ To: \_\_\_/\_\_\_/\_\_\_\_\_ (mm/dd/yyyy)

Approving Federal agency: \_\_\_ ED \_\_\_ Other (please specify): \_\_\_\_\_

For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

\_\_\_ Is included in your approved Indirect Cost Rate Agreement? or  X  Complies with 34 CFR 76.564(c)(2)?

## BUDGET NARRATIVE

Please provide a detailed justification for each budget category addressing Federal and non-Federal expenditures.

BUDGET CATEGORY	FEDERAL EXPENDITURE	NON-FEDERAL EXPENDITURE
1. Salaries and Wages	98.4% of salary for program director - \$54,331 Bonuses of \$1,500, \$1,500, and \$500 to CCPE employees who work on the ACE & ACE Plus scholarship programs - \$3,500	
2. Employee Benefits	98.4% of benefits for program director - \$19,546 Benefits paid with employee bonuses - \$1,210	
3. Travel	Airline cost to attend grant annual meeting - \$337 Room and board for annual meeting - \$402 Food and mileage for site visits/audits - \$145	
4. Materials and Supplies	1/12 of office utilities (total of 12 FTE) - \$193 1/12 of office rent (total of 12 FTE) - \$2,316 Routine communication costs - \$774 Computer software monthly lease costs - \$25 State auditing costs - \$351 ACE & ACE Plus data processing fees - \$390	
5. Consultants & Contracts	Contracted cost for evaluators - \$33,500 National Student clearinghouse contract for ACE student data - \$2,000 U.S. Homeland Security contract for ACE program - \$300	
6. Other	\$766,290 is committed to sub-grants:  Central Plains Center for Services - \$134,320 EducationQuest Foundation - \$131,139 Ho-Chunk Community Dev. Corp. - \$100,000 Metropolitan Community College - \$118,634 Nebraska Methodist College - \$94,907 Omaha Public Schools - \$155,290 Chase County Schools - \$6,000 Valentine Public High School - \$6,000 Scottsbluff Public High School - \$20,000	Each sub-grantee is required to provide a 1/3 non-federal match of the total federal funds received. This amounts to at least \$252,875 for FY2014.
7. Equipment		

8. Indirect Costs		
9. Scholarship/Tuition Assistance	<p>\$268,890 will be used to continue to provide ACE scholarships to low-income high school students to take college courses while still in high school.</p> <p>\$237,500 will be used to continue funding ACE Plus which is a program for students who received an ACE scholarship in high school and are now enrolled full time in college. First-year students will receive a \$500 scholarship award while second-year students will receive a \$1,000 scholarship award for the 2014-2015 academic year.</p>	<p>The State of Nebraska appropriates general funds for the ACE scholarship program. The state will use \$443,125 of this appropriation as non-federal match.</p>

## SECTION V – PROGRAM ASSURANCES AND CERTIFICATIONS

- a. Please put ‘yes’ or ‘no’ next to the corresponding assurance and certification to indicate the State has the following policies and procedures in place.

Yes	No	Assurances Related to Policies and Procedures
X		1. States will give priority to students and families who are living below the poverty line applicable to students’ family size.
X		2. States must make activities and services available to all qualifying students and families regardless of: (a) choice of postsecondary institution; (b) type of student loan received; (c) server of such loan; and (d) student’s academic performance.
X		3. States will include in any information about financing options for higher education provided through an activity or service: <ul style="list-style-type: none"> <li>a. the availability of federal, state, local institutional, and other grants and loans for postsecondary education; and</li> <li>b. information on financial assistance for postsecondary education that is not provided under title IV of the Higher Education Act of 1965 in a manner that is clearly distinct from information on student financial assistance under such title.</li> </ul>
X		4. States will ensure that sub-grantees have been in existence prior to September 27, 2007 and have experience in implementing activities and services related to increasing access to higher education.
X		5. State will disclose when making a payment to an eligible not-for-profit holder in the State: the name of the holder and the nature of the holder’s work in connection with any of the activities carried out, or any information or services provided with funds.
X		6. States will not use funds to promote any lender’s loans.
X		7. States will not use more than 6 percent of the total amount of the sum of Federal funds and non-Federal funds for administrative purposes.

X		8. States will attempt to coordinate the activities carried out through the grant with any existing activities that are similar to such activities, and with any other entities that support the existing activities in the state.
X		9. As applicable, the assurance in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.
<b>Yes</b>	<b>No</b>	<b>Certifications</b>
X		1. The State certifies that certifications in the Education Department General Administrative Regulations (EDGAR) at 34 CFR §80.11 relating to State eligibility, authority and approval to submit and carry out the provisions of its State application, and consistency of that application with State law are in place within the State.
X		2. The State certifies that ED Form 80-0013, Certification Regarding Lobbying, is on file with the Secretary of Education.  With respect to the Certification Regarding Lobbying, the State recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the State shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and that the State Agency shall require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub awards at all tiers.