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# EDUCATION COMMITTEE

## LOTTERY STUDY



**DECEMBER 31, 2019**

**Committee Members**

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Vice-Chair Lynne Walz, District 15  
Senator Tom Brewer, District 43  
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- Dr. Matthew Blomstedt, Commissioner of Education, along with the staff of the Nebraska Department of Education;
- Tom Bergquist, Director of the Legislative Fiscal Office, along with the Division staff;
- Brian Rockey, Director of the Nebraska Lottery and Charitable Gaming Divisions of the Department of Revenue, along with the Division staff; and
- Staff of the Nebraska Auditor of Public Accounts Office.

# RECOMMENDATIONS FOR FUTURE ALLOCATIONS OF LOTTERY FUNDS FOR EDUCATION

The Nebraska Constitution requires that 44.5% of all lottery proceeds after prizes, expenses, and an initial transfer of \$500,000 for compulsive gamblers be used for education as the Legislature may direct. All such allocations of lottery funds are currently set to expire on June 30, 2021. As directed in LB519 (2015), the Education Committee is making its recommendations regarding how the funds should be allocated to best advance the educational priorities of the state for the five-year period beginning with fiscal year 2021-22.

Although the Committee is interested in hearing other proposals that may be introduced during the 2020 legislative session, the Education Committee generally recommends that the Legislature:

- Continue to allocate lottery funds to provide grants to support innovation that improves education outcomes.
- Move funding for the required standard college admission testing of all eleventh graders in public schools from lottery funds to general funds via the state budgeting process pursuant to the budget requests that have been submitted by the Department of Education.
- Continue to fund the Excellence in Teaching Program to encourage students to pursue teaching degrees in high-demand teaching positions and to serve in rural areas where there are teacher shortages. The Committee believes the program could be adjusted to add programs that help teachers to become better teachers.
- Continue to support lottery funding of the Nebraska Opportunity Grant for low-income students at all Nebraska higher education institutions.
- Create a program to allow lottery funding for each K-12 school to create innovative employee training to address student behavioral issues.
- Allocate lottery funds to support innovative career-readiness programs that:
  - Encourage high school students to acquire skills and credentials associated with trade occupations experiencing shortages of qualified workers in Nebraska, or
  - Pursue courses that give a student a head start in obtaining a postsecondary degree.
- Discontinue the requirement that 10% of lottery funds be held in reserve. The Committee sees no need for the reserve due to the requirement that funds are dispersed on a percentage basis in lieu of a defined dollar amount.

Members of the Education Committee gathered information from public hearing input and research done by committee staff as they considered the future use of lottery proceeds to enhance education in Nebraska. The Committee understands that lottery proceeds are unpredictable and are voluntarily generated from a limited segment of the population without regard to many of the factors that are generally relied upon to direct tax policy. Therefore, the Committee concluded that it is the function of the state General Fund to support state responsibilities and priorities. The Committee continues to agree with the Legislature's past decision to allocate the lottery funds by percentage, again due to the unpredictable nature of lottery proceeds.

The Committee is recommending that lottery funds be provided through the Nebraska Department of Education and the Coordinating Commission for Postsecondary Education. After careful study, the Committee concluded that in the future the Excellence in Teaching Program would fit much better under the auspices of the Coordinating Commission and should be moved from the care of the Department of Education.

The Committee proposes distributing the 44.5% of lottery funds allocated for education, for the 5-year period beginning on July 1, 2021, as follows:

- 3% to the Expanded Learning Opportunity Grand Fund
- 7% to the Department of Education Innovative Grant Fund
- 4.5 % to the Community College Gap Assistance Program Fund
- 8% to the Excellence in Teaching Cash Fund
- 58% to the Nebraska Opportunity Grant Fund
- 3% for distance education incentives
- 9.5% for student behavioral intervention, identification and improvement training for K-12 employees
- 7% for career-readiness and dual-credit college education

The Committee further proposes that those allocations be distributed directly to the agencies responsible for managing the funds and not unnecessarily funneled through the Department of Education. In an effort to ensure future Education Committees will be able to study and analyze the effectiveness of lottery allocations, the Committee recommends implementing standardized auditing reports to be provided to the Office of the Nebraska Auditor of Public Accounts.

The Committee continues to believe that due to loss of institutional knowledge resulting from turnover in the makeup of the legislative body, a sunset for lottery allocations after 5 years still remains the best policy to allow a future Education Committee access to evaluate the best uses of lottery proceeds for enhancing education in Nebraska.

## CHAPTER I: CURRENT LAW

The following constitutional and statutory provisions reflect the current law as it relates to education funding from the Nebraska Lottery. (*Education related sections are indicated with a bold line on the left.*)

### **Constitutional Provision**

**Neb. Const. art. III, § 24. Games of chance, lotteries, and gift enterprises; restrictions; parimutuel wagering on horseraces; bingo games; use of state lottery proceeds.<sup>1</sup>**

(1) Except as provided in this section, the Legislature shall not authorize any game of chance or any lottery or gift enterprise when the consideration for a chance to participate involves the payment of money for the purchase of property, services, or a chance or admission ticket or requires an expenditure of substantial effort or time.

(2) The Legislature may authorize and regulate a state lottery pursuant to subsection (3) of this section and other lotteries, raffles, and gift enterprises which are intended solely as business promotions or the proceeds of which are to be used solely for charitable or community betterment purposes without profit to the promoter of such lotteries, raffles, or gift enterprises.

(3)(a) The Legislature may establish a lottery to be operated and regulated by the State of Nebraska. The proceeds of the lottery shall be appropriated by the Legislature for the costs of establishing and maintaining the lottery and for the following purposes, as directed by the Legislature:

(i) The first five hundred thousand dollars after the payment of prizes and operating expenses shall be transferred to the Compulsive Gamblers Assistance Fund;

(ii) Forty-four and one-half percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the Nebraska Environmental Trust Fund to be used as provided in the Nebraska Environmental Trust Act;

(iii) Forty-four and one-half percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be used for education as the Legislature may direct;

(iv) Ten percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the Nebraska State Fair Board if the most populous city within the county in which the fair is located provides matching funds equivalent to ten percent of the funds available for transfer. Such matching funds may be obtained from the city and any other private or public entity, except that no portion of such matching funds shall be provided by the state. If the Nebraska State Fair ceases operations, ten percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the General Fund; and

(v) One percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the Compulsive Gamblers Assistance Fund.

(b) No lottery game shall be conducted as part of the lottery unless the type of game has been approved by a majority of the members of the Legislature.

(4) Nothing in this section shall be construed to prohibit (a) the enactment of laws providing for the licensing and regulation of wagering on the results of horseraces, wherever run, either within or outside of the state, by the parimutuel method, when such wagering is conducted by licensees within a licensed racetrack enclosure or (b) the enactment of laws providing for the licensing and regulation of bingo games conducted by nonprofit associations which have been in existence for a period of five years immediately preceding the application for license, except that bingo games cannot be conducted by agents or lessees of such associations on a percentage basis.

### **Statutory Provision**

**Neb. Rev. Stat. § 9-812. State Lottery Operation Trust Fund; State Lottery Operation Cash Fund; State Lottery Prize Trust Fund; created; transfers; Nebraska Education Improvement Fund; created; use; investment; unclaimed prize money; use.<sup>2</sup>**

(1) All money received from the operation of lottery games conducted pursuant to the State Lottery Act in Nebraska shall be credited to the State Lottery Operation Trust Fund, which fund is hereby created. All payments of the costs of establishing and maintaining the lottery games shall be made from the State Lottery Operation Cash Fund. In accordance with legislative appropriations, money for payments for expenses of the division shall be transferred from the State Lottery Operation Trust Fund to the State Lottery Operation Cash Fund, which fund is hereby created. All money necessary for the payment of lottery prizes shall be transferred from the State Lottery Operation Trust Fund to the State Lottery Prize Trust Fund, which fund is hereby created. The amount used for the payment of lottery prizes shall not be less than forty percent of the dollar amount of the lottery tickets which have been sold.

(2) A portion of the dollar amount of the lottery tickets which have been sold on an annualized basis shall be transferred from the State Lottery Operation Trust Fund to the Education Innovation Fund, the Nebraska Opportunity Grant Fund, the Nebraska Education Improvement Fund, the Nebraska Environmental Trust Fund, the Nebraska State Fair Board, and the Compulsive Gamblers Assistance Fund as provided in subsection (3) of this section. The dollar amount transferred pursuant to this subsection shall equal the greater of (a) the dollar amount transferred to the funds in fiscal year 2002-03 or (b) any amount which constitutes at least twenty-two percent and no more than twenty-five percent of the dollar amount of the lottery tickets which have been sold on an annualized basis. To the extent that funds are available, the Tax Commissioner and director may authorize a transfer exceeding twenty-five percent of the dollar amount of the lottery tickets sold on an annualized basis.

(3) Of the money available to be transferred to the Education Innovation Fund, the Nebraska Opportunity Grant Fund, the Nebraska Education Improvement Fund, the Nebraska Environmental Trust Fund, the Nebraska State Fair Board, and the Compulsive Gamblers Assistance Fund:

(a) The first five hundred thousand dollars shall be transferred to the Compulsive Gamblers Assistance Fund to be used as provided in section 9-1006;

(b) Beginning July 1, 2016, forty-four and one-half percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the Nebraska Education Improvement Fund;

(c) Forty-four and one-half percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the Nebraska Environmental Trust Fund to be used as provided in the Nebraska Environmental Trust Act;

(d) Ten percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the Nebraska State Fair Board if the most populous city within the county in which the fair is located provides matching funds equivalent to ten percent of the funds available for transfer. Such matching funds may be obtained from the city and any other private or public entity, except that no portion of such matching funds shall be provided by the state. If the Nebraska State Fair ceases operations, ten percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the General Fund; and

(e) One percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the Compulsive Gamblers Assistance Fund to be used as provided in section 9-1006.

(4) The Nebraska Education Improvement Fund is created. The fund shall consist of money transferred pursuant to subsection (3) of this section, money transferred pursuant to section 85-1920, and any other funds appropriated by the Legislature. The fund shall be allocated, after actual and necessary administrative expenses, as provided in this section for fiscal years 2016-17 through 2020-21. A portion of each allocation may be retained by the agency to which the allocation is made or the agency administering the fund to which the allocation is made for actual and necessary expenses incurred by such agency for administration, evaluation, and technical assistance related to the purposes of the allocation, except that no amount of the allocation to the Nebraska Opportunity Grant Fund may be used for such purposes. On or before December 31, 2019, the Education Committee of the Legislature shall electronically submit recommendations to the Clerk of the Legislature regarding how the fund should be allocated to best advance the educational priorities of the state for the five-year period beginning with fiscal year 2021-22. For fiscal year 2016-17, an amount equal to ten percent of the revenue allocated to the Education Innovation Fund and to the Nebraska Opportunity Grant Fund for fiscal year 2015-16 shall be retained in the Nebraska Education Improvement Fund. For fiscal years 2017-18 through 2020-21, an amount equal to ten percent of the revenue received by the Nebraska Education Improvement Fund in the prior fiscal year shall be retained in the fund. For fiscal years 2016-17 through 2020-21, the remainder of the fund, after payment of any learning community transition aid pursuant to section 79-10,145, shall be allocated as follows:

(a) One percent of the allocated funds to the Expanded Learning Opportunity Grant Fund to carry out the Expanded Learning Opportunity Grant Program Act;



(b) Seventeen percent of the allocated funds to the Department of Education Innovative Grant Fund to be used (i) for competitive innovation grants pursuant to section 79-1054 and (ii) to carry out the purposes of section 79-759;

(c) Nine percent of the allocated funds to the Community College Gap Assistance Program Fund to carry out the community college gap assistance program;

(d) Eight percent of the allocated funds to the Excellence in Teaching Cash Fund to carry out the Excellence in Teaching Act;

(e) Sixty-two percent of the allocated funds to the Nebraska Opportunity Grant Fund to carry out the Nebraska Opportunity Grant Act in conjunction with appropriations from the General Fund; and

(f) Three percent of the allocated funds to fund distance education incentives pursuant to section 79-1337.

(5) Any money in the State Lottery Operation Trust Fund, the State Lottery Operation Cash Fund, the State Lottery Prize Trust Fund, the Nebraska Education Improvement Fund, or the Education Innovation Fund available for investment shall be invested by the state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act.

(6) Unclaimed prize money on a winning lottery ticket shall be retained for a period of time prescribed by rules and regulations. If no claim is made within such period, the prize money shall be used at the discretion of the Tax Commissioner for any of the purposes prescribed in this section.

## **Legislative History**

The following is a 28-year snapshot of law changes related to education funding from lottery.<sup>3</sup>

### **1991**

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#### **LR24CA (Speaker Dennis Baack at the request of Governor Ben Nelson)**

- Adopted by the Legislature for submission to voters at the November 1992 general election
- Authorized the Legislature to establish a lottery
- Proceeds to be appropriated for the cost of the lottery and such other purposes as the Legislature may direct
- Legislature authorized to direct proceeds to compensate depositors of bankrupt industrial loan and investment companies until July 1, 1997

#### **LB849 (Speaker Dennis Baack at the request of Governor Ben Nelson)**

- Implementing legislation for LR24CA to be operative following approval by the voters
- 49.5% of proceeds after prizes and expenses to be deposited into the Education Innovation Fund, 49.5% to the Legislative Assistance Fund, and 1% to Gamblers Assistance Fund
  - Legislative Assistance Fund was to be used for one-time expenditures, not to supplement an existing budget, or to finance long-term or ongoing projects

- Governor to award incentive grants from the Education Innovation Fund
- Mini-grants to school districts to support the development of local strategic plans
- Major competitive grants for innovative programs directly related to local strategic plans
  - Recipients could include school districts, teachers or groups of teachers, educational foundations, educational service units, or cooperatives
  - Purposes could include:
    - Development of local strategic plans
    - Educational technology
    - Professional staff development programs
    - Educational accountability programs
    - Alternative programs for students
    - Programs that demonstrate improvement of student performance
    - Early childhood education and parent education
    - Programs using decision-making models that increase involvement of parents, teachers, and students in school management
    - Increased involvement of the community
    - Development of magnet or model programs designed to facilitate desegregation
    - Programs that address family and social issues that impair learning
    - Programs enhancing critical and higher-order thinking
    - Programs which produce the quality of education necessary to guarantee a competitive workforce
    - Programs designed to increase productivity of staff and students through innovative use of time
- Excellence in Education Council to be established by the Governor to make recommendations regarding the selection of projects to be funded

## **1992**

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### **LB1257 (Senator Spencer Morrissey)**

- The Legislative Assistance Fund is replaced in the implementing provisions
  - Through July 1, 1997, 24.5% of proceeds after prizes and expenses allocated to Solid Waste Landfill Closure Assistance Fund and 25% to Environmental Trust Fund
  - After July 1, 1997, 49.5% to Environmental Trust Fund

### **LR24CA (1991, Speaker Dennis Baack at the request of Governor Ben Nelson)**

- Approved by the voters in November

## **1993**

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### **LB138 (Senator Eric Will at the request of Governor Ben Nelson)**

- Changed and reenacted provisions of LB849 (1991), as amended by LB1257 (1992), following the approval of LR24CA by the voters
- Required school districts to have a strategic plan in place prior to receiving a major competitive grant

- Special consideration for plans including public or private matching funds and cooperative agreements
- Membership defined for the Excellence in Education Council

**LB563 (Senator Stan Schellpeper)**

- Replaced “local strategic plans” with “strategic school improvement plans”
- Added training for teachers to work with technology to the allowable purposes for major competitive grants
- Required the Excellence in Education Council to consult with the Nebraska Department of Education (NDE) and required the Department to staff the Council

**1994**

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**LB647 (Senator Janis McKenzie)**

- Added programs to serve the educational needs of learners with high ability to the purposes for major competitive grants
  - The measure provided for approved programs for learners with high ability and required the identification of such students

**LB694 (Senator Eric Will)**

- Required rules and regulations to be adopted by the State Board of Education with regard to the selection and administration of grants

**LB1066 (Senator Ernie Chambers)**

- Technical change with regard to investment of lottery funds

**1995**

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**LB275 (Senator Dwite Pedersen)**

- Changes regarding compulsive gambler funds

**LB860 (Senator Bud Robinson)**

- Clarification was added for major competitive grants related to technology
  - A goal was stated for all K-12 systems to have a direct connection to a statewide public computer information network by June 30, 2000
  - Additional funding was provided by crediting repayment of loans from the School Weatherization Fund to a new School Technology Fund
  - Educational Service Units (ESU) were required to develop a plan to meet the goal, authorized to use 50% of their 0.5¢ technology levy for the purpose and collect network fees from districts

**1996**

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**LB900 (Senator Ardyce Bohlke)**

- Harmonized existing provisions with the recodification of the education statutes

**LB1069 (General Affairs Committee: Senator Stan Schellpeper, Chair)**

- Technical changes regarding the operation of the lottery

**1997**

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**LB118 (Senator Ray Janssen)**

- Mini-grants of up to \$5,000 allowed for same purposes as major competitive grants for districts with budgets of \$350,000 or less with a curriculum support plan related to the grant

**LB347 (Senator Ardyce Bohlke)**

- Harmonized lottery provisions with a change in a cross-reference

**LB710 (Senator Ardyce Bohlke)**

- Harmonized lottery provisions with a change in a cross-reference

**LB865 (Education Committee: Senator Ardyce Bohlke, Chair)**

- Added to the purposes for major competitive grants:
  - Programs demonstrating improved outcomes through emphasis on prevention, and
  - Collaborative planning for students with disabilities who receive special education and need support services

**1998**

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**LB924 (Senator Joyce Hillman at the request of Governor Ben Nelson)**

- Created the Nebraska Information Technology Commission (NITC) and required review by the NITC prior to the awarding of major competitive grants for technology

**LB1228 (Senator Ardyce Bohlke)**

- Created the Quality Education Accountability Act
  - Incentives for school districts to meet quality factors
    - Primary factors
      - Adopting academic standards
      - Alternative education for expelled students
      - Average score on standard college admission test above the statewide average with at least 60% of seniors taking the test
    - Premier factors
      - Teacher with national certification
      - 30% of teachers with advanced degrees
      - Mentoring for all 1<sup>st</sup>-year teachers
      - Improves drop-out rate or maintains a rate of 4% or less
      - Approved program for high-ability learners
    - All primary factors required for incentive and increasing number of premier factors for successive incentives
      - Reduced incentive if 40% or more of the students in poverty and only primary factor not met was the college admission test score

- \$50 per adjusted formula student or \$100 if in the very sparse cost group
  - Used only for pilot projects or model programs for the same purposes as major competitive grants
- Feasibility study for statewide financial reporting system was required
- Direction was given to begin a statewide assessment program
- Guidelines and funding for mentor teacher programs was established
- Administered by the Excellence in Education Council
- Revised the allocation of the Education Innovation Fund as follows:
  - Up to 10% for mentor teacher programs
  - Up to 70% for quality education incentives
  - Up to 20% for major competitive grants and mini-grants awarded by the Governor

**LB1229 (Senator Ardyce Bohlke)**

- Harmonized lottery provisions with terminology changes regarding high-ability learners

**1999**

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**LB386 (Senator Ardyce Bohlke)**

- Recognized the addition of a General Fund appropriation of \$6 million over two years to assist ESU's with infrastructure and technology training to meet the goal for all K-12 systems to have a direct connection to a statewide computer information network by June 30, 2000

**2000**

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**LB659 (Senator Daniel Lynch)**

- Added an initial transfer of \$500,000 to the Compulsive Gamblers Assistance Fund to precede the percentage allocations of lottery distributions
- The existing 1% allocation to the Compulsive Gamblers Assistance Fund remains intact

**LB1243 (Senator Ardyce Bohlke)**

- Clarified that special education programs include children from birth to 21 for purposes of major competitive grants

**2001**

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**LB797 (Education Committee: Senator Ron Raikes, Chair)**

- Technical language improvements to the lottery provisions without substantive changes

**LB833 (Senator Curt Bromm)**

- Up to \$1.5 million each year for two years from the Governor's grants allocation diverted to distance education network completion grants
- Language regarding the goal of connecting all districts by June 30, 2000 eliminated

**Spec. Sess., LB3 (Speaker Doug Kristensen at the request of Governor Mike Johanns)**

- First-time allocation of the Education Innovation Fund is changed in response to economic circumstances

- For 2001-02 and 2002-03, \$1.5 million each year for distance education network completion grants is maintained while all other uses are eliminated for those two years and the remainder of available funds are allocated to the state General Fund
- Beginning with 2003-04:
  - Funds for quality education incentives reduced from 70% to 60%
  - Governor's grants allocation reduced from 20% to 10%
  - Attracting Excellence to Teaching forgivable loan program to receive a new allocation of 20%
  - Mentor teacher allocation continues at 10%

## **2002**

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### **LB1105 (Transportation & Telecommunications Committee: Senator Curt Bromm, Chair)**

- Harmonized cross-reference changes in the recodification of telecommunications and technology statutes

### **LB1310 (Speaker Doug Kristensen at the request of Governor Mike Johanns)**

- Transferred an additional \$1.6 million from the Education Innovation Fund to the General Fund in July 2002

### **Second Spec. Sess., LB1 (Speaker Curt Bromm at the request of Governor Mike Johanns)**

- Transferred another addition of \$2,018,199 from the Education Innovation Fund to the General Fund in August 2002
- For 2003-04 and 2004-05, all educational uses are eliminated and the available funds in the Education Innovation Fund are allocated to the state General Fund

## **2003**

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### **LB367 (Senator Ray Janssen)**

- Modified lottery operations

### **LB574 (Senator Ron Raikes)**

- Combined three existing need-based aid programs into the Nebraska Scholarship Act
- Eliminated quality education incentives
- Split the 49.5% allocation to the Education Innovation Fund in half and allocated the other 24.75% to the Nebraska Scholarship Fund
  - This also reduced the amount available to be transferred to the General Fund
- Beginning in 2005-06, allocations from the Education Innovation Fund were modified:
  - Mentor teacher programs went up from 10% to 20% and Attracting Excellence went up from 20% to 40%, which kept both programs at the same level in light of the reduction in the Education Innovation Fund
  - The allocation for the Governor's grants went up from 10% to 40%, which approximately doubled the amount that would be available for the grants
- Note that none of these programs had received lottery funds since 2000-01

## 2004

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### **LB1083 (Senator Jim Jensen)**

- Harmonized modifications regarding compulsive gamblers

### **LB1091 (Speaker Curt Bromm at the request of Governor Mike Johanns)**

- New school district reorganization incentives created for reorganizations between June 1, 2005 and May 31, 2007
- New allocation of \$1 million to the School District Reorganization Fund each year for 2005-06 and 2006-07
- Other allocations for education purposes suspended for two more years and the remainder to be transferred to the state General Fund
- All unobligated balances in the Education Innovation Fund transferred to the state General Fund on July 15, 2005

### **LR209CA (Senator Dave Landis)**

- Adopted by the Legislature for submission to the voters at the November 2004 general election and approved by the voters at that election
- Established a constitutional allocation of lottery proceeds after prizes and expenses of:
  - First \$500,000 to the Compulsive Gamblers Assistance Fund
  - 1% to the Compulsive Gamblers Assistance Fund in addition to the \$500,000
  - 44.5% to the Nebraska Environmental Trust Fund
  - 44.5% for education as the Legislature may direct
  - 10% to the Nebraska State Fair Board upon meeting specified conditions

## 2006 *(Note: There were no changes in 2005.)*

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### **LB1208 (Senator Ron Raikes)**

- Statutory provisions harmonized with the new constitutional language
- Education Innovation Fund allocation reduced from 24.75% to 19.75%
- Nebraska Scholarship Fund maintained its 24.75% allocation
- For the Education Innovation Fund:
  - The previous direction for \$1 million to the School District Reorganization Fund allocation for 2006-07 is retained
  - The transfer of the remainder from the Education Innovation Fund to the state General Fund for 2006-07 was replaced with the following allocations:
    - \$250,000 to Attracting Excellence to Teaching
    - The remainder to distance education equipment and incentives
  - The allocations for 2007-08 through 2015-16 remained the same except:
    - The transfer to the School District Reorganization Fund did not continue past 2006-07
    - The Attracting Excellence to Teaching allocation increased to \$500,000 for 2007-08, \$750,000 for 2008-09, and \$1 million thereafter
  - The Education Innovation Fund allocations terminated at the end of 2015-16 and the funds were to be allocated for education purposes as provided by the Legislature

- Provisions regarding the Governor's grants and the Excellence in Education Council were eliminated

## **2007**

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### **LB638 (General Affairs Committee: Senator Vickie McDonald, Chair)**

- Modified lottery operations

## **2009** (*Note: There were no changes in 2008.*)

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### **LB286 (General Affairs Committee: Senator Russ Karpisek, Chair)**

- Modified lottery operations

### **LB545 (Senator Greg Adams)**

- Funding transferred to the Education Innovation Fund from the School District Reorganization Fund transferred back to the School District Reorganization Fund for a new round of reorganization incentives for reorganizations between June 1, 2009 and May 31, 2011 (\$456,912)

### **LB547 (Senator Greg Adams)**

- The Attracting Excellence to Teaching forgivable loan program for teacher candidates included with a new Enhancing Excellence in Teaching forgivable loan program for existing teachers under the Excellence in Teaching Act
- The \$1 million allocation of lottery funds modified to include both programs

### **First Spec. Sess., LB2 (Speaker Mike Flood at the request of the Governor Dave Heineman)**

- \$10 million transferred from the Education Innovation Fund to the University Cash Fund on December 31, 2009

## **2010**

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### **LB956 (Senator Greg Adams)**

- Lottery provisions harmonized with the renaming of the Nebraska Scholarship Act as the Nebraska Opportunity Grant Act

## **2011**

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### **LB333 (Education Committee: Senator Greg Adams, Chair)**

- Implemented budget cutting recommendations from the LR542 process
- Continued the Attracting Excellence to Teaching program for existing loan recipients, but eliminated funding for new applicants and completely eliminated funding for the Enhancing Excellence in Teaching program for 2011-12 and 2012-13
  - Reduced the allocation for the Excellence in Teaching program from \$1 million to \$225,000 for 2011-12 and \$45,000 for 2012-13
  - Restored the \$1 million per year allocation beginning with 2013-14
- Transferred funding for programs from the General Fund to the lottery for 2011-12 through 2015-16 as follows:



- \$3,365,962 for early childhood education grants for 2011-12 and 2012-13 only
- \$2,175,673 for accelerated or differentiated curriculum programs for 2011-12 and 2012-13, adding basic allowable growth for the remaining years
- \$491,541 for the student data system for 2011-12, and \$108,136 for 2012-13, adding basic allowable growth for the remaining years
- \$450,000 for the Center for Student Leadership and Extended Learning for 2011- 12 and 2012-13, adding basic allowable growth for the remaining years
- \$114,629 for multicultural education for 2011-12 and 2012-13, adding basic allowable growth for the remaining years
- \$123,468 for a teacher certification investigator for 2011-12 and 2012-13, adding basic allowable growth for the remaining years
- The remainder continued to be allocated for distanced education equipment and incentives
- Transferred balance of the School District Reorganization Fund back to the Education Innovation Fund on July 1, 2011 (estimated \$277,700)
- Measure also eliminated the student achievement coordinator

**LB575 (Senator Scott Price)**

- Adopted the Interstate Compact on Educational Opportunity for Military Children
- Allocated \$27,200 of lottery funds for the Compact for 2012-13

**LB637 (Senator Greg Adams)**

- Allocated \$160,000 for the 2011-12 through 2013-14 college admissions test pilot project

**2012**

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**LB1079 (Senator Heath Mello)**

- Established bridge programs for adult learners to earn postsecondary education credentials in an expedited manner
- Allocated \$200,000 of lottery funds per year for 2012-13 through 2014-15 for such programs

**2013**

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**LB6 (Senator Bob Krist)**

- Modified compulsive gambler provisions

**LB366 (Senator Tanya Cook)**

- Created the Diploma of High School Equivalency Assistance Act
- One time allocation of \$85,550 in lottery funds for 2013-14 to carry out the Act

**LB495 (Senator Kate Sullivan)**

- Stated an intent to move programs back to General Fund appropriations and eliminated lottery allocations beginning with 2013-14 for:
  - Student information system
  - Center for Student Leadership and Extended Learning
  - Multicultural Education Program
  - Teacher certification investigator

- Allocated \$1,750,000 to early childhood education grants for 2013-14, \$1,850,000 for 2014-15, and \$1,950,000 for 2015-16
- Allocated \$1 million each year for 2013-14, 2014-15, and 2015-16 to the Early Childhood Education Endowment Cash Fund
- Allocated \$10,000 each year for the Interstate Compact on Educational Opportunity for Military Children for 2013-14, 2014-15, and 2015-16
- *Programs were successfully moved back to General Fund appropriations and there was an appropriation for early childhood education grant in addition to the lottery funding*

**LB497 (Senator Kate Sullivan)**

- Directed all lottery distributions for education to the new Nebraska Education Improvement Fund beginning July 1, 2016, replacing allocations to the Education Innovation Fund and the Nebraska Opportunity Grant Fund and terminating such funds on June 30, 2016
- Prohibited funds received as allocations from the Education Innovation Fund from being obligated for payments to be made after June 30, 2016
- Required the Education Committee to study potential uses of lottery funds and to report by December 31, 2014
  - Required factors to include in the study:
    - Educational priorities of the state
    - Types of educational activities suited to lottery funding
    - Whether funds should be used for temporary or ongoing funding
    - Whether periodic reviews should be scheduled

**2014**

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**LB967 (Education Committee: Senator Kate Sullivan, Chair)**

- Increased the Excellence in Teaching forgivable loan allocation from \$1.0 to \$1.2 million for 2014-15 and 2015-16
- Reduced the allocation for distance education incentives and equipment from the remainder to \$2 million for 2014-15 and \$2.5 million for 2015-16 based on estimates
- Added a \$1 million allocation for reorganization support payments for both years
- Continued the college admissions test pilot project that would have otherwise expired for both years, but reduced the allocation from \$160,000 to \$145,000 per year
- New allocation of \$335,000 for career education alignment for 2014-15 and any remaining funds for 2015-16
- Clarified that, except for reorganization support and early childhood education funds, any funds that have not been used for their designated purpose on June 30, 2016 will revert to the Nebraska Education Improvement Fund
- Retained \$3 million as the beginning balance in the Nebraska Education Improvement Fund

**LB519 (Senator Kate Sullivan)**

- Allocated the Nebraska Education Improvement Fund, after actual and necessary administrative expenses, for fiscal year 2016-17 through 2020-21, as follows:
  - 1% Expanded Learning Opportunity Grant Fund
  - 17% Department of Education Innovative Grant Fund
  - 9% Community College Gap Assistance Program Fund
  - 8% Excellence in Teaching Cash Fund
  - 62% Nebraska Opportunity Grant Fund
  - 3% to fund distance education incentives
- Specified that a portion of each allocation may be retained by the agency to which it is made, or that is administering the fund, for actual and necessary expenses (prior language was for “administrative expenses”)
  - Actual and necessary expenses are defined as those incurred by the agency for administration, evaluation, and technical assistance related to the purpose of the allocation
  - Except that no amount of the allocation to the Nebraska Opportunity Grant Fund may be used for such purpose
- Required that an amount equal to 10% of the prior fiscal year’s education distribution be retained in the Nebraska Education Improvement Fund
- Required that the Education Committee of the Legislature conduct a study of postsecondary education affordability in Nebraska and alternatives for supporting students and families with the cost and, on or before December 31, 2015, electronically submit its recommendations to the Clerk of the Legislature
- Required that on or before December 31, 2019, the Education Committee of the Legislature shall electronically submit its recommendations to the Clerk of the Legislature regarding how the fund should be allocated to best advance the educational priorities of the state for the five-year period beginning with fiscal year 2021-22

Department of Education Innovative Grant Fund

- Directed the State Board of Education to establish a competitive innovation grant program with lottery funds
  - Grantees shall be a school district, an ESU, or a combination of entities that includes at least one school district or ESU with the district or ESU serving as the fiscal agent
  - Only applications that the State Board deems to be sufficiently innovative and having a high chance of success shall be awarded a grant
  - A grant application shall describe:
    - Specific measurable objectives for improving education outcomes for PK-12 students or improving the transition between stages of education or between education and the workforce;
    - Method for annual evaluation;
    - Potential for the project to be both scalable and replicable; and

- Any cost savings that could be achieved by reductions in other programs if the funded program is successful
- Based on evaluations received on or before July 1, 2019, for each grant, the State Board shall recommend the grant project as:
  - Representing a best practice;
  - A model for a state-supported program; or
  - A local issue for further study
- Created a best practice allowance within the Tax Equity and Educational Opportunities Support Act (TEEOSA) formula beginning with 2021-22
- Requires the State Board of Education to submit a report electronically to the Legislature on or before December 1, 2017, and by December 1 every year thereafter
- Gives the State Board authority to adopt and promulgate rules and regulations
- Creates the Education Innovative Grant Fund

#### Excellence in Teaching Cash Fund

- Modified the purposes of the Attracting Excellence to Teaching Program and the Enhancing Excellence in Teaching Program to include retaining teachers in an accredited ESU
- Expanded the eligibility criterion for the Enhancing Excellence in Teaching Program to include students enrolled in a course of study leading to an endorsement in a shortage area specified by the State Board of Education
- Changed the forgivable loan provisions for the Enhancing Excellence in Teaching Program effective July 1, 2016
  - Payment forgiveness amounts, in general, reduced from \$3000 to \$1500 per year
  - Added to the list of eligible teachers those teaching in an accredited ESU in Nebraska in which at least 40% of the enrolled students qualified for free lunches
  - Payment forgiveness amounts for those teaching in an accredited private school or ESU or an approved private school in Nebraska in which at least 40% of the enrolled students qualified for free lunches reduced from \$6000 annually to \$1500 for the first year and \$3000 for each year thereafter
- Specified that, in addition to the up to \$400,000 to be distributed annually for the Attracting Excellence to Teaching Program, that up to \$800,000 shall annually be distributed to the Enhancing Excellence in Teaching Program, and that annual funding amounts in excess of \$1.2 million shall be evenly divided between the two programs
- Changed the transfer date for any remaining funds to the Education Improvement Fund from August 1, 2016 to August 1, 2021

#### Expanded Learning Opportunity Grant Fund

- Created the Expanded Learning Opportunity Grant Program Act, administered by NDE
  - To provide grants to community-based organizations defined the same as in federal statute for the 21<sup>st</sup> Century Community Learning Center program<sup>4</sup>
    - The first priority of the new state program is to continue existing federally funded 21<sup>st</sup> Century Community Learning Centers

- The second priority is to support new expanded learning opportunities in areas of the state with a high percentage of at-risk children not currently served by a federal 21<sup>st</sup> Century Community Learning Center
  - Working in partnership with schools in high-need school districts, which are defined as a school in which 40% or more qualify for free and reduced price meals
  - To provide expanded learning opportunity programs, which means a school-community partnership that provides participating K-12 students and their families with programming and other support activities/services:
    - That complement but do not duplicate school-day learning
    - That create opportunities to strengthen school-community partnerships to provide support to be successful in school
    - That are provided after school and on weekends, holidays, and other hours when school is not in session
- Outlined the requisite components of each grant proposal, as well as the evaluation of grant recipient programs
- Required NDE to provide an electronic report evaluating the expanded learning opportunity programs to the Legislature by January 1 of each odd-numbered year

#### Distance Education Incentives

- Expanded the funding of distance education incentives to school districts and educational service units from 2015-16 until 2020-21 and switched the source of funding from the Education Innovation Fund to the Education Improvement Fund for those five years

#### Community College Gap Assistance Program Fund

- Created the Community College Gap Assistance Program Act
- Defined an eligible program as one offered by a community college that:
  - Is not offered for credit but is aligned with training programs with stackable credentials that lead to a program awarding college credit, an associate's degree, a diploma or a certificate in an in-demand occupation,
    - In-demand occupations defined as:
      - Financial services;
      - Transportation, warehousing, and distribution logistics;
      - Precision metals manufacturing;
      - Biosciences;
      - Renewable energy;
      - Agriculture and food processing;
      - Business management and administrative services;
      - Software and computer services;
      - Research, development, and engineering services;
      - Health services;
      - Hospitality and tourism; and
      - Any other industry designated as an in-demand occupation by the Committee

- Has a duration of not less than sixteen contact hours in length, and
- Does any of the following:
  - Offers a state, national, or locally recognized certificate;
  - Offers preparation for a professional examination or licensure;
  - Provides endorsement for an existing credential or license;
  - Represents recognized skill standards defined by an industrial sectors; or
  - Offers a similar credential or training
- Placed the direction of the Gap Assistance Program with the Nebraska Community College Student Performance and Occupational Education Grant Committee and administration under the Coordinating Commission for Postsecondary Education (CCPE)
- Defined eligibility for an applicant as:
  - Family income at or below 250% of poverty; and
  - Resident of Nebraska
- Set the application procedure for the program to be made by the community college in which the applicant is enrolled or intends to enroll
- Required that an applicant shall not receive community college gap assistance for more than one eligible program
- Defined the outcomes that an applicant must demonstrate they are able to achieve as:
  - Ability to be accepted to and complete an eligible program;
  - Ability to be accepted into and complete a postsecondary certificate, diploma, or degree program for credit;
  - Ability to obtain full-time employment; and
  - Ability to maintain full-time employment over time
- Defined eligible costs for which assistance can be awarded to include, but not be limited to:
  - Tuition;
  - Direct training costs;
  - Required books and equipment; and
  - Fees, including, but not limited to, fees for industry testing services and background check services
- Limited the total amount of gap assistance awarded during any fiscal year to \$1.5 million
- Allowed for money in the fund to be used for administrative costs

Nebraska Opportunity Grant Fund

- Provided that money in the fund shall include transfers from the Nebraska Education Improvement Fund until June 30, 2021

**2016**

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**LB930 (Senator Jim Scheer)**

- New allocation within the 17% for the Education Innovative Grant Fund for 2017-18 to carry out the administration of a standard college admission test to eleventh grade public school students

**LB1067 (Senator Kate Sullivan)**

- New allocation for learning community transition aid for 2016-17 and 2017-18

**2017**

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**LB512 (Education Committee: Senator Mike Groene, Chair)**

- Removed the 2017-18 sunset provision that allowed NDE to pay for the administration of the standard college admission test to eleventh grade public school students from the Education Innovative Grant Fund allocation
- Repealed the best practice allowance from the TEEOSA formula that was set to begin in 2021-22

**2019** (*Note: There were no changes in 2018.*)

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**LB180 (Senator Kate Bolz)**

- Expanded eligible programs to include those offered for credit but are of insufficient clock, semester, or quarter hours to be eligible for Federal Pell Grants

**LB252 (Senator Suzanne Geist)**

- Made changes relating to odds of winning disclosures in Nebraska Lottery advertisements

**Introduced Bills Aimed to Revise Current Education Lottery Statute**

The Committee has taken a position to honor the legislative intent that lottery distributions shall be studied and, if needed, adjusted in a five-year period, maintaining its commitment to beneficiaries. Recent legislative bills that have been introduced to modify the current allocations are reported here for reference to senators. This list is not meant to be exhaustive; however, of all ideas and proposals explored by current or former senators. Nor is it meant to infer approval or disapproval of the ideas presented.

**2017** (*Note: There were no bills in 2016.*)

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**LB525 (Senator Adam Morfeld)<sup>5</sup>**

- Proposed reducing the allocation to Innovative Grant Funds from 17% to 16% beginning with fiscal year 2017-18
- Proposed reallocating the 1% to the Master Teacher Program Fund

**2019** (*Note: There were no bills in 2018.*)

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**LB104 (Senator Lou Ann Linehan)<sup>6</sup>**

- Proposed changing the allocations for the six-year period following the current statutory allocation (beginning with 2021-22), as follows:
  - 62% to the Nebraska Opportunity Grant, in conjunction with General Fund appropriations
  - 38% to remain in the Nebraska Improvement Fund until the Legislature directs otherwise

- Proposed extending the sunset provision for the Nebraska Opportunity Grant Fund from June 30, 2021 until June 30, 2027

**LB563 (Senator Kate Bolz)<sup>7</sup>**

- Proposed establishing the Access College Early (ACE) Tech Promise Program to be administered by the Coordinating Commission for Postsecondary Education
- Proposed that the new program provide a scholarship to low-income students who have successfully participated in the ACE Program at the high school level who are pursuing a certificate, diploma or associate’s degree full-time at a community college or the Nebraska College of Technical Agriculture<sup>8</sup>
- AM143, submitted to the Education Committee at the February 5, 2019 bill hearing, proposed changing the Education Improvement Fund allocations for 2019-20 and 2020-21 as follows:<sup>9</sup>
  - Community College Gap Assistance Program reduced from 9% to 6.5%
  - ACE Tech Promise Program 2.5%

**LB568 (Senator Adam Morfeld)<sup>10</sup>**

- Proposed removing the sunset provisions for the education lottery distributions
- Proposed removing the required Education Committee report regarding how funds should be allocated for the five-year period beginning with fiscal year 2021-22
- Proposed removing the word “competitive” from innovation grants pursuant to the allocated funds for the Department of Education Innovative Grant Fund
- Proposed that NDE establish a mental health first aid training program for teachers and other personnel employed by a school district or ESU participating in a grant from the Department of Education Innovative Grant Fund
  - Mental health first aid training was to be delivered by properly certified trainers
  - Mental health first aid training was to include training on:
    - The skills, resources, and knowledge necessary to assist students in crisis connect with appropriate local mental health care services;
    - Mental health resources, including the location of local community mental health centers; and
    - Action plans and protocols for referral to such resources
  - Recipients of mental health first aid training were also to receive instruction preparing him or her to:
    - Safely de-escalate crisis situations;
    - Recognize the signs and symptoms of mental illness, including such psychiatric conditions as schizophrenia, bipolar disorder, major clinical depression, and anxiety disorders; and
    - Timely refer a student to mental health services in the early stages of the development of a mental disorder to avoid subsequent behavioral health care and to enhance the effectiveness of mental health services
- Proposed defining the innovation grant programs in areas including, but not limited to,
  - Mental health first aid;
  - Early literacy;



- Quality instructional materials;
- Personalized learning through digital education; or
- Other innovation areas identified by the State Board of Education

**LB650 (Senator Justin Wayne)<sup>11</sup>**

- Proposed creating the Teach for Nebraska Summer Program, the Teach for Nebraska Scholarship Program and the Teach for Nebraska Fund
- Proposed appropriating \$1 million in each fiscal year for 2019-20 and 2020-21 from the Excellence in Teaching Cash Fund to the Teach for Nebraska Fund, and change Neb. Rev. Stat. § 9-812(4)(d) to specify the allocation to include the Teach for Nebraska Program Act
- For fiscal years 2021-22 through 2029-30, proposed appropriating \$500,000 from the General Fund

## CHAPTER II: FUND DESCRIPTIONS

Since the 2014 Education Committee Lottery Study, education lottery funds have been distributed for eight purposes, each of which is described below. Financial and data analysis for each fund is available in Chapter III.

### Learning Community Transition Aid

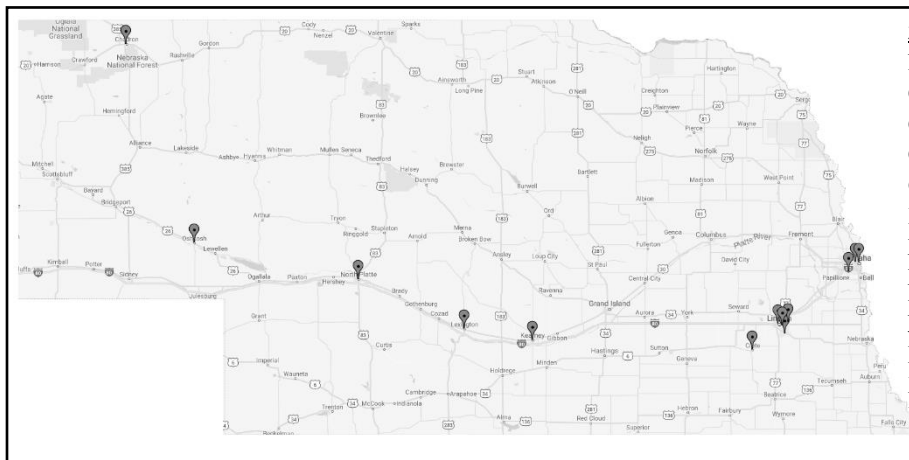
In 2016, the Legislature eliminated the Learning Community of Douglas and Sarpy Counties' common levy and provided two years of transition aid to member districts (2017-18 and 2018-19).<sup>12</sup>

### Expanded Learning Opportunity Grant Fund

The Expanded Learning Opportunity Grant Program Act was signed into law in 2015.<sup>13</sup> Expanded learning opportunity programs (ELO programs) are school-community partnerships in districts determined to be high-needs,<sup>14</sup> based on 40% or more of enrolled students qualifying for free and reduced meals.<sup>15</sup> The Expanded Learning Opportunity Grant Fund is administered by NDE. It consists of one percent of education lottery funds and interest earned.<sup>16</sup> Funding provided by the ELO programs shall be matched on a one-to-one basis by community or partner contributions.<sup>17</sup> NDE is required to provide a report to the Legislature by January 1 of each odd-numbered year.<sup>18</sup>

NDE began administering the ELO programs by establishing two-year opportunity grants to partnerships that provide out-of-school time after school and during summer break. Eligible afterschool sites must be receiving funds from a 21<sup>st</sup> Century Community Learning Center Continuation Grant.<sup>19</sup> In addition, at least 40% of applicants' student population must be eligible for free or reduced meals; their sites must be in good standing and in operation at least five years.<sup>20</sup>

In May 2017, NDE awarded the first cohort of grants, but due to a low applicant pool they did a second cohort of grant awards in July of that year.<sup>21</sup> In total for the 2017-18 and 2018-19 school years, NDE awarded 13 grants to 12 recipients for programs at 43 sites totaling \$293,841.<sup>22</sup> In the 2017-18 school year, 2,043 students were served statewide; 84% were eligible for free or reduced meals, 72% were an ethnic minority, 16% were English learners and 1% were migrant students.<sup>23</sup> A copy of the 2017 grant application is included in Appendix A.



#### 2017 Grant Recipients:

Board of Regents for UNL  
Chadron Public Schools  
Collective for Youth (Omaha) - two  
Crete Public Schools  
Garden County Schools  
Kearney Public Schools  
Lexington Public Schools  
Lincoln CLC/Community Foundation  
Lincoln Housing Authority  
North Platte Public Schools  
Partnership for a Healthy Lincoln  
Police Athletics for Community  
Engagement (P.A.C.E. Omaha)

In June 2019, NDE awarded a new cohort of 13 two-year grants to nine recipients for programs at 48 sites totaling \$310,738. The list of grantees includes one new recipient (Ogallala Public Schools), an additional grant to three 2017 recipients (Collective for Youth, Kearney Public Schools, and North Platte Public Schools), and four prior grant recipients no longer receiving funds (Board of Regents for UNL, Chadron Public Schools, Crete Public Schools, and Lincoln Housing Authority). A copy of the grant application is included in Appendix B. The 2019 grant awards are listed below.<sup>24</sup>

<b>2019 TWO-YEAR GRANT RECIPIENTS</b>	<b>Amount</b>	<b>No. of Sites</b>
Collective for Youth (Omaha)		
Grant # 1	\$ 30,000	8
Grant # 2	\$ 26,893	7
Grant # 3	\$ 25,175	7
Garden County Schools	\$ 18,154	1
Kearney Public Schools		
Grant # 1	\$ 30,000	1
Grant # 2	\$ 30,000	1
Lexington Public Schools	\$ 30,000	4
Lincoln CLC/Lincoln Community Foundation	\$ 25,024	4
North Platte Public Schools		
Grant # 1	\$ 15,600	1
Grant # 2	\$ 30,000	4
Ogallala Public Schools	\$ 10,000	1
Partnership for a Healthy Lincoln	\$ 29,892	7
Police Athletics for Community Engagement (P.A.C.E. Omaha)	\$ 10,000	2
<b>Total</b>	<b>\$ 310,738</b>	<b>48</b>

NDE plans to have another competition in the spring of 2020 to award one-year grants that will end July 31, 2021. They plan to give priority to sites that have never received a previous grant.<sup>25</sup>

In addition to these ELO grants, in 2016 an Innovation Grant was awarded for the ELO Design Challenge and in 2019 the Nebraska ELO Innovation Network was established partnering with Beyond School Bells (both are discussed in the next section and in Chapter III).

## **Department of Education Innovative Grant Fund**

Legislative Bill 519, introduced by Senator Kate Sullivan in 2015, created the Innovation Grant Program that delegated authority to the State Board of Education for establishing a competitive innovation grant program. Per statute, grantees shall be a school district, an educational service unit (ESU), or a combination of entities that includes at least one school district or ESU. In the event a grantee is a combination of entities, a participating school district or ESU is required to act as the fiscal agent and administer the program funded by the grant. Only grant applications deemed sufficiently innovative and to have a high chance of success are to be awarded.<sup>26</sup>

The competitive grant program provides funding to support the development, expansion, and investment in innovative best practices to improve education outcomes for students in kindergarten through twelfth grade “while helping them to pave their paths towards successive education and

subsequent assimilation into the workforce.<sup>27</sup> In January 2017, NDE awarded innovation grants to five entities as listed below.<sup>28</sup>

<b>30-MONTH GRANT RECIPIENTS - 2017</b>	<b>Board Approved Amount</b>
Plattsmouth Community School District	\$ 107,089
Scottsbluff Public School District	\$ 827,913
Expanded Learning Opportunities Design Challenge	\$ 893,565
Westside Community Schools	\$ 896,993
Education Service Unit Coordinating Council	\$ 1,640,839
<b>Total</b>	<b>\$ 4,366,399</b>

The grant application is included in this report as Appendix C. Further details about each grantee are as follows:

Plattsmouth Community School District: Plattsmouth High School uses the Wall-to-Wall Career and College Readiness project to refine its academy program into a model for Nebraska’s schools. This model is based on student interests, learning preferences and career goals. It involves extensive partnerships with community businesses and educational programs.<sup>29</sup>

Scottsbluff Public School District: Scottsbluff Public Schools’ Wall-to-Wall Career Academy model includes six career academies. As students progress through middle school and their freshman/sophomore years, they are provided with instruction and experiences that help them determine areas that interest them. Then, as juniors and seniors, they select and refine their focus in Foundational Academies.<sup>30</sup>

Expanded Learning Opportunities Design Challenge: This is a partnership that provides a statewide coalition of districts, community partners, and key education and community stakeholders with opportunities to design and test new models of ELO curriculum that support Nebraska Career Readiness Standards.<sup>31</sup> Beatrice Public Schools was the fiscal agent for this grant.<sup>32</sup>

Westside Community Schools: The Personalized 21<sup>st</sup> Century Learning Initiative uses instruction tailored to meet each individual student’s needs, skills, knowledge and learning interests. The project includes an overarching goal of promoting the academic performance of all students in the district through personalized learning opportunities with particular emphasis on those experiences which leverage technology.<sup>33</sup>

Educational Service Unit Coordinating Council (ESUCC): The Data-driven Ecosystem Enhancing Teaching and Improving Learning for Students (DE<sup>2</sup>TAILS) project enables the ESUCC to incorporate multiple online educational and data-collection systems into one statewide, secure, single sign-on portal. The system develops, implements and sustains an integrated ecosystem to allow relevant teaching and learning applications and tools to integrate sharing data elements for the improvement of student learning and reporting.<sup>34</sup>

These first grant awards ended June 30, 2019.<sup>35</sup>

One requirement of the grant process is a third-party evaluator, tasked with capturing processes and outcomes of the Innovation Grant. These evaluations will be utilized to create a menu of options for schools wishing to attain improved student achievement. This emphasis on “scaling up” effective

practices sets this grant apart from other such investments. The Innovation Grant Manager is routinely responsible for supporting the grant recipients, managing grant financial requests, ensuring strong evaluative practices, and assisting other schools in scaling up and replicating innovative initiatives to improve student achievement. This individual also reports on progress to diverse stakeholders throughout the project.<sup>36</sup>

The grant program has evolved and to achieve an intended outcome of scaling innovations statewide, NDE built from innovation grant results to establish Education Innovation Networks.<sup>37</sup> The Education Innovation Networks are a new approach by NDE for using the Innovative Grant Fund.

The primary goal of the Education Innovation Networks is to take the innovation work and subsequent efforts and scale, or engage, a broader set of districts and ESU's. The theory of action is essentially to move the local innovation to more districts, locations, and experiences. Providing a competitive application process to participate in the variety of Networks ensures an opportunity for school districts and ESU's. It also allows for the Networks to provide stability and explore sustainability approaches for carrying forth the innovation work in Nebraska. Five Innovation Networks have been created to move forward original innovation grant findings and align to the priorities of the Legislature and the State Board of Education.<sup>38</sup> The five Networks, and the Board-approved amount are below.<sup>39</sup>

TWO-YEAR EDUCATION INNOVATION NETWORKS - 2019	Total Board-Approved		Network Lead
	Network Amount	Network Lead Organization	Contract Amount
Data Visualization and Use Network	\$ 750,000	Don't Panic Labs	\$ 393,510
Instructional Materials Network	\$ 500,000	Teaching Labs	\$ 452,000
Equitable Access and Digital Resources Innovation Network	\$ 1,500,000	ESUCC	\$ 1,500,000
Nebraska ELO Innovation Network	\$ 800,000	Beyond School Bells	\$ 800,000
Asynchronous Professional Learning (APL)	\$ 650,000	Vivayic	\$ 514,670
<b>Total</b>	<b>\$ 4,200,000</b>		<b>\$ 3,660,180</b>

The Networks, as illustrated above, have private partners serving as contractors. NDE is facilitating the use of aid, support contracts and grant awards collectively to enable the Networks on a statewide basis. The approach of contracting directly for services (contractors, experts, network managers, etc.) is on behalf of and for all participants in an Innovation Network. This approach ensures the aid to school districts and ESU's is maintained. Private entities receive remuneration for any specific services or work provided to the Network members that is a specific part of its contract.<sup>40</sup>

Further details about each Network are as follows:

Data Visualization and Use Network: Supporting the secure, effective use of data and providing appropriate, useful visualization tools essential to inform educators (e.g., teachers, counselors, administrators, and others) is the primary focus of this Network. Offers the opportunity to identify needs, test models and tools, as well as provide a longer-term prioritization of enhancements and directions for the resources and training necessary for districts and ESU's.<sup>41</sup>

This Network is operational and will be seeking applications for team members soon.<sup>42</sup>

Instructional Materials Network: Supporting aspects of personalized learning and focused career academies in the initial innovation grants, this Network formalizes an approach that begins to scale the concepts, resources, and activities occurring around High Quality Instructional Materials and

developing a process for districts and ESU’s to evaluate, procure, and implement curriculum review and adoption in districts.<sup>43</sup>

This Network is operational, has over 90 people engaged, and has awarded grants to the following teams.<sup>44</sup> A copy of the grant application is included in Appendix D.

<b>Instructional Materials Network Teams</b>
Arthur County Public Schools (+ESU 16)
Brady Public Schools (+ESU 16)
ESU 3
Gothenburg Public Schools (+ESU 10)
Grand Island Public Schools
Hyannis Area Schools (+ESU 16)
Kearney Public Schools
Leigh Community Schools (+ESU 7)
Lexington Public Schools (+ESU 13)
Lincoln Public Schools
Morrill Public Schools (+ESU 13)
Northwest Public Schools (+ESU 10)
Omaha Public Schools
Palmer Public Schools (+ESU 16)
Schuyler Community Schools (+ESU 7)
Shelby-Rising City Public Schools (+ESU 7)
Tekamah-Herman Schools (+ESU 2)

Equitable Access and Digital Resources Innovation Network: Building from the work of data ecosystem development, this Network focuses on developing the process for prioritizing, deploying, and evaluating the use and impact of software and tools for school districts and ESU’s, as well as creating the sustainability of the systems. Considerations will focus on collaborative software development, using open source software and tools, evaluating statewide licensing options, and aligning the priorities with sustainability of providing access to digital resources and tools. Primary drivers of the Network will be to focus on meeting Nebraska-specific needs and use cases at a lower, sustainable cost with equitable statewide access all while raising the level of data privacy and security protections.<sup>45</sup>

This Network is just in the beginning stages; the contract with ESUCC, one of the partners, and NDE was signed on November 5, 2019.<sup>46</sup>

Nebraska ELO Innovation Network: Building on the culmination of a successful collaboration in the NDE Innovation Grant-funded Expanded Learning Opportunity (ELO) Design Challenge, Beyond School Bells, together with a group of key partners, will create Nebraska’s ELO Innovation Network for the two-year period starting in January 2020. This two-year, \$800,000 total public investment request (\$400,000 annually in Innovation grant funds) will generate a 2:1 private sector match, creating a total, two-year pool of \$2.4 million to launch and grow a Network supporting 1) an ELO Design Studio, developing and disseminating low-cost, high-quality, ELO programming, staffing and evaluation innovations, 2) new ELO incubator program supporting underserved rural

and NDE priority districts and 3) ELO Centers of Excellence promoting and sharing ELO Innovations.<sup>47</sup>

This Network is moving forward with a time schedule for rollout of a grant application process in January 2020. They will be including two different types of mini-grants as part of their process, which includes one for rural districts that do not currently have an afterschool program and one focusing on Centers of Excellence.<sup>48</sup>

The \$800,000 approved amount for this Network is in addition to the 3% of Education Improvement Fund allocation to Expanded Learning Opportunity Grants.

Asynchronous Professional Learning (APL): Building on the successful innovation and supports of personalized learning, this Network will build the quality standards, skills, knowledge and processes for quality digital professional learning in Nebraska. The Network will bring together educators, districts, ESU's and NDE personnel to establish a process and develop skills to develop and deploy asynchronous online courses and training. The APL utilizes already available software resources and delivery tools to create a high-quality and consistently-applied process for digital learning, course development and delivery, as well as ongoing sustainability and evaluation of the course offerings. After the two-year Network, over 40 districts, ESU's and NDE staff will have the capacity, tools, resources and processes to continue building capacity with additional cohorts.<sup>49</sup> A copy of the grant application is included in Appendix E.

This Network is operational with an application due date of November 1, 2019.<sup>50</sup>

## **Standard College Admission Testing**

In 2011, the Legislature enacted a three-year pilot project that NDE could implement for the districtwide administration of a standard college admission test to eleventh grade students; participation by school districts was to be voluntary and subject to the approval of the State Board of Education. The project was required to be paid for by the Education Innovation Fund (lottery).<sup>51</sup> The goal of the project was an increase in college-going among Nebraska high school students; 13 public high schools were selected for the pilot.<sup>52</sup> In 2014, the pilot program was extended through the 2015-16 school year; annual reports were required to be submitted to the Governor, Clerk of the Legislature and the chairperson of the Education Committee.<sup>53</sup>

In 2016, the Legislature replaced the pilot project with a requirement that, no later than the 2017-18 school year, NDE shall administer a standardized college admission test to students in the eleventh grade attending a public school in lieu of the assessment for that grade level. NDE was mandated to pay for the expenses and allowed to use funds from the Nebraska Education Improvement Fund.<sup>54</sup>

The original Request for Proposal (RFP) for a standard college admission test was for one year, with an option for three additional years. The first year contract was awarded to ACT and was for the 2016-17 school year; the option has been used to continue the contract for the 2017-18, 2018-19, and 2019-2020 school years. A new RFP is forthcoming with a contract awarded in early 2020.<sup>55</sup>

Moving the funding back to general funds was included in the budget issues for NDE for the current biennium, and a deficit budget issue was submitted October 24, 2019 for general funds to be

used to pay for ACT testing. NDE recommends changes to Neb. Rev. Stat. §§ 9-812 and 79-759 to eliminate reference to lottery funds for this activity of the Quality Education Accountability Act.<sup>56</sup>

### **Community College Gap Assistance Program Fund**

The Community College Gap Assistance Program Act was signed into law in 2015 and amended in 2019.<sup>57</sup> It establishes a form of financial aid to be awarded by community colleges for specific programs related to in-demand occupations to cover tuition, fees, direct training costs, required books and equipment.<sup>58</sup> CCPE disburses funds quarterly to community colleges as they are received.<sup>59</sup>

The program's name "gap" refers both to the gap in financial aid that is typically available for non-credit courses and credit courses not eligible for federal Pell grant funding, as well as to the fact that it strives to produce workers in fields that have a labor shortage.<sup>60</sup> These students are not eligible for Federal Pell Grants or state Nebraska Opportunity Grants.<sup>61</sup> Nebraska residency is a requirement for gap assistance.<sup>62</sup>

The Coordinating Commission may adopt and promulgate rules and regulations to carry out the Act;<sup>63</sup> however, thus far they have only issued guidelines that govern the administration of the Gap Assistance Program.<sup>64</sup> CCPE issues an annual report for the program.<sup>65</sup>

Per statute, community colleges may use a portion of their allocation to defray the costs of direct staff support services, including but not limited to, marketing, outreach, applications, interviews, and assessment. These administrative costs are limited to 20% of any amount allocated for the two smallest community colleges, 10% to the two largest community colleges, and 15% to the remaining two community colleges.<sup>66</sup> The community colleges in order of size are Metropolitan Community College, Southeast Community College, Central Community College, Northeast Community College, Mid-Plains Community College, and Western Nebraska Community College.<sup>67</sup>

### **Excellence in Teaching Cash Fund**

Legislative Bill 547, introduced by Senator Greg Adams in 2009, revised the Attracting Excellence to Teaching Program created in 2006 to become the Excellence in Teaching Act, which now includes both the Attracting Excellence to Teaching Program and the Enhancing Excellence in Teaching Program. The first \$400,000 goes to the Attracting Excellence to Teaching Program, the next \$800,000 goes to the Enhancing Excellence in Teaching Program, and the remainder is split 50/50.<sup>68</sup>

The Attracting Excellence to Teaching Program funds are allocated as loans to eligible students who (a) graduate in the top quarter of their high school class or have at least a 3.0 GPA; (b) complete a teacher education program at an eligible institution; and (c) commit to teach in an accredited public or private school in the state. Up to \$3,000 per year may be loaned to a student for up to five years. Priorities for loans are to students majoring in subject shortage areas. Loans are forgiven, after the first two years of teaching in the state, in the amount of \$3,000 per year. Loans are forgiven in the amount of \$6,000 for each year of teaching in a very sparse or high poverty school. Loans must be repaid if a person opts not to teach in the state.<sup>69</sup>

The Enhancing Excellence in Teaching Program funds are awarded to eligible students who (a) are certified teachers; (b) enrolled in eligible graduate programs; and (c) majoring in a subject shortage



area. Loans of up to \$175 per credit hour may be authorized for up to five years. After the first two years of full-time teaching following graduation with the degree for which the loan was received, the loan is forgiven for each year taught in the amount of \$3,000 or \$6,000 if the person teaches in a very sparse or high poverty school. Loans must be repaid if a person opts not to teach in the state.<sup>70</sup>

Teacher shortage areas are determined annually by NDE based on an annual teacher supply survey of accredited and approved Nebraska school systems.<sup>71</sup> Shortage areas as defined by the U.S. Department of Education under the Teach Education Assistance for College and Higher Education (TEACH) Grant will also be considered as qualifying shortage areas.<sup>72</sup> Eligible shortage areas for a particular student are based on areas identified by NDE at the time the borrower first receives funds pursuant to the Enhancing Excellence in Teaching Program.<sup>73</sup> Teacher shortage areas identified by NDE for the 2019-20 school year are below.<sup>74</sup>

<b>Teacher Shortage Areas in Nebraska for 2019-20</b>
Agriculture Education
Art
Bilingual
Business, Marketing or Information Technology
Early Childhood Education
English as a Second Language/English Language Learners
Family & Consumer Science
Health and/or Physical Education
Industrial Technology/Skilled and Technical Science
Language Arts
Mathematics
Music - Instrumental/Vocal
School Counselor
School Library
School Psychologist
Sciences
Special Education
Speech-Language Pathology
World Language

## **Nebraska Opportunity Grant Fund**

Originally known as the Nebraska Scholarship Act, the enacting statute for this fund was created in 2003 and was renamed the Nebraska Opportunity Grant Act in 2010.<sup>75</sup> The Nebraska Opportunity Grant (NOG) receives both lottery dollars and General Fund appropriations.<sup>76</sup>

The NOG program provides financial aid to students who are residents of Nebraska; have not earned a bachelor's, graduate, or professional degree; have high financial need (defined as having an expected family contribution equal to or less than 110% of the maximum family contribution that qualifies students for a Federal Pell Grant); and who are attending eligible Nebraska colleges and universities to earn an undergraduate degree or credential. The NOG program uses information

from the federal Free Application for Federal Student Aid (FAFSA) as the basis for determining eligibility; there is no separate application.<sup>77</sup>

As of the 2016-17 report, Nebraska ranks 35<sup>th</sup> in the country for need-based undergraduate grant dollars per undergraduate enrollment with an estimated \$203.36 per FTE.<sup>78</sup> The nationwide average is \$623.66.<sup>79</sup> NOG is the source of these grant dollars. In the same academic year, the average NOG award was \$1,306.45 and 36.8% of eligible students received a grant.<sup>80</sup>

## **Distance Education Incentives**

The current statute allowing for funding of distance education incentives from lottery funds was enacted in 2006.<sup>81</sup> It allows for NDE to provide the incentives to school districts and educational service units for qualified distance education courses coordinated through the Educational Service Unit Coordinating Council for school fiscal years 2007-08 through 2020-21.<sup>82</sup> The original bill also allowed for reimbursement of distance education equipment reimbursement; however, those provisions expired after school fiscal year 2013-14.<sup>83</sup>

Reimbursement of distance education incentives are based upon a set rate per distance education unit (DEU), which are calculated as follows:<sup>84</sup>

- One DEU for each qualified, two-way interactive video course received by students in a school district by a teacher not employed in said district
- One DEU for each qualified course sent by an educational entity (school district or ESU) to students in another educational entity if none of the receiving students were members of a sparse or very sparse school district
- One DEU for each qualified, non-interactive video distance education course sent by an educational entity to students in another educational entity and at least one receiving student was a member of a sparse or very sparse school district
- Two DEUs for each qualified, two-way interactive video distance education course sent by an educational entity to students in another educational entity if at least one receiving student was a member of a sparse or very sparse school district

The reimbursement amount per DEU shall be calculated by the amount available for distribution distance education incentives on August 1 of each year divided by the number of eligible DEUs, but shall not exceed \$1000.<sup>85</sup> If additional funds are available, the statute allows for additional incentives for elementary distance education courses.<sup>86</sup> However, NDE has not paid any elementary courses over the past three years.<sup>87</sup>

According to NDE, the distance education incentives created in 2006 to encourage school district innovation in designing, using, and sharing educational courses using existing technology of the time have largely met intended goals. Since that time, advances in technology, access to open digital resources, online courses, and other mediums have emerged, creating an opportunity to consider options for modernizing the use of the funds to address and support equitable access to new and emerging innovations (e.g., broadband access, statewide systems, additional networks, etc.).<sup>88</sup>

## CHAPTER III: FINANCIAL & DATA ANALYSIS

### Lottery Distributions 1993-94 through 2018-19

The Nebraska Lottery began operating on September 11, 1993.<sup>89</sup> Through June 2019, \$740,485,378 was distributed to beneficiaries including a \$5 million transfer to the General Fund in July 2004.<sup>90</sup> Initially the lottery proceeds, after prizes and operating expenses, were distributed as follows:<sup>91</sup>

- 49.5% Education Innovation Fund
- 24.5% Solid Waste Landfill Closure Assistance Fund
- 25% Nebraska Environmental Trust Fund
- 1% Compulsive Gamblers Assistance Fund

As indicated in Chapter I, distribution changes were approved by voters in 2004.<sup>92</sup> After an initial \$500,000 to the Compulsive Gamblers Assistance Fund, current distributions are as follows:<sup>93</sup>

- 44.5% Nebraska Environmental Trust Fund
- 44.5% Education as the Legislature directs
- 10% Nebraska State Fair Board
- 1% Compulsive Gamblers Assistance Fund

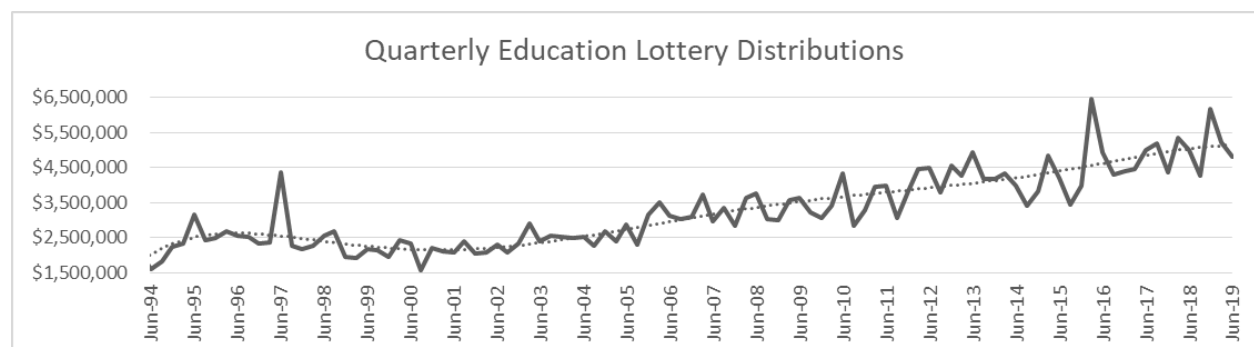
Total distributions, broken down by fund, are below.<sup>94</sup>

Fiscal Year	General Fund Transfer	Compulsive Gamblers	Total Education Related	Total Environment Related	State Fair Board	Total Distribution
1993-94	\$ -	\$ 109,318	\$ 5,411,246	\$ 5,411,247	\$ -	\$ 10,931,811
1994-95	\$ -	\$ 193,081	\$ 9,557,545	\$ 9,557,544	\$ -	\$ 19,308,170
1995-96	\$ -	\$ 204,864	\$ 10,140,720	\$ 10,140,720	\$ -	\$ 20,486,304
1996-97	\$ -	\$ 233,634	\$ 11,564,877	\$ 11,564,876	\$ -	\$ 23,363,387
1997-98	\$ -	\$ 187,404	\$ 9,276,529	\$ 9,276,530	\$ -	\$ 18,740,463
1998-99	\$ -	\$ 175,811	\$ 8,702,608	\$ 8,702,607	\$ -	\$ 17,581,026
1999-00	\$ -	\$ 178,875	\$ 8,854,331	\$ 8,854,332	\$ -	\$ 17,887,538
2000-01	\$ -	\$ 660,964	\$ 7,967,717	\$ 7,967,716	\$ -	\$ 16,596,397
2001-02	\$ -	\$ 677,360	\$ 8,779,297	\$ 8,779,296	\$ -	\$ 18,235,953
2002-03	\$ -	\$ 695,986	\$ 9,701,339	\$ 9,701,339	\$ -	\$ 20,098,664
2003-04	\$ -	\$ 703,080	\$ 10,052,433	\$ 10,052,433	\$ -	\$ 20,807,946
2004-05	\$ 5,000,000	\$ 716,956	\$ 10,201,366	\$ 10,201,368	\$ 1,075,788	\$ 27,195,478
2005-06	\$ -	\$ 771,018	\$ 12,060,344	\$ 12,060,343	\$ 2,710,190	\$ 27,601,895
2006-07	\$ -	\$ 787,663	\$ 12,800,968	\$ 12,800,967	\$ 2,876,621	\$ 29,266,219
2007-08	\$ -	\$ 805,082	\$ 13,576,186	\$ 13,576,185	\$ 3,050,828	\$ 31,008,281
2008-09	\$ -	\$ 797,451	\$ 13,236,579	\$ 13,236,577	\$ 2,974,511	\$ 30,245,118
2009-10	\$ -	\$ 815,004	\$ 14,017,621	\$ 14,017,621	\$ 3,150,028	\$ 32,000,274
2010-11	\$ -	\$ 815,553	\$ 14,042,120	\$ 14,042,121	\$ 3,155,534	\$ 32,055,328
2011-12	\$ -	\$ 855,750	\$ 15,830,903	\$ 15,830,904	\$ 3,557,507	\$ 36,075,064
2012-13	\$ -	\$ 895,146	\$ 17,584,042	\$ 17,584,042	\$ 3,951,471	\$ 40,014,701
2013-14	\$ -	\$ 875,001	\$ 16,687,541	\$ 16,687,541	\$ 3,750,009	\$ 38,000,092
2014-15	\$ -	\$ 866,070	\$ 16,290,107	\$ 16,290,107	\$ 3,660,699	\$ 37,106,983
2015-16	\$ -	\$ 922,830	\$ 18,815,900	\$ 18,815,901	\$ 4,228,292	\$ 42,782,923
2016-17	\$ -	\$ 907,777	\$ 18,146,057	\$ 18,146,057	\$ 4,077,766	\$ 41,277,657
2017-18	\$ -	\$ 947,501	\$ 19,913,801	\$ 19,913,801	\$ 4,475,011	\$ 45,250,114
2018-19	\$ -	\$ 960,677	\$ 20,500,078	\$ 20,500,078	\$ 4,606,759	\$ 46,567,592
<b>TOTAL</b>	<b>\$ 5,000,000</b>	<b>\$ 16,759,856</b>	<b>\$ 333,712,255</b>	<b>\$ 333,712,253</b>	<b>\$ 51,301,014</b>	<b>\$ 740,485,378</b>

Allocations to education through 2019-20 totaled \$333,712,255 and were distributed as follows:<sup>95</sup>

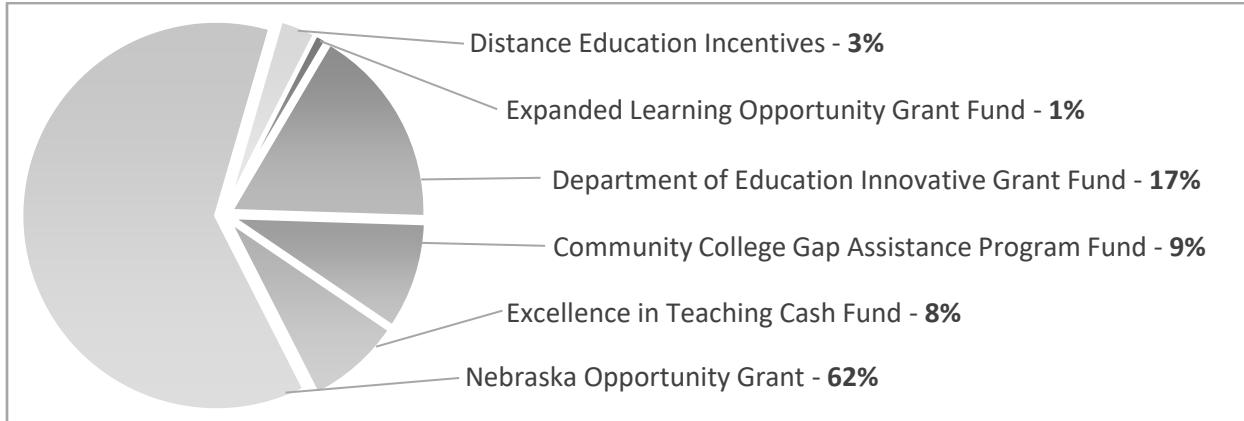
Fiscal Year	Education					Total Education Money
	Innovation Fund	Nebraska Scholarship Fund	Nebraska Opportunity Grant	Improvement Fund		
1993-94	\$ 5,411,246	\$ -	\$ -	\$ -	\$ 5,411,246	
1994-95	\$ 9,557,545	\$ -	\$ -	\$ -	\$ 9,557,545	
1995-96	\$ 10,140,720	\$ -	\$ -	\$ -	\$ 10,140,720	
1996-97	\$ 11,564,877	\$ -	\$ -	\$ -	\$ 11,564,877	
1997-98	\$ 9,276,529	\$ -	\$ -	\$ -	\$ 9,276,529	
1998-99	\$ 8,702,608	\$ -	\$ -	\$ -	\$ 8,702,608	
1999-00	\$ 8,854,331	\$ -	\$ -	\$ -	\$ 8,854,331	
2000-01	\$ 7,967,717	\$ -	\$ -	\$ -	\$ 7,967,717	
2001-02	\$ 8,779,297	\$ -	\$ -	\$ -	\$ 8,779,297	
2002-03	\$ 9,701,339	\$ -	\$ -	\$ -	\$ 9,701,339	
2003-04	\$ 5,283,669	\$ 4,768,764	\$ -	\$ -	\$ 10,052,433	
2004-05	\$ 5,100,683	\$ 5,100,683	\$ -	\$ -	\$ 10,201,366	
2005-06	\$ 6,030,172	\$ 6,030,172	\$ -	\$ -	\$ 12,060,344	
2006-07	\$ 5,681,329	\$ 7,119,639	\$ -	\$ -	\$ 12,800,968	
2007-08	\$ 6,025,386	\$ 7,550,800	\$ -	\$ -	\$ 13,576,186	
2008-09	\$ 5,874,662	\$ 7,361,917	\$ -	\$ -	\$ 13,236,579	
2009-10	\$ 6,221,304	\$ 5,394,808	\$ 2,401,509	\$ -	\$ 14,017,621	
2010-11	\$ 6,232,177	\$ -	\$ 7,809,943	\$ -	\$ 14,042,120	
2011-12	\$ 7,026,075	\$ -	\$ 8,804,828	\$ -	\$ 15,830,903	
2012-13	\$ 7,804,154	\$ -	\$ 9,779,888	\$ -	\$ 17,584,042	
2013-14	\$ 7,406,268	\$ -	\$ 9,281,273	\$ -	\$ 16,687,541	
2014-15	\$ 7,229,879	\$ -	\$ 9,060,228	\$ -	\$ 16,290,107	
2015-16	\$ 8,350,876	\$ -	\$ 10,465,024	\$ -	\$ 18,815,900	
2016-17	\$ -	\$ -	\$ -	\$ 18,146,057	\$ 18,146,057	
2017-18	\$ -	\$ -	\$ -	\$ 19,913,801	\$ 19,913,801	
2018-19	\$ -	\$ -	\$ -	\$ 20,500,078	\$ 20,500,078	
<b>TOTAL</b>	<b>\$ 174,222,843</b>	<b>\$ 43,326,783</b>	<b>\$ 57,602,693</b>	<b>\$ 58,559,936</b>	<b>\$ 333,712,255</b>	

Lottery revenues have steadily risen over time, but as the following chart indicates, they have varied by quarter. See Chapter IV for details on game changes that have impacted this. Over the last four years, lottery distributions to education have averaged \$19.3 million, with \$20.5 million in 2018-19.<sup>96</sup> The following page details Education Improvement Fund allocations for 2016-17 through 2018-19.



## Education Fund Allocations 2016-17 through 2018-19

The Legislature has changed the education distributions over time. Current statute provides that lottery distributions be credited to the Education Improvement Fund and then allocated as follows:<sup>97</sup>



Education Improvement Fund financials for the first three fiscal years since the enactment of LB519 (2015), which set the framework for the current allocations, are reflected below.<sup>98</sup>

EDUCATION IMPROVEMENT FUND	2016-17	2017-18	2018-19	
<b>BEGINNING BALANCE</b>	\$ -	\$ 2,025,386	\$ 1,362,281	
<b>INCOME</b>				
Transfer from Education Innovation Fund (terminated June 30, 2016)	\$ 2,800,278	\$ -	\$ -	\$ 2,800,278
Lottery Distributions	\$ 18,146,057	\$ 19,913,801	\$ 20,500,078	\$ 58,559,936
School District Reorganization Funds (reimbursement of unused funds)	\$ -	\$ 1,000,000	\$ -	\$ 1,000,000
Interest	\$ 58,918	\$ 44,718	\$ 29,125	\$ 132,761
<b>TOTAL</b>	\$ 21,005,253	\$ 20,958,519	\$ 20,529,203	\$ 62,492,975
<b>RETAINER BASED ON PRIOR FISCAL YEAR'S LOTTERY DISTRIBUTIONS</b>				
Statutorily Required Retainer (10%) <i>technically this remains in the fund</i>	\$ 1,881,590	\$ 1,814,606	\$ 1,991,380	
<b>TOTAL</b>	\$ 1,881,590	\$ 1,814,606	\$ 1,991,380	
<b>ADJUSTMENTS FROM PRIOR YEAR'S REMAINING BALANCE AFTER RETAINER</b>				
Expanded Learning Opportunity Grant Fund (1%)	\$ 9,187	\$ 2,108	\$ (6,291)	\$ 5,004
Department of Education Innovative Grant Fund (17%)	\$ 156,177	\$ 35,833	\$ (106,947)	\$ 85,063
Community College Gap Assistance Program Fund (9%)	\$ 82,682	\$ 18,970	\$ (56,619)	\$ 45,033
Excellence in Teaching Cash Fund (8%)	\$ 73,495	\$ 16,862	\$ (50,328)	\$ 40,030
Nebraska Opportunity Grant Fund (62%)	\$ 569,569	\$ 130,684	\$ (390,041)	\$ 310,211
Distance Education Incentives (3%) <i>technically this remains in the fund</i>	\$ 27,561	\$ 6,323	\$ (18,873)	\$ 15,011
<b>TOTAL</b>	\$ 918,670	\$ 210,780	\$ (629,099)	\$ 500,352
<b>ALLOCATIONS OF CURRENT YEAR LOTTERY DISTRIBUTIONS</b>				
Learning Community Transition Aid (2017-18 and 2018-19 only; paid first)	\$ -	\$ 473,345	\$ 906,222	\$ 1,379,567
Expanded Learning Opportunity Grant Fund (1%)	\$ 181,461	\$ 209,138	\$ 205,001	\$ 595,599
Department of Education Innovative Grant Fund (17%)	\$ 3,084,830	\$ 2,231,129	\$ 1,971,411	\$ 7,287,369
including Standard College Admission Testing (starting 2017-18)	\$ -	\$ 1,324,218	\$ 1,513,602	\$ 2,837,820
Community College Gap Assistance Program Fund (9%)	\$ 1,633,145	\$ 1,882,242	\$ 1,845,007	\$ 5,360,394
Excellence in Teaching Cash Fund (8%)	\$ 1,451,685	\$ 1,673,104	\$ 1,640,006	\$ 4,764,795
Nebraska Opportunity Grant Fund (62%)	\$ 11,250,573	\$ 12,966,557	\$ 12,710,048	\$ 36,927,178
Distance Education Incentives (3%) <i>technically this remains in the fund</i>	\$ 459,504	\$ 651,111	\$ 580,367	\$ 1,690,982
<b>TOTAL</b>	\$ 18,061,197	\$ 21,410,843	\$ 21,371,665	\$ 60,843,705
<b>ENDING BALANCE (INCLUDING RETAINER AMOUNT)</b>	\$ 2,025,386	\$ 1,362,281	\$ 1,148,918	

Additional financial and data analysis on the various beneficiaries are provided below. It is important to note that the timing of distributions and payments, coupled with varying accounting methods used by NDE and CCPE (cash versus accrual), have posed challenges in the reporting of data for this chapter. Every effort has been made to ensure accuracy of reporting.

## Learning Community Transition Aid

Learning Community Transition Aid was allocated for two years only (2017-18 and 2018-19) after the elimination of the common levy for Douglas and Sarpy County School districts based on a statutory calculation.<sup>99</sup> It was distributed as follows:<sup>100</sup>

Number	District Name	2017-18	2018-19	Total
28-0001	Omaha Public Schools	\$ -	\$ -	\$ -
28-0010	Elkhorn Public Schools	\$ -	\$ -	\$ -
28-0015	Douglas County West Community Schools	\$ -	\$ -	\$ -
28-0017	Millard Public Schools	\$ 141,670	\$ 808,059	\$ 949,729
28-0054	Ralston Public Schools	\$ 205,859	\$ 98,163	\$ 304,022
28-0059	Bennington Public Schools	\$ -	\$ -	\$ -
28-0066	Westside Public Schools	\$ 125,816	\$ -	\$ 125,816
77-0001	Bellevue Public Schools	\$ -	\$ -	\$ -
77-0027	Papillion-La Vista Public Schools	\$ -	\$ -	\$ -
77-0037	Gretna Public Schools	\$ -	\$ -	\$ -
77-0046	Springfield Platteview Community Schools	\$ -	\$ -	\$ -
	<b>Totals</b>	<b>\$ 473,345</b>	<b>\$ 906,222</b>	<b>\$ 1,379,567</b>

## Expanded Learning Opportunity Grant Fund

Thirteen two-year grants were awarded in 2017 as follows.<sup>101</sup>

EXPANDED LEARNING 2017 GRANT RECIPIENT AWARD INFORMATION	Awarded	Paid	Unspent	Matching Funds
<i>First Round Cohort May 5, 2017 - August 31, 2019</i>				
Board of Regents of the University of Nebraska for UNL	\$ 30,000	\$ 10,729	\$ 19,271	\$ 30,640
Chadron Public Schools	\$ 10,000	\$ 10,000	\$ -	\$ 12,796
Collective for Youth (Omaha) <i>two grants</i>	\$ 51,575	\$ 51,575	\$ -	\$ 72,576
Kearney Public Schools	\$ 17,800	\$ 17,800	\$ -	\$ 17,844
Lincoln CLC/Lincoln Community Foundation	\$ 22,140	\$ 22,118	\$ 22	\$ 23,891
North Platte Public Schools	\$ 22,280	\$ 22,280	\$ -	\$ 22,772
Partnership for a Healthy Lincoln	\$ 29,322	\$ 29,322	\$ -	\$ 29,322
<i>Second Round Cohort July 15, 2017 - August 31, 2019</i>				
Crete Public Schools <i>final expenditures &amp; data to be submitted</i>	\$ 30,000	\$ 30,000	\$ -	\$ 31,803
Garden County Schools <i>final expenditures &amp; data to be submitted</i>	\$ 16,443	\$ 16,443	\$ -	\$ 18,147
Lexington Public Schools <i>final expenditures &amp; data to be submitted</i>	\$ 30,000	\$ 30,000	\$ -	\$ 33,333
Lincoln Housing Authority	\$ 12,080	\$ 4,194	\$ 7,886	\$ 6,454
Police Athletics for Community Engagement (P.A.C.E. Omaha)	\$ 14,481	\$ 14,481	\$ -	\$ 14,481
<b>TOTAL</b>	<b>\$ 286,121</b>	<b>\$ 258,942</b>	<b>\$ 27,179</b>	<b>\$ 314,058</b>

Financials for the Expanded Learning Opportunity Grant Fund for the first three years are below.<sup>102</sup>

<b>EXPANDED LEARNING OPPORTUNITY GRANT FUND</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Awarded; to be paid in 2019-20</b>	
<b>BEGINNING BALANCE</b>	<b>\$ -</b>	<b>\$192,021</b>	<b>\$351,739</b>		
<b>REVENUE</b>					<b>TOTAL</b>
Education Improvement Fund Transfers:					
Adjustment from Prior Year's Remaining Balance After Retainer	\$ 9,187	\$ 2,108	\$ (6,291)		\$ 5,004
Allocation of Current Year Lottery Distributions	\$181,461	\$209,138	\$205,001		\$595,599
Interest	\$ 1,374	\$ 5,317	\$ 8,681		\$ 15,372
<b>TOTAL</b>	<b>\$192,021</b>	<b>\$216,563</b>	<b>\$207,391</b>		<b>\$615,975</b>
<b>EXPENDITURES</b>					<b>TOTAL</b>
Actual and Necessary Administrative Expenses	\$ -	\$ 4,575	\$ 4,560		\$ 9,135
First Round Cohort <i>May 5, 2017 - August 31, 2019</i>					
Board of Regents of the University of Nebraska for UNL	\$ -	\$ 2,118	\$ 6,648	\$ 1,963	\$ 10,729
Chadron Public Schools	\$ -	\$ -	\$ 6,733	\$ 3,267	\$ 10,000
Collective for Youth (Omaha) <i>two grants</i>	\$ -	\$ -	\$ 16,425	\$ 35,150	\$ 51,575
Kearney Public Schools	\$ -	\$ 4,474	\$ 11,228	\$ 2,098	\$ 17,800
Lincoln CLC/Lincoln Community Foundation	\$ -	\$ 5,766	\$ 6,382	\$ 9,969	\$ 22,118
North Platte Public Schools	\$ -	\$ 9,300	\$ 7,058	\$ 5,922	\$ 22,280
Partnership for a Healthy Lincoln	\$ -	\$ 15,690	\$ 11,653	\$ 1,979	\$ 29,322
Second Round Cohort <i>July 15, 2017 - August 31, 2019</i>					
Crete Public Schools	\$ -	\$ -	\$ 25,479	\$ -	\$ 25,479
Garden County Schools	\$ -	\$ 7,479	\$ 7,293	\$ -	\$ 14,772
Lexington Public Schools	\$ -	\$ -	\$ -	\$ -	\$ -
Lincoln Housing Authority	\$ -	\$ 2,702	\$ 1,276	\$ 216	\$ 4,194
Police Athletics for Community Engagement (P.A.C.E. Omaha)	\$ -	\$ 4,741	\$ 5,772	\$ 3,968	\$ 14,481
<b>TOTAL</b>	<b>\$ -</b>	<b>\$ 56,845</b>	<b>\$110,508</b>	<b>\$ 64,531</b>	<b>\$231,885</b>
<b>ENDING BALANCE</b>	<b>\$192,021</b>	<b>\$351,739</b>	<b>\$448,622</b>		

In 2019, as reported in the previous chapter (page 24), 14 new two-year grants were awarded for a total recommended amount of \$310,738.<sup>103</sup> Note that the 2018-19 ending balance is large enough to cover any remaining expenses from the 2017 grants, all of the 2019 grants and the administrative expenses for the next two years. That will leave a significant resource available to award to the 2020 grantees.

## **Department of Education Innovative Grant Fund**

The financials for the Innovative Grant Fund, which includes the funding of the standard college admission testing for eleventh grade public school students, are below.<sup>104</sup> These reflect the first cohort of grantees awarded in February 2017. Grantees have through December 31, 2019 to obligate funds from their award and an additional 90 days to claim the funds.<sup>105</sup>

As reported in the previous chapter (page 26), Innovation Networks for the 2019-21 grant years have been created and have a State Board of Education approved total of \$4,200,000.<sup>106</sup>

DEPARTMENT OF EDUCATION INNOVATIVE GRANT FUND				2016-17	2017-18	2018-19	Awarded; to be
<b>BEGINNING BALANCE</b>				\$ -	\$2,143,560	\$3,245,061	paid in 2019-20
<b>REVENUE</b>							
Education Improvement Fund Transfers <i>(including ACT testing)</i> :							
Adjustment from Prior Year's Remaining Balance After Retainer				\$ 156,177	\$ 35,833	\$ (106,947)	
Allocation of Current Year Lottery Distributions				\$3,084,830	\$3,555,347	\$3,485,013	
Interest				\$ 20,157	\$ 81,854	\$ 102,471	
<b>TOTAL</b>				<b>\$3,261,164</b>	<b>\$3,673,033</b>	<b>\$3,480,537</b>	
<b>TOTAL</b>							
Education Improvement Fund Transfers <i>(including ACT testing)</i> :							
Adjustment from Prior Year's Remaining Balance After Retainer				\$ 156,177	\$ 35,833	\$ (106,947)	\$ 85,063
Allocation of Current Year Lottery Distributions				\$3,084,830	\$3,555,347	\$3,485,013	\$ 10,125,189
Interest				\$ 20,157	\$ 81,854	\$ 102,471	\$ 204,482
<b>TOTAL</b>				<b>\$3,261,164</b>	<b>\$3,673,033</b>	<b>\$3,480,537</b>	<b>\$ 10,414,734</b>
<b>EXPENDITURES</b>							
Actual and Necessary Administrative Expenses							
Standard College Admission Testing				\$ -	\$1,324,218	\$1,513,602	\$ 2,837,820
Plattsmouth Community School District				\$ 38,313	\$ 40,813	\$ 12,308	\$ 15,655
Scottsbluff Public School District				\$ 373,567	\$ 384,231	\$ 70,115	\$ -
Beatrice Public Schools				\$ 76,539	\$ -	\$ -	\$ 817,026
Westside Community Schools				\$ 374,016	\$ 44,672	\$ -	\$ 478,305
Educational Service Unit Coordinating Council (ESUCC)				\$ 224,000	\$ 711,069	\$ 495,535	\$ 210,235
<b>TOTAL</b>				<b>\$1,117,603</b>	<b>\$2,571,532</b>	<b>\$2,195,038</b>	<b>\$ 1,521,221</b>
<b>TOTAL</b>							
<b>ENDING BALANCE</b>				<b>\$2,143,560</b>	<b>\$3,245,061</b>	<b>\$4,530,560</b>	

## Standard College Admission Testing

The standard college admission testing is currently being paid from the 17% allocation to the Department of Education Innovative Grant Fund. Expenditures for the testing are reflected above in the Innovative Grant Fund financials. The number of students tested, as well as the percent meeting expectations, are as follows:<sup>107</sup>

NUMBER OF STUDENTS TESTED	2016-17	2017-18	2018-19
English Language Arts	21,810	21,988	22,452
Mathematics	21,809	21,985	22,445
Science	21,797	21,964	22,429

PERCENT MEETING EXPECTATIONS	2016-2017	2017-2018	2018-2019
English Language Arts	52%	50%	51%
Mathematics	50%	50%	52%
Science	54%	54%	53%



## Community College Gap Assistance Program Fund

Allocations to this fund were further distributed to the six community colleges as follows:<sup>108</sup>

COMMUNITY COLLEGE GAP ASSISTANCE PROGRAM FUND	2016-17	2017-18	2018-19	
<b>BEGINNING BALANCE</b>	\$ -	\$ 253,861	\$ 699,750	
<b>REVENUE</b>				<b>TOTAL</b>
Education Improvement Fund Transfers:				
Adjustment from Prior Year's Remaining Balance After Retainer	\$ 82,682	\$ 18,970	\$ (56,619)	\$ 45,033
Allocation of Current Year Lottery Distributions	\$ 1,633,145	\$ 1,882,242	\$ 1,845,007	\$ 5,360,394
Interest	\$ 1,281	\$ 7,835	\$ 18,902	\$ 28,018
<b>TOTAL</b>	\$ 1,717,108	\$ 1,909,047	\$ 1,807,290	\$ 5,433,446
<b>EXPENDITURES</b>				<b>TOTAL</b>
Actual and Necessary Administrative Expenses	\$ 49,651	\$ 17,158	\$ 9,137	\$ 75,946
Central Community College	\$ 188,856	\$ 196,365	\$ 201,261	\$ 586,482
Metropolitan Community College	\$ 483,733	\$ 496,239	\$ 512,309	\$ 1,492,281
Mid-Plains Community College	\$ 87,077	\$ 86,633	\$ 77,183	\$ 250,893
Northeast Community College	\$ 154,789	\$ 159,781	\$ 163,537	\$ 478,107
Southeast Community College	\$ 411,357	\$ 418,160	\$ 415,995	\$ 1,245,512
Western Nebraska Community College	\$ 87,784	\$ 88,822	\$ 87,915	\$ 264,521
<b>TOTAL</b>	\$ 1,463,247	\$ 1,463,158	\$ 1,467,337	\$ 4,393,742
<b>ENDING BALANCE</b>	\$ 253,861	\$ 699,750	\$ 1,039,704	

A provision in statute limits the total amount of community college gap assistance allowed to be awarded during any fiscal year to \$1.5 million.<sup>109</sup> Gap Assistance Program financials for each of the community colleges are below.<sup>110</sup>

CENTRAL COMMUNITY COLLEGE GAP ASSISTANCE	2016-17	2017-18	2018-19	
<b>BEGINNING BALANCE</b>	\$ -	\$ 115,979	\$ 137,432	
<b>REVENUE</b>				<b>TOTAL</b>
Allocation of Gap Assistance Funds	\$ 188,856	\$ 196,365	\$ 201,261	\$ 586,482
<b>TOTAL</b>	\$ 188,856	\$ 196,365	\$ 201,261	\$ 586,482
<b>EXPENDITURES</b>				<b>TOTAL</b>
Tuition	\$ -	\$ -	\$ -	\$ -
Direct Training	\$ 44,700	\$ 145,468	\$ 124,435	\$ 314,603
Books and Equipment	\$ -	\$ -	\$ -	\$ -
Fees	\$ -	\$ -	\$ -	\$ -
Staff Support and Administration	\$ 28,177	\$ 29,444	\$ 27,616	\$ 85,237
<b>TOTAL</b>	\$ 72,877	\$ 174,912	\$ 152,051	\$ 399,840
<b>ENDING BALANCE</b>	\$ 115,979	\$ 137,432	\$ 186,642	
<b>METROPOLITAN COMMUNITY COLLEGE GAP ASSISTANCE</b>				
<b>BEGINNING BALANCE</b>	\$ -	\$ 379,430	\$ 697,091	
<b>REVENUE</b>				<b>TOTAL</b>
Allocation of Gap Assistance Funds	\$ 483,733	\$ 496,239	\$ 512,309	\$ 1,492,281
<b>TOTAL</b>	\$ 483,733	\$ 496,239	\$ 512,309	\$ 1,492,281
<b>EXPENDITURES</b>				<b>TOTAL</b>
Tuition	\$ 50,078	\$ 114,681	\$ 485,029	\$ 649,788
Direct Training	\$ -	\$ -	\$ 776	\$ 776
Books and Equipment	\$ 12,645	\$ 19,381	\$ 6,595	\$ 38,621
Fees	\$ -	\$ -	\$ -	\$ -
Staff Support and Administration	\$ 41,580	\$ 44,516	\$ 51,335	\$ 137,431
<b>TOTAL</b>	\$ 104,303	\$ 178,578	\$ 543,735	\$ 826,616
<b>ENDING BALANCE</b>	\$ 379,430	\$ 697,091	\$ 665,665	

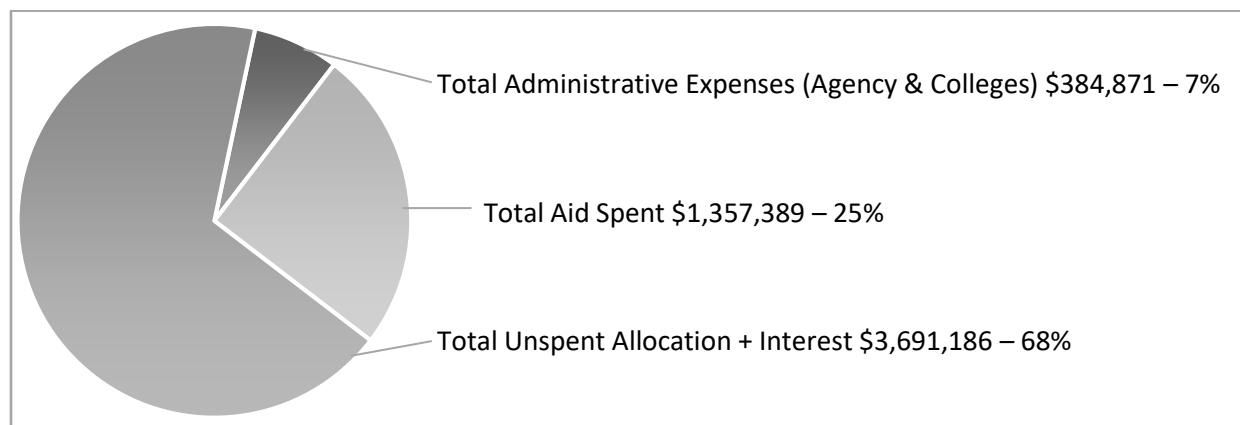
<b>MID-PLAINS COMMUNITY COLLEGE GAP ASSISTANCE</b>				<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	
<b>BEGINNING BALANCE</b>				\$ -	\$ 71,927	\$ 144,419	
<b>REVENUE</b>							<b>TOTAL</b>
Allocation of Gap Assistance Funds				\$ 87,077	\$ 86,633	\$ 77,183	
<b>TOTAL</b>				\$ 87,077	\$ 86,633	\$ 77,183	\$ 250,893
<b>EXPENDITURES</b>							<b>TOTAL</b>
Tuition				\$ 9,174	\$ 8,011	\$ 30,207	\$ 47,392
Direct Training				\$ -	\$ -	\$ 2,210	\$ 2,210
Books and Equipment				\$ 2,437	\$ 1,962	\$ 5,068	\$ 9,467
Fees				\$ -	\$ -	\$ -	\$ -
Staff Support and Administration				\$ 3,539	\$ 4,168	\$ 7,218	\$ 14,925
<b>TOTAL</b>				\$ 15,150	\$ 14,141	\$ 44,703	\$ 73,994
<b>ENDING BALANCE</b>				\$ 71,927	\$ 144,419	\$ 176,899	

<b>NORTHEAST COMMUNITY COLLEGE GAP ASSISTANCE</b>				<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	
<b>BEGINNING BALANCE</b>				\$ -	\$ 116,251	\$ 235,915	
<b>REVENUE</b>							<b>TOTAL</b>
Allocation of Gap Assistance Funds				\$ 154,789	\$ 159,781	\$ 163,537	
<b>TOTAL</b>				\$ 154,789	\$ 159,781	\$ 163,537	\$ 478,107
<b>EXPENDITURES</b>							<b>TOTAL</b>
Tuition				\$ 26,935	\$ 35,640	\$ 31,805	\$ 94,380
Direct Training				\$ 1,316	\$ -	\$ -	\$ 1,316
Books and Equipment				\$ 2,305	\$ 1,552	\$ 2,536	\$ 6,393
Fees				\$ 2,479	\$ 488	\$ 999	\$ 3,966
Staff Support and Administration				\$ 5,503	\$ 2,437	\$ 1,078	\$ 9,018
<b>TOTAL</b>				\$ 38,538	\$ 40,117	\$ 36,418	\$ 115,073
<b>ENDING BALANCE</b>				\$ 116,251	\$ 235,915	\$ 363,034	

<b>SOUTHEAST COMMUNITY COLLEGE GAP ASSISTANCE</b>				<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	
<b>BEGINNING BALANCE</b>				\$ -	\$ 379,618	\$ 700,111	
<b>REVENUE</b>							<b>TOTAL</b>
Allocation of Gap Assistance Funds				\$ 411,357	\$ 418,160	\$ 415,995	
<b>TOTAL</b>				\$ 411,357	\$ 418,160	\$ 415,995	\$ 1,245,512
<b>EXPENDITURES</b>							<b>TOTAL</b>
Tuition				\$ 15,865	\$ 49,817	\$ 26,645	\$ 92,327
Direct Training				\$ 5,763	\$ 22,229	\$ 6,950	\$ 34,942
Books and Equipment				\$ 448	\$ 1,836	\$ 1,097	\$ 3,381
Fees				\$ -	\$ -	\$ -	\$ -
Staff Support and Administration				\$ 9,663	\$ 23,785	\$ 23,939	\$ 57,387
<b>TOTAL</b>				\$ 31,739	\$ 97,667	\$ 58,631	\$ 188,037
<b>ENDING BALANCE</b>				\$ 379,618	\$ 700,111	\$ 1,057,475	

WESTERN NEBRASKA COMMUNITY COLLEGE GAP ASSISTANCE				2016-17	2017-18	2018-19	
<b>BEGINNING BALANCE</b>				\$ -	\$ 85,171	\$ 136,811	
<b>REVENUE</b>							<b>TOTAL</b>
Allocation of Gap Assistance Funds				\$ 87,784	\$ 88,822	\$ 87,915	
<b>TOTAL</b>				\$ 87,784	\$ 88,822	\$ 87,915	\$ 264,521
<b>EXPENDITURES</b>							<b>TOTAL</b>
Tuition				\$ 950	\$ 33,778	\$ 20,994	\$ 55,722
Direct Training				\$ -	\$ -	\$ -	\$ -
Books and Equipment				\$ 257	\$ 601	\$ 1,222	\$ 2,080
Fees				\$ 25	\$ -	\$ -	\$ 25
Staff Support and Administration				\$ 1,381	\$ 2,803	\$ 743	\$ 4,927
<b>TOTAL</b>				\$ 2,613	\$ 37,182	\$ 22,959	\$ 62,754
<b>ENDING BALANCE</b>				\$ 85,171	\$ 136,811	\$ 201,767	

Further analysis of the Gap Assistance Program showcases the cumulative utilization of lottery allocation for the three-year period below.



Legislative Bill 180, introduced by Senator Kate Bolz in 2019, changed the definition of “eligible program” so that a program which is offered for credit, but is not enough clock, semester, or quarter hours to qualify for Federal Pell Grants, qualifies for the Gap Assistance Program. Prior to the bill’s September 1, 2019 effective date, only programs that were not offered for credit and were at least sixteen contact hours in length were eligible programs.<sup>111</sup> Two examples of programs that are now eligible under the revised definitions are Certified Nursing Assistant (CNA) and Commercial Driver’s License (CDL).<sup>112</sup> It is too soon to know the full fiscal impact the new provisions will provide. Meanwhile, the Program Guidelines for the Gap Assistance Program allows community colleges to be asked to return any unused funds in order to reallocate them.<sup>113</sup>

The Nebraska Community College Gap Assistance Program: Eligible Programs List is included in Appendix F.<sup>114</sup>

## Excellence in Teaching Cash Fund

The financials for the Excellence in Teaching Cash Fund, including an expenditure breakdown by scholarship program and postsecondary institution, is provided below.<sup>115</sup>

EXCELLENCE IN TEACHING CASH FUND	2016-17	2017-18	2018-19	
<b>BEGINNING BALANCE</b>	<b>\$ 47,937</b>	<b>\$ 434,831</b>	<b>\$ 825,226</b>	
<b>REVENUE</b>				<b>TOTAL</b>
Education Improvement Fund Transfers:				
Adjustment from Prior Year's Remaining Balance After Retainer	\$ 73,495	\$ 16,862	\$ (50,328)	\$ 40,030
Allocation of Current Year Lottery Distributions	\$ 1,451,685	\$ 1,673,104	\$ 1,640,006	\$ 4,764,795
Loan Repayments - Principal	\$ 104,025	\$ 119,240	\$ 112,231	\$ 335,496
Loan Repayments - Interest	\$ 9,098	\$ 10,255	\$ 11,305	\$ 30,658
Non-Government Revenue	\$ 120	\$ 2	\$ 20	\$ 142
Interest	\$ 12,178	\$ 8,365	\$ 17,846	\$ 38,390
<b>TOTAL</b>	<b>\$ 1,650,600</b>	<b>\$ 1,827,828</b>	<b>\$ 1,731,081</b>	<b>\$ 5,209,510</b>
<b>EXPENDITURES</b>				<b>TOTAL</b>
Actual and Necessary Administrative Expenses	\$ 64,156	\$ 65,928	\$ 63,472	\$ 193,556
<b>Attracting Excellence to Teaching Program Funds Awarded by Institution:</b>				
Chadron State College	\$ -	\$ -	\$ -	\$ -
College of Saint Mary	\$ 18,000	\$ 30,000	\$ 18,000	\$ 66,000
Concordia University	\$ 30,000	\$ 30,000	\$ 24,000	\$ 84,000
Creighton University	\$ 9,000	\$ 9,000	\$ 12,000	\$ 30,000
Doane College	\$ 21,000	\$ 12,000	\$ 27,000	\$ 60,000
Grace University (closed before 2018-19)	\$ 3,000	\$ 3,000	\$ -	\$ 6,000
Hastings College	\$ 9,000	\$ 9,000	\$ 18,000	\$ 36,000
Midland University	\$ 21,000	\$ 21,000	\$ 15,000	\$ 57,000
Nebraska Wesleyan University	\$ 12,000	\$ 21,000	\$ 12,000	\$ 45,000
Peru State College	\$ 18,000	\$ 18,000	\$ 21,000	\$ 57,000
Union College	\$ -	\$ 3,000	\$ 3,000	\$ 6,000
University of Nebraska at Kearney	\$ 69,000	\$ 111,000	\$ 99,000	\$ 279,000
University of Nebraska-Lincoln	\$ 24,000	\$ 30,000	\$ 57,000	\$ 111,000
University of Nebraska at Omaha	\$ 66,000	\$ 84,000	\$ 54,000	\$ 204,000
Wayne State College	\$ 48,000	\$ 54,000	\$ 75,000	\$ 177,000
York College	\$ 3,000	\$ 6,000	\$ 3,000	\$ 12,000
Adjustment to Match Provided Financial Statement (institution unknown)	\$ 5,750	\$ (1,832)	\$ 1,832	\$ 5,750
<b>Attracting Excellence to Teaching Program Subtotal:</b>	<b>\$ 356,750</b>	<b>\$ 439,168</b>	<b>\$ 439,832</b>	<b>\$ 1,235,750</b>
<b>Enhancing Excellence in Teaching Program Funds Awarded by Institution:</b>				
Chadron State College	\$ 36,300	\$ 38,025	\$ 37,125	\$ 111,450
College of Saint Mary (no eligible programs 2018-19)	\$ 16,800	\$ 13,125	\$ -	\$ 29,925
Concordia University	\$ 50,625	\$ 32,100	\$ 24,600	\$ 107,325
Creighton University	\$ 21,750	\$ 26,850	\$ 18,975	\$ 67,575
Doane College	\$ 190,150	\$ 171,525	\$ 158,875	\$ 520,550
Grace University (closed before 2018-19)	\$ 3,000	\$ -	\$ -	\$ 3,000
Hastings College (no eligible students)	\$ -	\$ -	\$ -	\$ -
Midland University (no eligible programs 2017-18 and 2018-19)	\$ 525	\$ -	\$ -	\$ 525
Nebraska Wesleyan University	\$ 7,200	\$ 15,225	\$ 12,600	\$ 35,025
Peru State College	\$ 96,100	\$ 111,600	\$ 85,000	\$ 292,700
Union College (no programs offered)	\$ -	\$ -	\$ -	\$ -
University of Nebraska at Kearney	\$ 155,475	\$ 229,325	\$ 238,825	\$ 623,625
University of Nebraska-Lincoln	\$ 60,075	\$ 64,888	\$ 44,713	\$ 169,676
University of Nebraska at Omaha	\$ 134,775	\$ 151,125	\$ 154,300	\$ 440,200
Wayne State College	\$ 69,525	\$ 110,275	\$ 120,525	\$ 300,325
York College	\$ 6,675	\$ -	\$ 2,100	\$ 8,775
Adjustment to Match Provided Financial Statement (institution unknown)	\$ (6,175)	\$ (31,726)	\$ 12,675	\$ (25,226)
<b>Enhancing Excellence in Teaching Program Subtotal:</b>	<b>\$ 842,800</b>	<b>\$ 932,338</b>	<b>\$ 910,313</b>	<b>\$ 2,685,450</b>
<b>TOTAL</b>	<b>\$ 1,263,706</b>	<b>\$ 1,437,434</b>	<b>\$ 1,413,617</b>	<b>\$ 4,114,756</b>
<b>ENDING BALANCE</b>	<b>\$ 434,831</b>	<b>\$ 825,226</b>	<b>\$ 1,142,691</b>	

## Nebraska Opportunity Grant Fund

The Nebraska Opportunity Grant (NOG) Program historically has been supported by appropriations from the Nebraska Opportunity Grant (NOG) Fund, as well as General Fund appropriations. Financial analysis of NOG Program funding from these two sources of funds is below.<sup>116</sup>

NEBRASKA OPPORTUNITY GRANT PROGRAM				2016-17	2017-18	2018-19	
<b>BEGINNING BALANCE</b>				<b>\$ 12,020,805</b>	<b>\$ 14,076,100</b>	<b>\$ 16,796,940</b>	
<b>REVENUE</b>							<b>TOTAL</b>
Education Improvement Fund Allocation							
Adjustment from Prior Year's Remaining Balance After Retainer							\$ 310,211
Allocation of Current Year Lottery Distributions							\$ 36,927,178
Interest on Education Improvement Fund Allocation							\$ 909,353
General Fund Appropriation							\$ 20,192,379
Miscellaneous Adjustment							\$ 1,487
<b>TOTAL</b>							<b>\$ 58,340,608</b>
<b>EXPENDITURES</b>							<b>TOTAL</b>
University of Nebraska ( <i>Five campuses</i> )							\$ 26,901,766
State Colleges ( <i>Chadron, Peru and Wayne</i> )							\$ 3,950,469
Community Colleges ( <i>Six colleges</i> )							\$ 8,611,908
Private Career & Other Public Colleges ( <i>Eight colleges</i> )							\$ 2,690,902
Independent Colleges and Universities ( <i>Seventeen institutions</i> )							\$ 10,131,576
<b>TOTAL</b>							<b>\$ 52,286,621</b>
<b>ENDING BALANCE</b>				<b>\$ 14,076,100</b>	<b>\$ 16,796,940</b>	<b>\$ 18,074,792</b>	

The NOG fund is the only education lottery allocation that is not statutorily allowed to assess actual and necessary administrative expenses.<sup>117</sup> Due to the nature of the funds (postsecondary financial aid to students), lottery funds are collected for an entire fiscal year before being available for awards at the institution level; therefore, the size of the ending account balance can be somewhat misleading. The Coordinating Commission for Postsecondary Education has provided a proposed plan to gradually spend down any excess in the account while still maintaining a consistent level of financial aid to students, year over year.<sup>118</sup> That plan spans through 2036-37; it is provided below for the remainder of this five-year period and the next five-year lottery allocation cycle.<sup>119</sup> Note that an important component in this plan is an increase of spending authority in the first three fiscal years. That authority was granted for 2019-20 and 2020-21.<sup>120</sup>

NEBRASKA OPPORTUNITY GRANT PROGRAM <i>estimated</i>	2019-20	2020-21	2021-22
<b>BEGINNING BALANCE</b>	\$ 18,074,792	\$ 17,903,745	\$ 17,494,138
<b>REVENUE</b>			
Education Improvement Fund Allocation			
Adjustment from Prior Year's Remaining Balance After Retainer	\$ (558,675)		
Allocation of Current Year Lottery Distributions	\$ 12,468,200	\$ 12,666,600	\$ 12,856,599
Interest on Education Improvement Fund Allocation	\$ 274,300	\$ 278,665	\$ 282,845
General Fund Appropriation	\$ 6,593,430	\$ 6,593,430	\$ 6,593,430
<b>TOTAL</b>	\$ 18,777,255	\$ 19,538,695	\$ 19,732,874
<b>EXPENDITURES</b>			
	\$1 million increased spending authority	\$1 million increased spending authority	\$2 million increased spending authority
University of Nebraska ( <i>Five campuses</i> )	\$ 10,294,910		
State Colleges ( <i>Chadron, Peru and Wayne</i> )	\$ 1,495,400		
Community Colleges ( <i>Six colleges</i> )	\$ 2,968,686		
Private Career & Other Public Colleges ( <i>Eight colleges</i> )	\$ 442,081		
Independent Colleges and Universities ( <i>Seventeen institutions</i> )	\$ 3,747,225		
Total Aid Expenditures ( <i>colleges yet to be determined</i> )		\$ 19,948,302	\$ 21,948,302
<b>TOTAL</b>	\$ 18,948,302	\$ 19,948,302	\$ 21,948,302
<b>ENDING BALANCE</b>	\$ 17,903,745	\$ 17,494,138	\$ 15,278,710

NEBRASKA OPPORTUNITY GRANT PROGRAM <i>estimated</i>	2022-23	2023-24	2024-25	2025-26
<b>BEGINNING BALANCE</b>	\$ 15,278,710	\$ 13,260,374	\$ 11,442,086	\$ 9,826,847
<b>REVENUE</b>				
Education Improvement Fund Allocation				
Adjustment from Prior Year's Remaining Balance After Retainer				
Allocation of Current Year Lottery Distributions	\$ 13,049,448	\$ 13,245,190	\$ 13,443,868	\$ 13,645,526
Interest on Education Improvement Fund Allocation	\$ 287,088	\$ 291,394	\$ 295,765	\$ 300,202
General Fund Appropriation	\$ 6,593,430	\$ 6,593,430	\$ 6,593,430	\$ 6,593,430
<b>TOTAL</b>	\$ 19,929,966	\$ 20,130,014	\$ 20,333,063	\$ 20,539,158
<b>EXPENDITURES</b>				
University of Nebraska ( <i>Five campuses</i> )				
State Colleges ( <i>Chadron, Peru and Wayne</i> )				
Community Colleges ( <i>Six colleges</i> )				
Private Career & Other Public Colleges ( <i>Eight colleges</i> )				
Independent Colleges and Universities ( <i>Seventeen institutions</i> )				
Total Aid Expenditures ( <i>colleges yet to be determined</i> )	\$ 21,948,302	\$ 21,948,302	\$ 21,948,302	\$ 21,948,302
<b>TOTAL</b>	\$ 21,948,302	\$ 21,948,302	\$ 21,948,302	\$ 21,948,302
<b>ENDING BALANCE</b>	\$ 13,260,374	\$ 11,442,086	\$ 9,826,847	\$ 8,417,703

## Distance Education Incentives

The three percent allocation for distance education incentives remains in the Education Improvement Fund unlike all other allocations that are transferred to their respective funds. The financials for the distance education incentive allocations, when isolated, are reflected below.<sup>121</sup> Because this remains in the Education Improvement Fund along with the retainer, there was not ever an actual negative account balance. See Chapter IV for additional information on the statutory retainer.

In fact, as is the case with many of the financials provided in this chapter, there is often a timing issue across fiscal years that may impact the reporting of data by NDE for the purpose of this report.

DISTANCE EDUCATION INCENTIVES				2016-17	2017-18	2018-19	
<b>BEGINNING BALANCE</b>				\$ -	\$ (169,251)	\$ (78,641)	
<b>REVENUE</b>							<b>TOTAL</b>
Education Improvement Fund Allocation <i>(spent directly from fund)</i> :							
Adjustment from Prior Year's Remaining Balance After Retainer				\$ 27,561	\$ 6,323	\$ (18,873)	\$ 15,011
Allocation of Current Year Lottery Distributions				\$ 459,504	\$ 651,111	\$ 580,367	\$ 1,690,982
<b>TOTAL</b>				\$ 487,065	\$ 657,435	\$ 561,494	\$ 1,705,994
<b>EXPENDITURES</b>							<b>TOTAL</b>
Actual and Necessary Administrative Expenses				\$ 27,317	\$ 28,436	\$ 23,106	\$ 78,859
Distance Education Incentives Awarded				\$ 628,999	\$ 538,389	\$ 538,386	\$ 1,705,773
<b>TOTAL</b>				\$ 656,316	\$ 566,825	\$ 561,492	\$ 1,784,632
<b>ENDING BALANCE</b>				\$ (169,251)	\$ (78,641)	\$ (78,639)	

A breakdown of the distance education units by subject area are as follows.<sup>122</sup>

Distance Education Units by Subject Area	2016-17	2017-18	2018-19
Agriculture	37	21	19
Arts	28	30	32
Business	35	20	25
Drivers Education	1	1	1
English	169	150	142
Family & Consumer Science	32	22	17
Foreign Language	148	114	158
Math	116	95	98
Other	139	150	37
Physical Education	6	5	6
Science	48	40	32
Social Studies	92	75	47
Speech	17	13	9
Technology	13	13	14
<b>Total</b>	<b>881</b>	<b>749</b>	<b>637</b>
Value per DEU	\$ 713.96	\$ 718.81	\$ 845.19
<b>Total Award Amount</b>	<b>\$ 628,998.76</b>	<b>\$ 538,388.69</b>	<b>\$ 538,386.03</b>
School Districts Reimbursed	126	105	88

For the 2018-19 fiscal year, the breakdown by receiving ESU or school district was as follows:<sup>123</sup>

Co/Dist	Name	DEUs	Total Award
00-0005	Educational Service Unit 5	20	\$ 16,903.80
00-0013	Educational Service Unit 13	18	\$ 15,213.42
02-0018	Elgin Public Schools	8	\$ 6,761.52
02-2001	Nebraska Unified School District 1	2	\$ 1,690.38
03-0500	Arthur County Schools	17	\$ 14,368.23
04-0001	Banner County Public Schools	13	\$ 10,987.47
05-0071	Sandhills Public Schools	6	\$ 5,071.14
06-0017	St Edward Public Schools	2	\$ 1,690.38
07-0010	Hemingford Public Chools	12	\$ 10,142.28
08-0051	Boyd County Schools	6	\$ 5,071.14
10-0069	Ravenna Public Schools	38	\$ 32,117.22
12-0056	David City Public Schools	3	\$ 2,535.57
14-0054	Laurel-Concord Public Schools	14	\$ 11,832.66
14-0101	Wynot Public Schools	18	\$ 15,213.42
15-0010	Chase County Schools	1	\$ 845.19
15-0536	Wauneta-Palisade Public Schools	8	\$ 6,761.52
17-0001	Sidney Public Schools	2	\$ 1,690.38
17-0003	Leyton Public Schools	9	\$ 7,606.71
17-0009	Potter-Dix Public Schools	2	\$ 1,690.38
18-0002	Sutton Public School	3	\$ 2,535.57
19-0039	Leigh Community Schools	9	\$ 7,606.71
19-0070	Howells-Dodge Consolidated Schools	2	\$ 1,690.38
21-0025	Broken Bow Public Schools	5	\$ 4,225.95
21-0089	Arnold Public Schools	9	\$ 7,606.71
21-0180	Callaway Public Schools	10	\$ 8,451.90
23-0002	Chadron Public Schools	2	\$ 1,690.38
23-0071	Crawford Public Schools	17	\$ 14,368.23
25-0025	Creek Valley Public Schools	3	\$ 2,535.57
26-0070	Allen Consolidated Schools	2	\$ 1,690.38
32-0046	Maywood Public Schools	10	\$ 8,451.90
32-0125	Medicine Valley Public Schools	4	\$ 3,380.76
33-0018	Arapahoe Public Schools	2	\$ 1,690.38
33-0021	Cambridge Public Schools	3	\$ 2,535.57
34-0001	Southern School Dist 1	12	\$ 10,142.28
34-0015	Beatrice Public Schools	4	\$ 3,380.76
35-0001	Garden County Schools	4	\$ 3,380.76
36-0100	Burwell Public Schools	1	\$ 845.19
37-0030	Elwood Public Schools	8	\$ 6,761.52
38-0011	Hyannis Area Schools	10	\$ 8,451.90
40-0083	Wood River Rural Schools	2	\$ 1,690.38
40-0126	Doniphan-Trumbull Public Schools	2	\$ 1,690.38
42-0002	Alma Public Schools	4	\$ 3,380.76
43-0079	Hayes Center Public Schools	4	\$ 3,380.76
44-0070	Hitchcock County School System	10	\$ 8,451.90



Co/Dist	Name	DEUs	Total Award
45-0007	O'Neill Public Schools	4	\$ 3,380.76
45-0029	Ewing Public Schools	10	\$ 8,451.90
45-0044	Stuart Public Schools	7	\$ 5,916.33
45-0239	West Holt Public Schools	4	\$ 3,380.76
46-0001	Mullen Public Schools	4	\$ 3,380.76
47-0001	St Paul Public Schools	2	\$ 1,690.38
51-0001	Ogallala Public Schools	2	\$ 1,690.38
51-0006	Paxton Community Schools	5	\$ 4,225.95
53-0001	Kimball Public Schools	6	\$ 5,071.14
55-0001	Lincoln Public Schools	11	\$ 9,297.09
56-0006	Brady Public Schools	2	\$ 1,690.38
56-0007	Maxwell Public Schools	2	\$ 1,690.38
56-0037	Hershey Public Schools	4	\$ 3,380.76
56-0055	Sutherland Public Schools	12	\$ 10,142.28
56-0565	Wallace School Dist 65-R	2	\$ 1,690.38
57-0501	Stapleton Public Schools	8	\$ 6,761.52
59-0001	Madison Public Schools	1	\$ 845.19
59-0002	Norfolk Public Schools	2	\$ 1,690.38
60-0090	Mc Pherson County Schools	9	\$ 7,606.71
61-0004	Central City Public Schools	2	\$ 1,690.38
61-0049	Palmer Public Schools	48	\$ 40,569.12
62-0021	Bayard Public Schools	12	\$ 10,142.28
63-0001	Fullerton Public Schools	13	\$ 10,987.47
63-0030	Twin River Public Schools	4	\$ 3,380.76
68-0020	Perkins County Public Schools	30	\$ 25,355.70
69-0054	Bertrand Public Schools	2	\$ 1,690.38
70-0002	Pierce Public Schools	1	\$ 845.19
70-0542	Osmond Community Schools	2	\$ 1,690.38
71-0067	Humphrey Public Schools	7	\$ 5,916.33
72-0032	Shelby-Rising City Public Schools	1	\$ 845.19
72-0075	High Plains Community Schools	1	\$ 845.19
73-0017	Mc Cook Public Schools	2	\$ 1,690.38
73-0179	Southwest Public Schools	4	\$ 3,380.76
78-0072	Mead Public Schools	4	\$ 3,380.76
79-0002	Minatare Public Schools	8	\$ 6,761.52
79-0011	Morrill Public Schools	8	\$ 6,761.52
79-0016	Gering Public Schools	4	\$ 3,380.76
79-0031	Mitchell Public School	8	\$ 6,761.52
81-0003	Hay Springs Public Schools	8	\$ 6,761.52
81-0010	Gordon-Rushville Public Schools	7	\$ 5,916.33
83-0500	Sioux County Public Schools	8	\$ 6,761.52
84-0003	Stanton Community Schools	1	\$ 845.19
85-0060	Deshler Public Schools	8	\$ 6,761.52
86-0001	Theford Public Schools	6	\$ 5,071.14
	<b>TOTALS</b>	<b>637</b>	<b>\$ 538,386.03</b>

## CHAPTER IV: ADDITIONAL FINDINGS

### **Statutory Retainer and Transfer of Funds**

In addition to allocation changes made in 2015, LB519 implemented two new procedural mechanisms related to education lottery dollars. First, the statute requires that an amount equal to 10% of the revenue received in the prior fiscal year be retained in the Education Improvement Fund before distributions are made.<sup>124</sup> This retainer was added to the statutory language, for the first time in lottery history, for cash flow purposes.<sup>125</sup> However, analysis of the financials from the first three fiscal years, as well as conversations with NDE, CCPE and the Legislative Fiscal Office have not provided any indication that this retainer is currently serving its intended purpose or necessary in future years.<sup>126</sup> As explained in the previous chapter, several mechanisms are in place at the agency level to protect against fluctuations in lottery proceeds. Furthermore, there is no statutory language that allows the retainer to be utilized in the event of an economic downturn.

Second, the statute requires the entire education lottery distribution to be transferred into the Education Improvement Fund and then transferred to the individual allocations.<sup>127</sup> This process was necessary to facilitate the calculation of the 10% retainer. NDE calculates the retainer with the September distribution and makes the appropriate adjustments to each fund as illustrated in the previous chapter's financial statements.<sup>128</sup> NDE then transfers quarterly distributions to all funds according to their statutory allocation.<sup>129</sup> The 3% allocated for distance education incentives, however, remains in the Education Improvement Fund per statute.<sup>130</sup>

### **Financial Data Transparency**

There are currently no statutory requirements related to the reporting of financial data by the Education Improvement Fund nor by allocation recipients. The process of compiling data for this report at a level that provided both formatting consistency and a drilled-down level of transparency became a laborious and time-consuming process for NDE, CCPE, the Legislative Fiscal Office and the Education Committee staff. The end result, as noted in the previous chapter and associated endnotes, is an accurate snapshot of the financial data, adjusted as best as possible, for cash versus accrual reporting, timing delays of financial transfers and other anomalies. Adding reporting requirements to statute would provide greater transparency to the citizens of Nebraska, as well as future Legislatures as they contemplate the effectiveness of lottery dollar allocations.<sup>131</sup>

### **Powerball and Mega Millions Changes**

The two big lottery games have changed their rules and per ticket costs throughout this decade, which has resulted in revenue boosts to the state.

On January 15, 2012, Powerball tickets went from \$1 to \$2, the odds of winning increased and minimum jackpots grew.<sup>132</sup> In Nebraska, total lottery proceeds jumped 13% from 2010-11 to 2011-12 (see page 32).<sup>133</sup> In January 2016, Powerball experienced a record \$1.5 billion jackpot.<sup>134</sup> Its impact is evident in the 15% lottery proceed jump from 2014-15 to 2015-16.<sup>135</sup>

On October 28, 2017, Mega Millions tickets went from \$1 to \$2, the opening jackpot jumped from \$15 million to \$40 million, a "just the jackpot" option was introduced, and the number of balls went

from 75 to 70 white and 25 to 15 Mega Balls.<sup>136</sup> The redesigned game meant the odds of winning the jackpot decreased allowing the grand prize to grow faster and larger, but the odds of winning a \$1 million and other secondary prizes increased.<sup>137</sup> Nebraska Mega Millions sales during fiscal year 2017-18 increased 33.5% over the previous fiscal year; the largest annual increase since the game was launched.<sup>138</sup> Overall lottery proceeds increased 10% in Nebraska from 2016-17 to 2017-18.<sup>139</sup> In October 2018, Mega Millions had a record-setting \$1.5 billion jackpot.<sup>140</sup> However, Nebraska didn't see quite as large of jump in lottery proceeds as it did with the equivocal Powerball jackpot two year prior. Overall, the Nebraska lottery proceeds increased 3% from 2017-18 to 2018-19.<sup>141</sup>

## CHAPTER V: NOVEMBER 2019 HEARING

An interim hearing was held at the State Capitol in Lincoln on November 15, 2019 with invited testimony only; it was open to the public. The following people testified at the hearing:

1. Nicole Barrett, Research Analyst, Education Committee of the Legislature
2. Dr. Matthew Blomstedt, Commissioner of Education, Nebraska Department of Education
3. Dr. Michael Baumgartner, Executive Director, Coordinating Commission for Postsecondary Education
4. Dr. Susan Fritz, Interim President, University of Nebraska
5. Dr. Jodi Kupper, Vice Chancellor for Academic Affairs, Nebraska State College System
6. Greg Adams, Executive Director, Nebraska Community College Association
7. Colby Coash, Associate Executive Director, Nebraska Association of School Boards

Hearing testimony and copies of written position letters received by the Committee are included in Appendix G.

## APPENDICES

- A. Expanded Learning Opportunity (ELO) Grant Program Two-Year Opportunity Grant Competition Application 2017
- B. Expanded Learning Opportunity (ELO) Grant Program Two-Year Opportunity Grant Competition Application 2019
- C. Nebraska’s Innovation Grant Program: Grant Application Guide and Request for Proposals (RFP) 2016
- D. Nebraska Instruction Materials – Professional Learning Fellowship Innovation Network Application 2019
- E. Education Innovation Network (EIN) for Asynchronous Professional Learning (APL): Call for Applications for Fall 2019 Cohort 1
- F. Nebraska Community College Gap Assistance Program: Eligible Programs List
- G. Hearing testimony and written position letters received by the Committee from the November 15, 2019 Interim Hearing

# Appendix A

## Application Cover Page -- Nebraska Two-Year Opportunity Grant

Name of Applicant Organization:  Applicant Mailing Address:	Authorized Representative: Name: Position: Email: Phone:
Name of Fiscal Agent:	Federal Tax Identification Number:
ELO Grant Funds Requested: \$	Partner Contributions (1:1 Match Required): \$

### STATEMENT OF ASSURANCES

- The applicant has the legal authority to conduct all activities proposed to be funded under the grant.
- Equal opportunities will be provided to persons without discrimination because of race, national origin, creed, age, marital status, sex or disability.
- The program will be administered in accordance with all applicable statutes, regulations and program guidance.
- Funds under the program will not supplant federal, state, local, or non-federal funds.
- The activities proposed in this application take into consideration other educational agency and/or community programs in order to assure a coordinated approach and to avoid duplication of effort.
- Equitable services will be offered to non-public school students and their families, if those students are part of the qualifying target population.
- The program will take place in a safe and easily accessible facility.

The signature by the applicant representative indicates their commitment to provide matching funds for the proposal outlined in this document. Provide signatures from the following 21<sup>st</sup> CCLC individuals indicating their support for this proposal and commitment to its success: on the School District Signature Page--superintendent of public school district, 21<sup>st</sup> CCLC project director, principal of each 21<sup>st</sup> CCLC site benefiting from ELO proposal; on the Community-Based Organization Signature Page--each community-based organization to indicate their support for this proposal and commitment to its success.

a. Typed Name of Applicant Representative	b. Title	c. Telephone Number
d. Signature of Applicant Representative	e. Representing	f. Date Signed

## Nebraska Two-Year Opportunity Grant

**REQUIRED SIGNATURES – SCHOOL DISTRICT SIGNATURE PAGE (one page per district)**

a. Printed Name of Superintendent	b. Name of School District	c. Date Signed
d. Signature of Superintendent	e. Email	f. Telephone
a. Printed Name of 21 <sup>st</sup> CCLC Project Director	b. Grantee Name	c. Date Signed
d. Signature of 21 <sup>st</sup> CCLC Project Director	e. Email	f. Telephone
a. Printed Name of Building Principal	b. Name of School Building	c. Date Signed
d. Signature of Building Principal	e. Email	f. Telephone
a. Printed Name of Building Principal	b. Name of School Building	c. Date Signed
d. Signature of Building Principal	e. Email	f. Telephone
a. Printed Name of Building Principal	b. Name of School Building	c. Date Signed
d. Signature of Building Principal	e. Email	f. Telephone
a. Printed Name of Building Principal	b. Name of School Building	c. Date Signed
d. Signature of Building Principal	e. Email	f. Telephone
a. Printed Name of Building Principal	b. Name of School Building	c. Date Signed
d. Signature of Building Principal	e. Email	f. Telephone
a. Printed Name of Building Principal	b. Name of School Building	c. Date Signed
d. Signature of Building Principal	e. Email	f. Telephone
a. Printed Name of Building Principal	b. Name of School Building	c. Date Signed
d. Signature of Building Principal	e. Email	f. Telephone
a. Printed Name of Building Principal	b. Name of School Building	c. Date Signed
d. Signature of Building Principal	e. Email	f. Telephone
a. Printed Name of Building Principal	b. Name of School Building	c. Date Signed
d. Signature of Building Principal	e. Email	f. Telephone





# Expanded Learning Opportunity (ELO) Grant Program

## Two-Year Opportunity Grant Competition

Funded by Proceeds from Nebraska Lottery

### Overview

The Expanded Learning Opportunity Grant Program Act was created by the Nebraska Legislature to promote academic achievement in high-need schools during out-of-school time afterschool and during summer break. Beginning July 1, 2016, one percent of proceeds from the Nebraska Lottery are transferred to this fund. Several stakeholder input sessions were conducted in the spring and fall of 2016 to inform decisions about the eligibility criteria, competition timeline and development of policies and procedures for the administration of this grant program by the Nebraska Department of Education. Eligible sites must be receiving funding from a 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) Continuation Grant for the 2016-2017 school year. The grant period will be May 5, 2017 – August 31, 2019. Approximately \$300,000 is available for this competition. Grant amounts will range from \$10,000 - \$30,000. Applicants are required to have a 1:1 match.

### Eligibility

- **Applicant:** Eligible applicants must be either a school district or community based organization that intends to collaboratively deliver services in eligible 21<sup>st</sup> CCLC site(s). The signature of the authorized representative of the applicant is required and indicates their commitment to meet the matching resources requirement.
- **Fiscal Agent:** Eligible fiscal agents are subject to approval by the Nebraska Department of Education.
- **21<sup>st</sup> CCLC Sites to Receive Services:** Existing 21<sup>st</sup> CCLC sites that have been in operation at least five years and are receiving funding from a 21<sup>st</sup> CCLC Continuation Grant for the 2016-2017 school year may receive services from this grant. All applications require the signature of the school district superintendent, 21<sup>st</sup> CCLC project director and the building principal of each proposed site. These signatures document approval to fully participate as a member of the partnership. The list of eligible sites is posted on the ELO website.

### Requirements

- **Student Contact Hours:** An applicant must offer at least 15 student contact hours of ELO grant activities to eligible sites in both the Fall and Spring terms of the 2017-18 and 2018-19 school years. Although not required, ELO grant activities may be provided during the summer terms of 2017, 2018 and/or 2019.
- **Partnership Contributions:** Opportunity grants require 1:1 matching funds. These partnership contributions may be in the form of cash contributions, staff or supply commitments, field trips, etc. Proposals must clearly identify how the partnership will match ELO grant dollars with new resources that will expand opportunities for participating children/youth.
- **Planning/Evaluation/Reporting:** If funded, prior to June, 2017 applicants must agree to: 1) meet with all partners to continue planning for project implementation, including roles and responsibilities; and 2) meet with the 21<sup>st</sup> CCLC statewide evaluator to develop an agreed upon evaluation plan that includes methods of monitoring and/or measuring the effectiveness of the proposed activities using 21<sup>st</sup> CCLC data collection regimens. Grantees must report on activities at the end of each term.
- **Fiscal:** The fiscal agent must be a member of the partnership. ELO grant funds will be disbursed on a reimbursement basis. If awarded, the amount of grant funding requested may be revised due to the number of eligible sites being served.

- **Site Participation:** Eligible sites may participate in one or two terms of activities offered by one or two ELO grantees. Sites may not simultaneously participate in more than one ELO partnership per term.

**Timeline**

February 21, 2017 – RFP released  
 March 2, 2017 – Grant writing Zoom workshop, 10:00 a.m. CDT  
 April 3, 2017 – Postmark deadline  
 May 5, 2017 – Grant period begins  
 August 30, 2019 – Grant period ends

**PART I. Narrative (maximum of 5 pages)**

Use the following format to describe the Two-Year Opportunity Grant proposal.

**A. The Partnership (10 Points)**

- Identify all members of the partnership (including 21<sup>st</sup> CCLC site(s) receiving services).
- Discuss the structure of the partnership and describe how members are working together and will share leadership.
- Identify who will be responsible for making decisions about programming.

**B. The Opportunity (10 Points)**

- Briefly describe how this opportunity will enhance the existing 21<sup>st</sup> CCLC program.
- Describe the immediate impact of this expanded opportunity.
- How will this project strengthen the participating 21<sup>st</sup> CCLC afterschool program(s)?

**C. The Approach (10 Points)**

- Briefly describe how the community-based organization(s) will collaborate with the identified 21<sup>st</sup> CCLC site(s) to create new opportunities for children/youth.
- Describe the resources that will be used to engage children/youth in this program.
- Provide a timeline in table format that includes the partnership planning and staffing/activities proposed.

	Planning / Partnerships	Staffing / Activities
Summer, 2017 (optional)		
2017 Fall Term		
2018 Spring Term		
Summer, 2018 (optional)		
2018 Fall Term		
2019 Spring Term		
Summer, 2019 (optional)		

**D. The Envisioned Outcomes (10 Points)**

- What are the outcomes that will be used to determine success?
- What are some possibilities for collecting this information?

**E. The Budget (10 Points)**

Describe in narrative the 1:1 matching contributions (must equal the amount of grant funds requested). Complete the Grant Funds and Partner Matching Funds budget forms.

Applicant Name \_\_\_\_\_

**TWO-YEAR OPPORTUNITY GRANT -- BUDGET JUSTIFICATION  
 (GRANT FUNDS ONLY)**

The following form must be used to summarize specific expenditures for each object code.

Budget period: May 5, 2017 – August 31, 2019

BUDGET ITEM	EXPLANATORY NOTES & JUSTIFICATION (INCLUDE CALCULATIONS)	GRANT FUNDS REQUESTED
Subtotal for this page		
Grand Total		

Applicant Name \_\_\_\_\_

**TWO-YEAR OPPORTUNITY GRANT -- BUDGET JUSTIFICATION  
 (PARTNER MATCHING FUNDS ONLY)**

The following form must be used to summarize specific expenditures for each object code.

Budget period: May 5, 2017 – August 31, 2019

BUDGET ITEM	EXPLANATORY NOTES & JUSTIFICATION (INCLUDE CALCULATIONS)	GRANT FUNDS REQUESTED
Subtotal for this page		
Grand Total		

# Appendix B

## Expanded Learning Opportunity (ELO) Grant Program

### Two-Year Opportunity Grant Competition

Funded by Proceeds from Nebraska Lottery

#### Overview

The Expanded Learning Opportunity Grant Program Act was created by the Nebraska Legislature to promote academic achievement in high-need schools during afterschool and during summer break. Beginning July 1, 2016, one percent of proceeds from the education portion of proceeds from the Nebraska Lottery are transferred to this fund. Eligible sites must be receiving funding from a 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) Continuation Grant for the 2019-2020 school year. The grant period will be July 1, 2019 – June 30, 2021. Grant amounts will range from \$10,000 - \$30,000. Applicants are required to have a 1:1 match.

#### Eligibility

- **Applicant:** Eligible applicants must be either a school district or community based organization that intends to collaboratively deliver services in eligible 21<sup>st</sup> CCLC site(s). The signature of the authorized representative of the applicant is required and indicates their commitment to meet the matching resources requirement.
- **Fiscal Agent:** Eligible fiscal agents are subject to approval by the Nebraska Department of Education.
- **21<sup>st</sup> CCLC Sites to Receive Services:** Existing 21<sup>st</sup> CCLC sites that have been in operation at least five years and are receiving funding from a 21<sup>st</sup> CCLC Continuation Grant for the 2019-2020 school year may receive services from this grant. All applications require the signature of the school district superintendent, 21<sup>st</sup> CCLC project director and the building principal of each proposed site. These signatures document approval to fully participate as a member of the partnership. The list of eligible sites will be posted on the ELO website.

#### Requirements

- **Student Contact Hours:** An applicant must offer at least 15 student contact hours of ELO grant activities to eligible sites in both the Fall and Spring terms of the 2019-20 and 2020-21 school years. Although not required, ELO grant activities may be provided during the summer terms of 2020 and/or through June, 2021.
- **Partnership Contributions:** Opportunity grants require 1:1 matching funds. These partnership contributions may be in the form of cash contributions, staff or supply commitments, field trips, etc. Proposals must clearly identify how the partnership will match ELO grant dollars with new resources that will expand opportunities for participating children/youth.
- **Planning/Evaluation/Reporting:** If funded, prior to August 1, 2019 applicants must agree to: 1) meet with all partners to continue planning for project implementation, including roles and responsibilities; 2) meet with the 21<sup>st</sup> CCLC statewide evaluator to develop an agreed upon evaluation plan that includes methods of monitoring and/or measuring the effectiveness of the proposed activities using 21<sup>st</sup> CCLC data collection regimens, and 3) meet with the 21<sup>st</sup> CCLC director and fiscal analyst to develop agreed upon data to document the 1:1 match. Grantees must report on activities at the end of each term.
- **Fiscal:** The fiscal agent must be a member of the partnership. ELO grant funds will be disbursed on a reimbursement basis. If awarded, the amount of grant funding requested may be revised due to the number of eligible sites being served or legislative changes to the statute.
- **Site Participation:** Eligible sites may participate in one or two terms of activities offered by one or two ELO grantees. Sites may not simultaneously participate in more than one ELO partnership per term.

**Timeline**

- February 25, 2019 – RFP released
- February 25, 2019 – Grant writing Zoom workshop, 11:00 a.m. CT
- April 15, 2019 – Postmark deadline
- July 1, 2019 – Grant period begins
- June 3, 2021 – Grant period ends

**PART I. Narrative (maximum of 5 pages)**

Use the following format to describe the Two-Year Opportunity Grant proposal.

**A. The Partnership (10 Points)**

- Identify all members of the partnership (including 21<sup>st</sup> CCLC site(s) receiving services).
- Discuss the structure of the partnership and describe how members are working together and will share leadership.
- Identify who will be responsible for making decisions about programming.

**B. The Opportunity (10 Points)**

- Briefly describe how this opportunity will enhance the existing 21<sup>st</sup> CCLC program.
- Describe the immediate impact of this expanded opportunity.
- How will this partnership strengthen the participating 21<sup>st</sup> CCLC afterschool program(s)?

**C. The Approach (10 Points)**

- Briefly describe how the community-based organization(s) will collaborate with the identified 21<sup>st</sup> CCLC site(s) to create new opportunities for children/youth.
- Describe the resources that will be used to engage children/youth in this program.
- Provide a timeline in table format that includes the partnership planning and staffing/activities proposed.

	<b>Planning / Partnerships</b>	<b>Staffing / Activities</b>
<b>2019 Fall Term</b>		
<b>2020 Spring Term</b>		
<b>Summer, 2020 (optional)</b>		
<b>2020 Fall Term</b>		
<b>2021 Spring Term</b>		
<b>Summer--June 2021 (optional)</b>		

**D. The Envisioned Outcomes (10 Points)**

- What are the outcomes that will be used to determine success?
- What are some possibilities for collecting this information?

**E. The Budget (10 Points)**

Describe in narrative the 1:1 matching contributions (must equal the amount of grant funds requested). How will these contributions be documents? Complete the Grant Funds and Partner Matching Funds budget forms.

Applicant Name \_\_\_\_\_

**TWO-YEAR OPPORTUNITY GRANT -- BUDGET JUSTIFICATION  
 (GRANT FUNDS ONLY)**

The following form must be used to summarize specific expenditures for each object code.

Budget period: July 1, 2019 – June 30, 2021

BUDGET ITEM	EXPLANATORY NOTES & JUSTIFICATION (INCLUDE CALCULATIONS)	GRANT FUNDS REQUESTED
Subtotal for this page		
Grand Total		

Applicant Name \_\_\_\_\_

**TWO-YEAR OPPORTUNITY GRANT -- BUDGET JUSTIFICATION  
 (PARTNER MATCHING FUNDS ONLY)**

The following form must be used to summarize specific expenditures for each object code.

Budget period: July 1, 2019 – June 30, 2021

BUDGET ITEM	EXPLANATORY NOTES & JUSTIFICATION (INCLUDE CALCULATIONS)	GRANT FUNDS REQUESTED
Subtotal for this page		
Grand Total		



# Appendix C

**FY 2016-2017  
to FY 2020-2021**

NDE 02-081

Nebraska Department of Education  
Data, Research and Evaluation Center  
P.O. Box 949847  
301 Centennial Mall South  
Lincoln, Nebraska 68509-4987



## **NEBRASKA'S INNOVATION GRANT PROGRAM**

### **GRANT APPLICATION GUIDE AND REQUEST FOR PROPOSALS (RFP)**

NDE Form Number: 02-081

Approved: October 20, 2016

*Grant Application Guide and RFP* Expiration Date: December 14, 2016

2016-2017 Grant Application Closing Date: December 14, 2016

# Forward

## **Grant Application Guide and Request for Proposals (RFP)**

Prospective applicants interested in submitting a *Grant Application* to Nebraska's *Innovation Grant Program* are encouraged to review the **Grant Application Guide and Request for Proposals (RFP)** in its entirety. This document provides a general orientation to Nebraska's *Department of Education Innovation Grant Program* and competitive grant application process, including:

- Purpose of Grant Program;
- Eligible Applicants;
- Priority Considerations and Optional Competitive Preference Priority;
- Grant Program Design;
- Project Evaluation Requirements;
- Grant Program Timelines;
- Selection Criteria;
- Grant Application Instructions;
- Definitions; and
- Authorizing Legislation.

Additional information as well as templates for the *Grant Application* and required forms are available on the Nebraska Department of Education's *Innovation Grant Program* website:  
**[https://www.education.ne.gov/dataservices/innovation\\_grant.html](https://www.education.ne.gov/dataservices/innovation_grant.html)**

### **Questions?**

The Nebraska Department of Education (NDE) encourages interested applicants to ask questions to clarify their understanding of the *Innovation Grant Program* and competitive grant application process. However, the Department cannot provide guidance to an applicant on a specific project proposal. Questions regarding the *Innovation Grant Program* may be directed to the NDE Help Desk, using one of the following options:

- Email: [nde.helpdesk@nebraska.gov](mailto:nde.helpdesk@nebraska.gov)
- Submit a *Helpdesk Request* from your NDE Portal Account (located in the upper right corner of the *Collection Announcement* page)
- Call the Voicemail Line: (888) 285-0556

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# I. Request for Proposals (RFP): Grant Applications

## Nebraska's Innovation Grant Program

**INNOVATION:** A process, product, strategy or intervention, featuring new practices or methods that are advanced, original and creative, which will improve significantly upon the outcomes reached with status quo options and ultimately reach widespread effective usage.

### **Purpose**

The Nebraska Department of Education (NDE) is requesting applications for grants through the *Innovation Grant Program*. The *Department of Education Innovation Grant Fund* and *Innovation Grant Program* were created with the passage of *Legislative Bill (LB) 519*, effective August 30, 2015. This competitive grant program provides funding to *Local Education Agencies (LEAs)* to support the development, expansion and investment in innovative best practices that improve:

- Education outcomes for early childhood, elementary, middle school or high school students;
- Transitions between any successive stages of education; or
- Transitions between education and the work force.

Funded projects must have the potential to be both replicable and scalable. Grant recipients are required to generate evidence of a project's effectiveness through a rigorous independent evaluation, culminating in identification, validation and possible "scale-up" of the innovative best practice(s).

### **Administration and Funding**

As provided in *Nebraska Revised Statute (NRS) §79-1054*, the State Board of Education is responsible for establishing the *Innovation Grant Program*. The Nebraska Department of Education (NDE) administers the *Innovation Grant Fund* which consists of:

- Transfers pursuant to *NRS §9-812 (State Lottery Operation Trust Fund and Nebraska Education Improvement Fund)*;
- Repayments of grant funds; and
- Interest payments received in the course of administering the fund.

DEPARTMENT OF EDUCATION INNOVATIVE GRANT FUND	
FY 2016-2017 through FY 2020-2021	<ul style="list-style-type: none"><li>▪ Beginning July 1, 2016, the <i>Nebraska Education Improvement Fund</i> receives 44.5% of the <i>State Lottery Operation Trust Fund</i>, after payment of prizes and operating expenses.</li><li>▪ 17% of the <i>Nebraska Education Improvement Fund</i>, after actual and necessary administrative expenses, is allocated to the <i>Department of Education Innovative Grant Fund</i>.</li></ul>

There is currently approximately \$7.8 million available over the next three (3) years for competitive grants through this program. The State Board of Education will award the first round of funding in January of 2017, to projects deemed sufficiently innovative, with a high chance of success and statewide significance. The grant program is fiscally structured on a *Reimbursement Payment* basis, with recipients reimbursed after making approved project-related expenditures.

### ***Eligible Applicants***

Applicants eligible for funding through Nebraska's *Innovation Grant Program* include:

- A School District;
- An Educational Service Unit (ESU); or
- A Combination of Entities that includes at least one (1) School District or ESU.

The applicant should identify all prospective project partners by the time of *Grant Application*, if possible.

### ***Authorized Representative***

The *Authorized Representative* is the person who will legally act on behalf of the grant recipient (e.g., School District Superintendent or ESU Administrator). The *Authorized Representative* serves as the primary liaison between the grantee and the grantor (Nebraska Department of Education). The *Local Education Agency's (LEA)* governing body must annually delegate this authority to the *Authorized Representative*, with that action duly noted in its recorded meeting minutes. Applicants should verify that the person assigned to submit the Grant Application has been formally designated as the Authorized Representative prior to the established submission deadline.

### ***Fiscal Agent***

Under the *Innovation Grant Program*, only a school district or ESU can act as a funded project's *Fiscal Agent*. For applicants that are a combination of entities, a participating school district or ESU must be designated as the *Fiscal Agent*. The *Fiscal Agent* is responsible for administering the grant and all funds awarded. The *Fiscal Agent* cannot be a separate legal entity created solely to administer the grant.

For more information about an *Authorized Representative* or *Fiscal Agent*, refer to [Nebraska Department of Education's State and Federal Grant Management Requirements and Guidance](#), available on the Nebraska Department of Education's Federal Programs webpage: <https://www.education.ne.gov/federalprograms/index.html>

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## **Priority Considerations**

Under Nebraska's *Innovation Grant Program*, priority consideration is given to proposed projects that address one (1) of the following:

### **Priority Consideration 1: Serves "High Needs" Students**

Within the context of this grant program, *High-Needs Students* refers to students at risk of educational failure or otherwise in need of special assistance and support. This *Priority Consideration* is given to projects that specifically serve students who:

- Are performing far below grade level;
- Are at risk of not graduating with a regular high school diploma on time;
- Have left school before receiving a regular high school diploma;
- Have a disability;
- Are English Learners (EL);
- Are migrant;
- Live in poverty;
- Are homeless;
- Are involved in the child welfare, juvenile/criminal justice or behavioral health system;
- Are in foster care or other out-of-home placement; or
- Have been incarcerated.

### **Priority Consideration 2: Focuses on AQUESTT Tenets**

Nebraska's *Accountability for a Quality Education System, Today and Tomorrow (AQuESTT)* is a system of school improvement and support, adopted by the State Board of Education, designed to measure the performance of public schools and school districts. *AQuESTT* establishes school performance classifications through a framework that describes quality and accountability. This framework addresses two (2) broad categories of quality education: (1) *Student Success and Access*; and (2) *Teaching and Learning*. Within each of those broad categories, tenets describe the conditions which contribute to quality education systems. *Priority Consideration* is given to proposed projects which focus on any of *AQuESTT*'s six (6) tenets:

#### ***Student Success and Access Tenets***

- Positive Partnerships, Relationships and Student Access;
- Transitions; and
- Educational Opportunities and Access.

#### ***Teaching and Learning Tenets***

- College and Career Ready;
- Assessment; and
- Educator Effectiveness.

### **Priority Consideration 3: Serves Students in "Needs Improvement" Schools**

The *AQuESTT System* is used to classify all public schools and school districts into one (1) of four (4) categories: *Excellent, Great, Good* or *Needs Improvement*. *Priority Consideration* is given to proposed projects that serve students attending a public school or district designated as *Needs Improvement*.

Additional information about Nebraska's *AQuESTT System* and *Needs Improvement Schools* is provided on the Nebraska Department of Education's *AQuESTT* website:  
**[NDE.AQuESTT@nebraska.gov](mailto:NDE.AQuESTT@nebraska.gov)**

### **Priority Consideration 4: Leverages Technology to Support Instructional Practice and Professional Development**

Within the context of this grant program, *Leveraging Technology* refers to the innovative use of technology in the classroom to support student learning and inform teachers' professional development. This *Priority Consideration* is given for an innovative process, product, strategy or intervention that uses data platforms or technological tools for the development, integration, visualization and rapid analysis of data to inform instructional practice and improve education outcomes. *Priority Consideration* is also be given to projects that support privacy, security, access to instructional assets, open source options, timely communication and information sharing among systems of support for students, parents and educators.

### **Optional Competitive Preference Priority: Matching Funds**

In addition to the four (4) *Priority Considerations* described above, applicants may choose to seek an *Optional Competitive Preference Priority of Matching Funds*. Applicants are encouraged to collaborate with community partners, the private sector and philanthropic organizations to "match" *Innovation Grant Program* funds using local dollars. Under of this grant program, *Matching Funds* may include:

- **Cash Outlay** - The grantee's cash spending, which may come from non-Federal and non-State revenues, individuals, agencies, institutions, private organizations or foundations.
- **In-Kind Contributions** – The value of non-cash contributions made by the grantee, other individuals, agencies, institutions, private organizations and foundations. *In-Kind Contributions* may include

charges for real property and equipment as well as the value of goods and services directly benefitting and specifically identifiable to the project.

To be eligible for the *Optional Competitive Preference Priority*, an applicant must secure *Matching Funds*, in the form of *Cash Outlay* or *In-Kind Donations*, equal to at least 25% of the total *Project Budget* amount. For example, an applicant with a total *Project Budget* of \$100,000 would secure at least the minimum 25% in *Matching Funds* (\$25,000) and request the remaining 75% (\$75,000) in *Innovation Grant Program* funds.

**Applicants requesting the *Optional Competitive Preference Priority* must submit evidence that at least 50% of *Matching Funds* have been pledged or secured by the time of *Grant Application*.** If awarded a grant, the recipient will need to demonstrate that the remaining 50% of *Matching Funds* has been pledged to the project within sixty (60) days of award. Using the above example, an applicant must include *Pledge Letters*, totaling \$12,500 in *Matching Funds*, from project partners in the *Grant Application*. Additional *Pledge Letters* for the remaining \$12,500 in *Matching Funds* are due March 3, 2017. **All *Matching Funds* must be included on the *Line Item Budget Form(s)* submitted with the *Grant Application*.**

### ***Reduction in Matching Funds***

If necessary, an applicant may request a reduction in the amount *Matching Funds* specified in their *Pre-Application*. The *Grant Application* must be revised to reflect both the reduced amount of *Matching Funds* and corresponding reduction in the total *Project Budget* amount.

Once a grant award is made under the *Optional Competitive Preference Priority*, the recipient must meet the pledged amount of *Matching Funds* (both *Cash Outlay* and *In-Kind Donations*). If a grantee cannot meet the pledged match amount, the Nebraska Department of Education may disallow reimbursement for project-related expenditures and require repayment of any grant funds used that are not matched.

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## **Grant Program Design**

One of the central design elements of Nebraska's *Innovation Grant Program* is its multi-phased structure, linking future funding opportunities to the quality of evidence supporting a project's effectiveness and potential to be both replicable and scalable. Grant projects must demonstrate the likelihood of future success through progress made toward stated goals, specific measurable objectives and targeted outcomes. Over time, the three (3) tiers of grants described below may be progressively awarded to eligible applicants.

### ***Phase I - Development Grants***

Initially, applicants proposing an innovative promising practice or method supported by limited evidence may apply for a *Phase I - Development Grant*. This tier of grant funding seeks to identify, develop, demonstrate or expand upon a process, product, strategy or intervention that is novel and potentially significant statewide. Proposed projects should not simply implement existing practices at additional locations or support primarily local needs. **This RFP invites applications for *Phase I - Development Grants* only.**

### ***Phase II - Validation Grants***

Each *Phase I - Development Grant* project must submit a *Summative Evaluation of Progress Report* to the State Board of Education in July, 2019. Based on that *Report*, the State Board will recommend the project represents:

- A best practice;
- A model for a State-supported program; or
- A local issue or promising practice for further study.



Projects recommended as a best practice or model for a State-supported program will be invited to apply for a *Phase II - Validation Grant*. In this tier of grants, funded projects must substantiate their designation as a best practice or model through a rigorous independent evaluation, focusing on the specific student population(s), school settings and contexts in which most effective. *Phase II Grants* are designed to build the project's capacity to deliver a best practice or model that can successfully reach statewide significance and scale. Any barriers to replication, expansion, or cost effectiveness should be addressed during this tier.

### ***Phase III - Scale-Up Grants***

During the third tier, *Phase II - Validation Grant* projects may apply for funds to support replication and scale-up of an innovative best practice or model for a State-supported program. In addition to improving education outcomes and related transitions for an increasing number of students, projects awarded *Phase III - Scale-Up Grants* must generate further information about the specific student populations, school settings and contexts in which the best practice or model is most effective as well as replication strategies for timely efficient expansion.

The State Board of Education may establish criteria allowing grant projects recommended as best practices to be included in the *Best Practices Allowance to School Districts*, beginning with aid calculated for *School Fiscal Year 2021-2022*. This criteria will specify the qualifications for a school district to participate in the *Best Practices Allowance* for each best practice included. The *Best Practices Dollar Amount* is based on 85% of the estimated costs of each best practice included in the allowance that:

- Would not otherwise be incurred without the best practice;
- Does not replace other such costs; and
- Is not included in another allowance.

On or before November 1, 2020, and every November 1st thereafter, the Nebraska Department of Education will annually certify:

- To each qualifying school district, the amount of the *Best Practices Cost* for that district; and
- The *Total Best Practices Cost* for all qualifying school districts to be included in State Aid calculations for the next *School Fiscal Year*.

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## **Project Evaluation**

The *Innovation Grant Program* requires grant recipients generate evidence of their funded project's effectiveness, culminating in identification, development, validation, potential replication and scale-up of innovative best practices or methods that improve education outcomes and related transitions for students. Grantees must use a portion of their *Project Budget* for a rigorous independent evaluation of the project to assess its progress toward achieving the stated goal(s), specific objectives and targeted outcomes as well as its potential for success and statewide significance as an innovative best practice or model for a State-supported program.

### ***Project Evaluation Plan***

Applicants must submit a proposed *Project Evaluation Plan* as part of the *Grant Application*. If awarded a grant, the recipient and independent evaluator may be required to revise or expand on the proposed plan. Technical assistance in finalizing the *Project Evaluation Plan* is available through the Nebraska Department of Education, if needed. **Finalized *Project Evaluation Plans* must be electronically submitted to the Department by March 3, 2017.**

The *Project Evaluation Plan* is updated at least annually to reflect any changes. Updates must be consistent with the project's scope, goals and objectives, as described in the original *Grant Application*.

### ***Annual Project Progress Report***

All funded projects must annually evaluate and report progress toward achieving stated goals, specific measurable objectives and targeted outcomes. On or before November 1, 2017, and every subsequent November 1st of each grant-funded year, the grantee submits an *Annual Project Progress Report* to the Nebraska Department of Education. These reports will serve as the basis for the State Board of Education's *Innovation Grant Program Annual Report* to the Legislature.

### ***State Board of Education's Innovation Grant Program Annual Report***

On or before December 1, 2017, and every December 1st thereafter, the State Board of Education will electronically submit an *Innovation Grant Program Annual Report* to the Clerk of the Legislature. This report includes each funded project's progress, evaluation results, and *Best Practices Allowance*, if implemented.

### ***Summative Evaluation of Progress Report***

On or before July 1, 2019, each grant project must submit a *Summative Evaluation of Progress Report* to the State Board of Education and the Legislature's Education Committee. This report includes the results of all *Project Evaluations* conducted, to date. The *Summative Evaluation Report* serves as the basis for the State Board's recommendation on which projects represent an innovative best practice, a model for a State-supported program, or local issue or promising practice for further study.

## II. Competitive Grant Application Process

### Competitive Grant Application Process and Program Timeline

The Nebraska Department of Education has established a dual-step competitive grant application process for the *Innovation Grant Program*. To apply for a grant, an eligible applicant initially submits a *Pre-Application* to the Department. Applicants with highly rated *Pre-Applications* are subsequently invited to submit a full *Grant Application*. However, other applicants may also submit a *Grant Application*. This two-tiered application process is intended to save prospective applicants time, effort and money, while promoting diligent project planning and the quality of *Grant Applications*.

**Nebraska Department of Education's *Innovation Grant Program* Webpage:**  
[https://www.education.ne.gov/dataservices/innovation\\_grant.html](https://www.education.ne.gov/dataservices/innovation_grant.html)

- ***Pre-Applications* Due: Thursday, October 20th, 2016**
- **Highly Rated *Pre-Application* Notification: Friday, November 4th, 2016**  
Following review of all *Pre-Applications* received, the Nebraska Department of Education notifies applicants with highly rated *Pre-Applications*. Applicants with *Pre-Applications* not highly rated are also notified.
- ***Grant Applications* Due: Wednesday, December 14th, 2016**  
The full *Grant Application*, including a proposed *Project Evaluation Plan*, must be electronically submitted to the Nebraska Department of Education, no later than 5:00 p.m. CST, using the *Innovation Grant Program* webpage.
- **Proposed *Project Evaluation Plans* Due: Wednesday, December 14th, 2016**  
A proposed *Project Evaluation Plan* must be electronically submitted as part of the full *Grant Application*, no later than 5:00 p.m. CST.
- **Grant Award / Denial Notification: Friday, January 6th, 2017**  
Following review of all *Grant Applications* successfully submitted, the Nebraska Department of Education notifies applicants of grant award or denial.
- ***Innovation Grant Program Workshop: January, 2017***  
Grant recipients and independent evaluators are required to attend the Nebraska Department of Education's *Innovation Grant Program Workshop* in January, 2017. Participants from each funded project should include: the *Authorized Representative*, the independent evaluator, and two (2) additional project staff or partners. This workshop will further orient grantees to the *Innovation Grant Program's* requirements for *Phase I – Development Grant* projects and evaluation.
- **Finalized *Project Evaluation Plans* Due: Friday, March 3rd, 2017**  
Based on initial review of the proposed *Project Evaluation Plan*, the grantee and independent evaluator may be required to revise or expand the initial *Plan*. A finalized comprehensive *Project Evaluation Plan* must be submitted to the Nebraska Department of Education, no later than 5:00 p.m. CST, using the *Innovation Grant Program* webpage.

- **Implementation and Evaluation of Funded Projects: January, 2017 through June, 2019**  
Grantees implement *Phase I – Development Grant* projects, working with the independent evaluator to generate evidence of an innovative best practice or method and the project’s capacity for future success and statewide significance.
- **Annual Project Progress Reports Due: Wednesday, November 1st, 2017, and every November 1st thereafter.**  
Grant recipients electronically submit an Annual Project Progress Report to the Nebraska Department of Education, by November 1st of each grant-funded year of project operation.
- **State Board of Education’s Innovation Grant Program Annual Report Due: Friday, December 1st, 2017, and every December 1st thereafter.**  
The State Board of Education electronically submits an Innovation Grant Program Annual Report to the Clerk of the Legislature every year by December 1st.
- **Summative Evaluation of Progress Reports Due: Monday, July 1, 2019**  
Grantees electronically submit a Summative Evaluation of Progress Report to the State Board of Education and the Legislature’s Education Committee.

## Selection Criteria

*Innovation Grant Program* funds will be awarded to projects deemed sufficiently innovative, with a high chance of success and potential statewide significance. The grant program’s dual-step competitive grant application process uses an abbreviated set of *Selection Criteria* for the initial *Pre-Application*, followed by more extensive *Selection Criteria* for the full *Grant Application*. The applicant’s response to each of the *Selection Criterion* described below serves as the basis for how the *Grant Application* is assessed and scored. A *Grant Application* may earn up to 100 total points\*, with the specific points assigned to each criterion indicated in parentheses. *Grant Applications* requesting the *Optional Competitive Preference Priority* may earn up to 103 total points\*.

### **Significance (up to 35 points)**

In determining the significance of the proposed project, the following is considered:

- The extent to which the project involves the identification, development or demonstration of an innovative promising practice or method that builds on, or is an alternative to, an existing process, product, strategy or intervention(s) addressing similar needs;
- The extent to which the project will, or is expected to, improve education outcomes or related transitions for the student population(s) it serves;
- The project’s potential for statewide significance; and
- The project’s potential to be both replicable and scalable.

### **Quality of Project Design and Management Plan (up to 45 points)**

In determining the quality of the proposed project’s design, the following is considered:

- The extent to which the stated goals, objectives and targeted outcomes to be achieved by the project are clearly specified and measurable;
- The adequacy of the *Project Management Plan* to achieve those goals, objectives and outcomes, on time and within budget, based on clearly defined responsibilities, milestones and timelines for accomplishing project tasks;
- The applicant’s capacity to successfully implement the project, on time and within budget;
- The adequacy of procedures for ensuring feedback and continuous improvement in the operations and evaluation of the project;

- The extent to which the *Project Logic Model* provides a well-developed conceptual framework illustrating the relationships between the project's key components, activities, outputs and targeted outcomes for the student population(s) served; and
- The adequacy of mechanisms for disseminating information about the project to support further development, expansion, or validation.

### **Quality of Project Evaluation Plan (up to 20 points)**

In determining the quality of the proposed *Project Evaluation Plan*, the following is considered:

- The clarity and importance of the key questions to be addressed by a rigorous independent *Project Evaluation* and appropriateness of the method(s) for how each question is addressed;
- The extent to which the methods of evaluation will, if well-implemented, produce evidence of the project's effectiveness; and
- The extent to which the proposed *Project Evaluation Plan* and *Project Budget* include sufficient resources to carry out a rigorous independent evaluation effectively.

### **Optional Competitive Preference Priority (up to 3 points)**

Applicants choosing to pursue the *Optional Competitive Preference Priority of Matching Funds* must include a formal request in the *Grant Application's Budget Narrative*. In determining the adequacy of this request, the applicant's brief description of the following is considered:

- The type(s) of *Matching Funds* (*Cash Outlay* and/or *In-Kind Donations*);
- The dollar amount of *Matching Funds* and percent of the total *Project Budget* that they represent; and
- The source(s) of *Matching Funds*, accompanied by a signed and dated *Pledge Letter(s)*.

**Evidence must be provided that at least 50% of *Matching Funds* have been pledged or secured by the time of *Grant Application*.**

## **Grant Application Review and Scoring**

### **Grant Application Review**

All *Grant Applications* successfully submitted to the Nebraska Department of Education by the established deadline will be reviewed and scored. Only information included in the *Application* may be considered by the grant reviewer.

Reviewers' comments and numerical scores reflect an overall assessment of the quality of the *Grant Application* based on the *Selection Criteria* previously described. Comments indicate why the applicant's response to each criterion is considered *Fully Developed*, *Well Developed*, *Adequately Developed*, *Poorly Developed*, or *Not Addressed*. The numerical score indicates how well or poorly the applicant responded to the criterion. A written summary of reviewers' comments and scores will be provided to each applicant when notified of grant award or denial.

**Suggested Point Scale for Scoring**

Suggested point ranges for scoring an applicant’s response to each *Selection Criterion* are provided below.

Selection Criteria	Maximum Point Value	Quality of Applicant’s Response to Selection Criteria				
		Not Addressed	Poorly Developed	Adequately Developed	Well Developed	Fully Developed
Significance	35	0	1 - 16	17 - 27	28 - 32	33 - 35
Quality of Project Design and Management Plan	45	0	1 - 21	22- 34	35 - 41	42 - 45
Quality of Project Evaluation Plan	20	0	1 - 9	10 - 16	17 - 18	19 - 20
Optional Competitive Preference Priority*	3*	0	1	2	2 - 3	3
<b>TOTAL POSSIBLE POINTS: 100 (or 103* with Optional Competitive Preference Priority)</b>						

# III. Grant Application Instructions

## Completing and Submitting A Grant Application

Before developing a *Grant Application*, applicants should have a thorough understanding of the *Innovation Grant Program*'s purpose, design and priorities as well as the competitive grant application process. Interested applicants are encouraged to review the *Grant Application Guide and RFP* in its entirety prior to completing and submitting an *Application* to the Nebraska Department of Education. *Grant Applications* not meeting the specified requirements and established deadlines will not be reviewed or scored.

Applicants are encouraged to review their *Grant Application* for clarity prior to submission. The *Application* will be assessed and scored by multiple grant reviewers; therefore, it is important to ensure that it can be understood by someone who is unfamiliar with the proposed project.

### **Formatting**

A "page" is 8.5 x 11 inches, on one side only, with 1 inch margins at the top, bottom and both sides. However, the page numbers and applicant identifier can be outside the 1 inch margin.

Double-space (no more than three (3) lines per vertical inch) all text in the *Project Narrative* and *Budget Narrative*, including titles, headings, quotations, and references. Charts, graphs, captions, and footnotes may be single-spaced.

Use a 12-point font size throughout the primary text of the *Grant Application*. Headings may be up to a 14-point font. Use one (1) of the following fonts consistently throughout the entire *Grant Application*: Times New Roman, Garamond, Helvetica, or Arial.

### **PDF File**

The *Grant Application*, all *Appendices* and required forms must be submitted as a PDF (*Portable Document Format*) file, in read-only, non-modifiable format. Do not submit an interactive or fillable PDF file or password-protected file as it will not be reviewed or considered.

### **Electronic Submission**

All *Grant Applications* must be electronically submitted to the Nebraska Department of Education, **on or before 5:00 p.m. Central Standard Time (CST) on Wednesday, December 14, 2016**, using the *Innovation Grant Program* webpage:

[https://www.education.ne.gov/dataservices/innovation\\_grant.html](https://www.education.ne.gov/dataservices/innovation_grant.html).

Each applicant successfully submitting a *Grant Application* will be sent an e-notification acknowledging receipt. Late submissions will not be reviewed or considered. To ensure fairness to other applicants, no changes or additions in a *Grant Application* will be accepted after the established deadline.

## Grant Application Components

Under Nebraska's *Innovation Grant Program*, a complete *Grant Application* consists of the components listed below. Applicants may use this "Checklist" to assist in ensuring all required sections of the *Grant Application* are successfully completed and submitted to the Nebraska Department of Education by the established deadline.

- Cover Sheet**
- Table of Contents**
- Project Abstract – *Limited to 2 Pages***
- Project Narrative – *Limited to 25 Pages***
  - Description of the proposed project, the challenge or problem to be addressed, and how the innovative promising practice or method will accomplish this
  - *Priority Consideration*
  - Stated goal(s), specific objectives and targeted outcomes
  - Description of the student population(s) served and estimated number
  - *Project Management Plan*
  - *Project Logic Model*
  - Project's potential for statewide significance
  - Project's potential to be both replicable and scalable
  - Mechanism(s) for disseminating project information in future phases
  - Any cost savings to be achieved
- Project Budget**
  - **Budget Narrative - *Limited to 3 pages***
  - **Line Item Budget Form(s) – 1 Form for each funded year of project operation**
  - Request for *Optional Competitive Priority Preference*, if applicable
- Project Evaluation Plan – *Limited to 15 Pages***
- Appendices**
  - Support Letters
  - *Memorandum of Understanding (MOU)*, if applicant represents a combination of entities
  - Pledge Letters, if requesting *Optional Competitive Priority Consideration*
  - Other Related Information
- Assurances and Certifications**
- Required Forms**
  - Grant Application Information Sheet
  - Line Item Budget Form
  - Standard Forms

Templates for the required forms are available on the NDE *Innovation Grant Program* webpage: [https://www.education.ne.gov/dataservices/innovation\\_grant.html](https://www.education.ne.gov/dataservices/innovation_grant.html)



## **Grant Application Instructions:**

### **Cover Sheet, Table of Contents and Project Abstract**

Each *Grant Application* must include a *Cover Sheet*, *Table of Contents*, and brief *Project Abstract*.

#### ***Cover Sheet***

The *Grant Application's Cover Sheet* includes the following header: "**Department of Education Innovation Grant Program – Grant Application**" within the required 1 inch page margins. The *Cover Sheet* also includes:

- Title of the proposed project;
- Applicant's name (the *Local Education Agency*); and
- Date that the *Grant Application* is submitted to the Nebraska Department of Education.

#### ***Table of Contents***

The *Table of Contents* lists the title of each section of the *Grant Application*, followed by the corresponding page number. The *Table of Contents* may be single and/or double spaced.

#### ***Project Abstract***

Applicants must submit a brief *Abstract* of the proposed project, **up to a maximum of two (2) pages in length**. The *Project Abstract* includes:

- Title of the proposed project;
  - Applicant's name (e.g., the school district or ESU);
  - Type of grant requested (*Phase I – Development Grant*);
  - *Priority Consideration* to be addressed by the project;
  - Notation of *Optional Competitive Preference Priority*, if applicable;
  - Brief description of the project;
  - Stated goal(s), specific measurable objectives and targeted outcomes;
  - Brief description of the student population(s) served, including estimated number and demographics;
  - Any special project features;
  - Project partners, if applying as a combination of entities; and
  - Independent Evaluator's name.
-

## **Grant Application Instructions: Project Narrative**

The *Project Narrative* serves as the applicant's opportunity to respond to the *Innovation Grant Program's Selection Criteria*. This section of the *Grant Application* should clearly articulate how the proposed project will improve education outcomes or related transitions for the student population(s) served through an innovative promising practice or method. The *Project Narrative* includes:

- Description of the challenge or problem to be addressed by the project;
- Description of the project;
- *Priority Consideration* to be addressed by the project;
- Stated goal(s), specific measurable objectives and targeted outcomes;
- Descriptive and statistical profile of the student population(s) served, including estimated number and demographics;
- *Project Management Plan* (see below);
- *Project Logic Model* (see below);
- Project's potential for statewide significance;
- Project's potential to be both replicable and scalable;
- Mechanisms proposed for disseminating project information to support further development, validation, replication and potential scale-up; and
- Any cost savings to be achieved by reductions in other programs, if the project is successful.

### ***Project Management Plan***

The *Project Narrative* includes a clearly-stated comprehensive *Project Management Plan* that provides detailed information about the project's implementation during the grant-funded years of operation:

- Operational design;
- Designated staff, their respective roles, responsibilities and resumes\*;
- Project partners, their respective roles and responsibilities, if applicable;
- Specific activities, tasks and key milestones, with corresponding start / end dates and total months in duration; and
- A complete set of performance metrics with baseline measures and annual targets.

The *Project Management Plan* counts toward the *Project Narrative's* twenty-five (25) page limit. However, project staff resumes\* should be included as an *Appendix* in the *Grant Application*; and therefore, not counted toward the *Project Narrative's* page limit.

Grantees are required to update the *Project Management Plan* at least annually to reflect implementation in subsequent project years. The updated *Project Management Plan* is included in the *Annual Project Progress Report* submitted to the Nebraska Department of Education, no later than November 1st of each grant-funded year.

### ***Project Logic Model***

The *Project Narrative* includes a well-developed *Logic Model*, depicting how the proposed project's stated goals, specific objectives and targeted outcomes will be achieved. It should clearly illustrate the relationships between the project's key components and targeted outcomes, both theoretically and operationally. The *Project Logic Model* includes:

- The key components of the proposed project (inputs);
- Project activities;
- Project outputs (product or service delivered) for the student population(s) served; and
- Targeted outcomes.

The *Logic Model* counts toward the *Project Narrative's* 25 page limit.

## **Page Limit**

The *Project Narrative* is limited to a maximum of 25 pages. This page limit does not include the *Cover Sheet*, *Table of Contents*, *Project Abstract*, *Project Budget*, *Project Evaluation Plan*, *Appendices*, *Assurances and Certifications*, or required forms. However, the *Project Management Plan* and *Project Logic Model* do count toward the 25-page limit.

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## **Grant Application Instructions: Project Budget**

The *Project Budget* should be viewed as a crucial final check in clarifying the proposed project's practical application of the *Innovation Grant Program*. The *Budget* is a statement of anticipated costs for which grant funds, as well as any optional *Matching Funds*, will be used to support and implement the project. It includes only costs that are allowable, reasonable and necessary to achieving the project's stated goal(s), specific objectives and targeted outcomes. The *Project Budget* has two (2) sections:

- A detailed *Budget Narrative*, limited to three (3) pages; and
- A *Line Item Budget Form* for each grant-funded year of project operation.

Careful deliberation should go into the *Project Budget* to ensure the financial support requested is sufficient to carry out the project in an effective manner.

### ***Multi-Year Projects***

Applicants may apply for a *Phase I – Development Grant* through the *Innovation Grant Program*, with funding for up to thirty (30) months. The duration of the proposed project, in months, must be determined by the time of *Grant Application*. A *Line Item Budget Form*, accompanied by the corresponding narrative justifications, must be submitted as part of the *Grant Application* for each grant-funded year of project operation.

### ***Rigorous Independent Evaluation***

All projects funded through the *Innovation Grant Program* are required to generate evidence of effectiveness, culminating in the identification, development, validation, replication, and potential scale-up of an innovative best practice or method. Consequently, all applicants must devote a portion of their *Project Budget* to conducting a rigorous independent *Project Evaluation*, including annual updates. **It is essential that adequate funds for this purpose are specified in the *Project Budget*.**

### ***Innovation Grant Program Workshop***

The *Project Budget* must also include estimated costs for four (4) project staff (e.g., the *Authorized Representative*, independent evaluator, and two (2) other project staff or partners to attend the Nebraska Department of Education's *Innovation Grant Program Workshop* planned for January, 2017.

### ***Combination of Entities***

Applicants representing a combination of entities, including at least one school district or Educational Service Unit (ESU), should not submit multiple *Budgets* for each project partner. Only one (1) combined *Project Budget* may be submitted, representing the costs of all entities involved.

### **Budget Narrative**

The *Budget Narrative* describes the proposed project's multi-year activities and specific costs associated with those tasks during each grant-funded year of operation, as well as the total cost to successfully implement and evaluate the overall project. The *Budget Narrative* describes how expenditures included in the *Line Item Budget* support the stated goal(s), specific objectives and targeted outcomes. It provides an itemized budget breakdown and justification, organized into the budget categories listed on the *Line*

*Item Budget Form*. Narrative justifications are included for all expenditures supported by *Innovation Grant Program* funds, as well as any optional *Matching Funds*.

Applicants are encouraged to re-check all costs specified in the *Budget Narrative*, comparing those amounts to each line item cost and the combined totals listed in the *Line Item Budget Form(s)*. **Both the *Budget Narrative* and *Line Item Budget Form* use whole dollar amounts only.**

### ***Authorized Representative and Fiscal Agent***

The proposed project's *Authorized Representative* and *Fiscal Agent* must be specified in both the *Budget Narrative* and *Grant Application Information Sheet*.

### ***Optional Competitive Preference Priority – Matching Funds***

If an applicant chooses to pursue the *Optional Competitive Preference Priority of Matching Funds*, this must be formally requested at the beginning of the *Budget Narrative*, as well as noted in the *Grant Application Information Sheet*. It should be clearly stated and include a discussion of the *Matching Funds* to be provided:

- Type of *Matching Funds* (*Cash Outlay* and/or *In-Kind Donations*);
- Dollar amount of *Matching Funds* and percentage of the total *Project Budget*; and
- Source(s) of those funds, accompanied by a signed and dated *Pledge Letter(s)*.

**Evidence that at least 50% of *Matching Funds* have been pledged or secured is required by the time of *Grant Application*.** *Pledge Letter(s)* should be included as an *Appendix* in the *Grant Application*; and therefore, not counted toward the *Budget Narrative's* three (3)-page limit.

### ***Page Limit***

The *Budget Narrative* is limited to 3 pages. This page limit does not include the *Line Item Budget Form(s)*.

### ***Line Item Budget***

All project expenditures to be reimbursed with *Innovation Grant Program* funds, as well as those provided through any optional *Matching Funds* (both *Cash Outlay* and *In-Kind Donations*), must be listed in the *Line Item Budget*. The dollar amount of each expenditure is enumerated on the *Line Item Budget Form(s)*, accompanied by a corresponding justification in the *Budget Narrative*.

Applicants are encouraged to carefully re-check all dollar amounts and combined totals on the *Line Item Budget Form(s)*, comparing those to the amounts specified in the *Budget Narrative*. **Both the *Line Item Budget Form(s)* and *Budget Narrative* use whole dollar amounts only.** A copy of the *Line Item Budget Form* is provided in the *Required Forms* section of this *Guide and RFP*.

### ***Optional Competitive Preference Priority – Matching Funds***

Applicants requesting the *Optional Competitive Preference Priority* must include the *Matching Funds*, in the form of *Cash Outlay* and/or *In-Kind Contributions*, on the *Line Item Budget Form(s)*. Both the *Line Item Budget* and *Budget Narrative* should reflect the total *Project Budget*, based on the combined total of *Innovation Grant Program* funds and any optional *Matching Funds*.

To be eligible for the *Optional Competitive Preference Priority*, an applicant must secure *Matching Funds*, equal to at least 25% of the total *Project Budget* amount. For example, an applicant with a total *Project Budget* of \$100,000 must secure at least the minimum 25% in *Matching Funds* (\$25,000) and request the remaining 75% (\$75,000) in State grant funds. **Under the *Optional Competitive Preference Priority*, evidence must be provided that at least 50% of *Matching Funds* have been pledged or secured by the time of *Grant Application*. However, 100% of *Matching Funds*, including both *Cash Outlay* and *In-Kind Contributions*, are listed on the *Line Item Budget Form(s)*.**

## **Line Item Budget Categories**

For each grant-funded year of project operation, an itemized cost breakdown of all expenditures must be provided on a *Line Item Budget Form*. Expenditures are organized into the following categories:

- **Project Staff** – Specify each project staff’s job position, base salary, wages and FTE.
- **Fringe Benefits** - The grant recipient’s normal fringe benefits contribution may be charged to the project. Specify each project staff receiving those benefits, by job position, and the corresponding total dollar amount of fringe benefits. Include an explanation of how this rate was calculated in the *Budget Narrative*. If fringe benefits related to direct salaries and wages are treated as an *Indirect Cost*, leave the *Fringe Benefits Budget Category* blank.
- **Travel** - Include travel costs for the project staff and independent evaluator(s) only. Provide a breakdown of costs associated with each trip taken (e.g., lodging, meals and mileage), with a corresponding justification in the *Budget Narrative*. Include the estimated cost for project staff and the independent evaluator to attend the Nebraska Department of Education’s *Innovation Grant Program Workshop planned for January 2017*.
- **Independent Project Evaluation** – Specify each evaluation staff’s job position, base salary, wages and FTE. Indicate any additional expenditures directly related to project evaluation, including annual updates in the *Project Evaluation Plan*.
- **Contractual** – Include the costs for all project-related contractual services specifically incurred through actions that the applicant takes in conjunction with an established procurement system. Consultant fees, expenses and travel costs should be listed if the consultant’s services are obtained through a written binding agreement or contract. Identify the contractor, the contract’s purpose, description of primary services, and the total contract amount in the *Budget Narrative*. **Do not include contractual services related to Project Evaluation in this budget category;** those should be specified in the *Independent Project Evaluation* budget category described above.
- **Professional Development** - Indicate training-related expenses for project staff’s professional development, including registration fees and resource materials. Also include any expenses incurred through professional development events hosted by the grant recipient, such as participant stipends and training site rental fees. Specify the amount of any stipends and estimated number of participants receiving a stipend in the *Line Item Budget*, accompanied by a corresponding justification in the *Budget Narrative*.
- **Equipment** – Specify all tangible equipment, the cost per unit and the number of units purchased, including instruments, machines, apparatus or sets of articles that meet ANY of the following:
  - Under normal conditions of use can be expected to last longer than one (1) year;
  - Does not lose its identify through fabrication or incorporation into a different or more complex unit;
  - Is non-expendable;
  - Retains its appearance and character throughout use;
  - Is of significant value; and/or
  - May be small and attractive.Equipment purchases of \$5,000 or more is capitalized (depreciated). A justification for all equipment purchased must be provided in the *Budget Narrative*.
- **Supplies and Materials** – Include all tangible expendable personal property. Direct supplies and materials differ from equipment in that they are consumable and of a relatively low unit cost. Supplies and materials purchased with grant funds must directly benefit the project and be necessary to achieving stated goal(s), specific objectives and targeted outcomes. An explanation of how the cost of supplies and materials is determined should be provided in the *Budget Narrative*.
- **Other** - Indicate all direct costs not covered under any of the above budget categories, such as printing and communication costs. Do not include costs that are included in the applicant’s *Indirect Cost Rate*.
- **Direct Costs Sub-Total** - The sum of all line expenditures included in the above budget categories.

- **Indirect Costs Sub-Total** – Indicate the applicant’s approved *Indirect Cost Rate* and all *Indirect Costs* to be charged to the grant.

The *Indirect Cost Rate* for each school district and Educational Service Unit (ESU) is available on the Nebraska Department of Education’s Finance and Organizational Services webpage: <https://www.education.ne.gov/FOS/ASPX/IndirectCost/Default.aspx>

- **TOTAL PROJECT BUDGET** - The sum of the *Direct Costs Sub-Total* and *Indirect Costs Sub-Total*, reflecting all project-related expenditures listed in each budget category.

### ***Reimbursement of Expenditures***

The *Innovation Grant Program* is fiscally structured on a *Reimbursement Payment* basis. Grantees will be reimbursed only after expending funds as specified in the *Project Budget* and supporting documentation has been submitted to the Nebraska Department of Education. **Grant funds must be obligated by June 30, 2019, and expended by August 31, 2019.**

Detailed information about allowable costs, general grants management principles and expenditure reimbursement is provided in the *Nebraska Department of Education’s State and Federal Grant Management Requirements and Guidance*, available on the Nebraska Department of Education’s Federal Programs webpage: <https://www.education.ne.gov/federalprograms/index.html>

## **Grant Application Instructions: Project Evaluation Plan**

Applicants are required to submit a proposed *Project Evaluation Plan* as part of the full *Grant Application*. Sufficient funds to conduct a rigorous independent evaluation of the project must be specified in the *Project Budget*. The *Project Evaluation Plan* includes:

- *Priority Consideration* to be addressed by the project;
- Key questions to be addressed through project evaluation;
- Specific evaluation methods to address each key question and, if well-implemented, produce evidence of:
  - The project’s progress toward the stated goal(s), specific objectives and targeted outcomes
  - The project’s effectiveness in identifying, developing or demonstrating an innovative promising practice or method
  - The project’s potential for statewide significance
  - The project’s potential to be both replicable and scalable
  - Any cost savings that may be achieved by reductions in other programs, if the project is successful
- Project performance metrics, with clearly specified baseline measures and annual targets corresponding to key milestones;
- Data collection methods and measures;
- An *Evaluation Management Plan* which includes:
  - Operational design
  - Evaluation staff, their respective roles, responsibilities and resumes\*
  - Collaborative partners, their respective roles and responsibilities
  - Specific activities, tasks and key milestones, with corresponding start / end dates and total months in duration
  - Proposed resources to carry out a rigorous independent evaluation effectively

Resumes\* of project evaluation staff should be included as an *Appendix* in the *Grant Application*; and therefore, not counted toward the *Project Evaluation Plan*'s fifteen (15) page limit.

### **Page Limit**

The *Project Evaluation Plan* is limited to a maximum of 15 pages. The *Evaluation Plan* does not count toward the *Project Narrative*'s page limit.

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## **Grant Application Instructions: Appendices**

Applicants may choose to provide supplemental information related to the proposed project as an *Appendix* to the *Grant Application*. Applicants are strongly encouraged not to include lengthy *Appendices* or substantive project-related information; all such information must be included in the *Project Narrative* and *Project Budget*. Suggested *Appendices* include:

- Resumes of project staff and independent evaluator(s);
- *Letters of Support* to demonstrate the commitment of collaborative partners and broad support from stakeholders critical to the project's long-term success;
- *Memorandum of Understanding (MOU)*, if the applicant represents a combination of entities;
- *Pledge Letters*, if the applicant requests the *Optional Competitive Preference Priority*;
- Required forms; and
- Other information relevant to the project.

All *Appendices* must be included in the *Grant Application* as a PDF (*Portable Document Format*) file, in read-only, non-modifiable format. Do not submit an interactive or fillable PDF file or password-protected file as it will not be reviewed or considered. Each *Appendix* should be labeled with its own unique title (e.g., *Appendix A - Support Letters*). Do not submit two (2) or more files that have the same name.

Applicants may attach as many as ten (10) *Appendices* to the *Grant Application*. However, *Appendices* should be limited to a reasonable number and length. If there are multiple documents to be attached as an *Appendix*, merging them into a single PDF file is recommended. Applicants should limit the size of file attachments. Documents containing graphics or scanned material should be avoided as those can greatly increase the size of an attachment and result in difficulty opening the file.

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## **Grant Application Instructions: Assurances and Certifications**

A *Grant Application* and any subsequent grant award made through Nebraska's *Innovation Grant Program* constitute a legally binding agreement between the applicant and the Nebraska Department of Education. The *Grant Application* contains a set of general *Assurances and Certifications*, which constitute the applicant's agreement to comply with applicable statutory and regulatory requirements related to the administration of the *Innovation Grant Program* and management of any funds received. These *Assurances and Certifications* include:

- Civil Rights;
- Conflict of Interest;
- Debarment, Suspension and Other Responsibility Matters;
- Drug-Free Workplace Requirements;
- Environmental Tobacco Smoke; and
- Lobbying.

## **Grant Application Instructions: Required Forms**

A series of required forms must be completed and submitted to the Nebraska Department as part of each *Grant Application* to the *Innovation Grant Program*. A brief description of each form is provided below.

Templates for the required forms are available on the Nebraska Department of Education's *Innovation Grant Program* webpage:

[https://www.education.ne.gov/dataservices/innovation\\_grant.html](https://www.education.ne.gov/dataservices/innovation_grant.html).

### ***Grant Application Information Sheet***

The *Grant Application Information Sheet* collects summary information about the applicant and proposed project to assist the Nebraska Department of Education in assessing the potential response to the *Innovation Grant Program* competition, overall pool of applicants and *Priority Considerations* being pursued.

### ***Line Item Budget Form***

A *Line Item Budget Form* is completed and submitted as part the *Grant Application* for each grant-funded year of project operation. All project-related expenditures to be reimbursed with *Innovation Grant Program* funds, as well as any supported through optional *Matching Funds* (both *Cash Outlay* and *In-Kind Donations*), are documented on the *Line Item Budget Form(s)*. Each expenditure is listed in the appropriate budget category, using whole dollar amounts. Applicants should carefully re-check all dollar amounts and the combined totals on the *Line Item Budget Form(s)*.

### ***Retention of Grant Records***

All *Innovation Grant Program* grant recipients must maintain a complete copy of their *Pre-Application* and full *Grant Application*, as well as other related documents and reports. These records and other supporting information are used by the Nebraska Department of Education, as well as State and local auditors, to determine the grant project's fiscal and programmatic compliance. All grant-related documents must be retained for:

- Three (3) years from the final date for filing any claim for reimbursement or until all outstanding claims have been resolved; and
- An annual audit has occurred.

Additional information about State-funded grant records retention is available on the Nebraska Secretary of State's *Records Management* website:

<http://www.sos.ne.gov/staticrecordsmgmt.htm>





**NEBRASKA DEPARTMENT OF EDUCATION  
INNOVATION GRANT PROGRAM – GRANT APPLICATION INFORMATION SHEET**

NDE Form: 02-081  
Date Approved: 09-30-16  
Date Due: 12-14-16

**- FOR OFFICE USE ONLY -**

<b>TYPE OF APPLICANT</b> <i>(Indicate Type of Applicant with "X")</i>		<b>DATE RECEIVED</b> <i>(Month, Day and Year)</i>	
Public School District			
Educational Service Unit		<b>NDE COUNTY DISTRICT NUMBER</b>	<b>COUNTY</b> <i>(County's Name)</i>
Other Local Education Agency <i>(Specify)</i>			

**- APPLICANT INFORMATION -**

<b>APPLICANT'S NAME</b> <i>(Local Education Agency)</i>			
<b>Address</b> <i>(Street, City and Zip Code)</i>			
<b>AUTHORIZED REPRESENTATIVE'S NAME</b>			
<b>Address</b> <i>(Street, City and Zip Code)</i>			
<b>Phone Number</b>		<b>Email Address</b>	
<b>FISCAL AGENT'S NAME</b>			
<b>Address</b> <i>(Street, City and Zip Code)</i>			
<b>Phone Number</b>		<b>Email Address</b>	

**- PROJECT INFORMATION -**

<b>PROJECT TITLE</b>			
<b>PRIORITY CONSIDERATION</b> <i>(Select ONLY ONE, with "X")</i>		<b>TYPE OF GRANT</b> <i>(Phase I Development Grants ONLY)</i>	
<b>High Needs Students</b>		<b>Phase - I Development Grant</b>	
<b>Students in "Needs Improvement" School</b>		<b>Phase II - Validation Grant</b>	
<b>Focus on AQuESTT Tenet</b>		<b>Phase III - Scale-Up Grant</b>	
<b>Leveraging Technology</b>		<b>LENGTH OF GRANT</b> <i>(Number of Months - 30 Months Maximum)</i>	
<b>OPTIONAL COMPETITIVE PREFERENCE PRIORITY: Matching Funds</b> <i>(% of Total Project Budget Amount - 25% Minimum)</i>			

**- PROJECT DESCRIPTION -**

***In 250 words or less, briefly describe the project, including goals, objectives and targeted outcomes for the student population(s) served.***



**NEBRASKA DEPARTMENT OF EDUCATION  
INNOVATION GRANT PROGRAM – LINE ITEM BUDGET FORM**

NDE Form: 02-081  
Date Approved: 09-28-16  
Date Due: 12-14-16

**- APPLICANT AND PROJECT INFORMATION -**

<b>APPLICANT'S NAME</b> <i>(Local Education Agency)</i>	
<b>Address</b> <i>(Street, City and Zip Code)</i>	
<b>PROJECT TITLE</b>	

**- BUDGET YEAR -**

<b>Complete a Line Item Budget Form for EACH PROJECT YEAR in Operation.</b> <i>Indicate the appropriate Project Year and corresponding Fiscal Year that this Form represents with "X".</i>	Project Year 1	X	Fiscal Year 2016-2017	X
	Project Year 2		Fiscal Year 2018-2019	
<b>LENGTH OF GRANT</b> <i>(Number of Months)</i>	Project Year 3		Fiscal Year 2019-2020	

**- LINE ITEM BUDGET -**

BUDGET CATEGORY		Innovation Grant Funds	Optional Match Funds	% of Total Budget	Budget Category Total
<b>PROJECT STAFF</b> <i>(Specify by Staff Position)</i>	Sub-				
<b>Total:</b>		\$	\$	%	\$
<b>Staff Position:</b>		\$	\$		
<b>Staff Position:</b>		\$	\$		
<b>FRINGE BENEFITS</b> <i>(Specify by Staff Position)</i>	Sub-				
<b>Total:</b>		\$	\$	%	\$
<b>Staff Position:</b>		\$	\$		
<b>Staff Position:</b>		\$	\$		
<b>PROJECT STAFF TRAVEL</b>	Sub-				
<b>Total:</b>		\$	\$		\$
<b>Transportation</b>		\$	\$		
<b>Lodging</b>		\$	\$		
<b>Meals</b>		\$	\$		
<b>INDEPENDENT PROJECT EVALUATION</b>	Sub-				
<b>Total:</b>		\$	\$	%	\$
<b>Evaluator Staff Position:</b>		\$	\$		
<b>Evaluator Staff Position:</b>		\$	\$		
<b>Expenses</b>		\$	\$		
<b>Travel</b>		\$	\$		
<b>CONTRACTUAL</b>	Sub-				
<b>Total:</b>		\$	\$	%	\$
<b>Consultant Fees</b>		\$	\$		
<b>Expenses</b>		\$	\$		
<b>PROFESSIONAL DEVELOPMENT</b>	Sub-				
<b>Total:</b>		\$	\$	%	\$
<b>Event / Registration Fees:</b>		\$	\$		
<b>Site Rental / Expenses - For Project-Sponsored Events Only</b>		\$	\$		
<b>Participant Stipends - # attending Project-Sponsored Event</b>		\$	\$		
<b>EQUIPMENT</b> <i>(Specify)</i>	Sub-				
<b>Total:</b>		\$	\$	%	\$
		\$	\$		
<b>SUPPLIES AND MATERIALS</b> <i>(Specify)</i>	Sub-				
<b>Total:</b>		\$	\$	%	\$
		\$	\$		
<b>OTHER</b> <i>(Specify)</i>	Sub-				
<b>Total:</b>		\$	\$	%	\$
		\$	\$		
<b>DIRECT COSTS SUB-TOTAL:</b>		\$	\$	%	\$
<b>INDIRECT COSTS SUB-TOTAL:</b>		\$	\$	%	\$
<b>TOTAL:</b>		\$	\$	%	\$

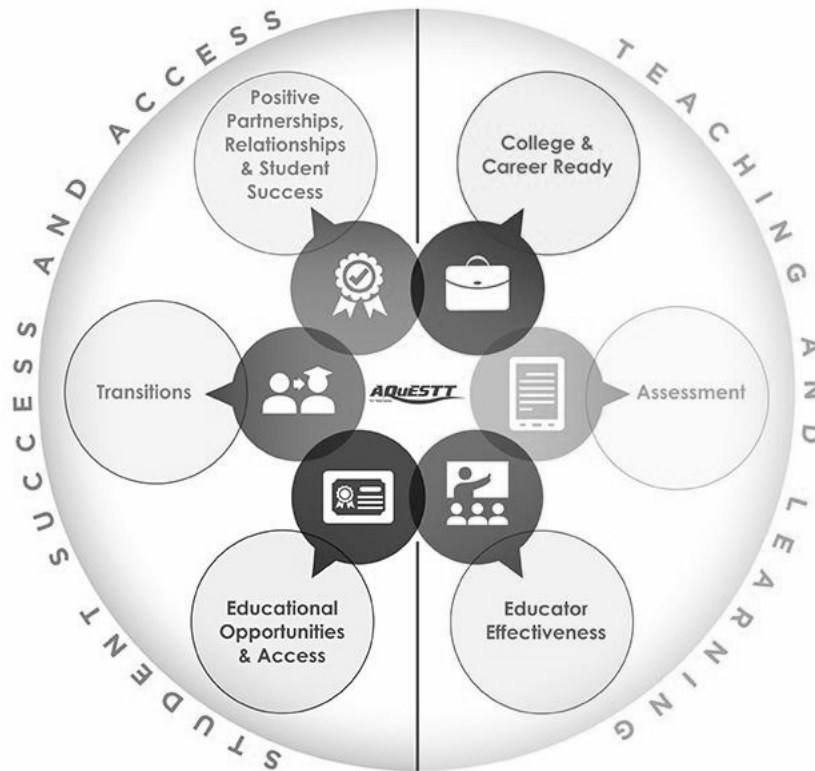
## IV. Additional Information

### AQuESTT TENETS

#### The Six Tenets of AQuESTT



The framework is designed around the following six tenets:



## Grant Application Definitions

### Nebraska's Innovation Grant Program Terminology

The following definitions are specific to Nebraska's *Innovation Grant Program*.

**Combination of Entities** - Two or more entities, including a participating school district or Educational Service Unit (ESU), acting collaboratively for the purpose of applying for and implementing a project funded through the *Innovation Grant Program*. (Source: *Nebraska Revised Statute (NRS) §79-1054*)

**High-Needs Students** – Students at risk of educational failure or otherwise in need of special assistance and support, such as students who: (1) are far below grade level; (2) are at risk of not graduating with a regular high school diploma on time; (3) have left school before receiving a regular high school diploma; (4) have a disability; (5) are English Learners (EL); (6) are migrant; (7) live in poverty; (8) are homeless; (9) are involved in the child welfare, juvenile/criminal justice or behavioral health system; (10) are in foster care or other out-of-home placement; or (11) have been incarcerated.

**Innovation** - A process, product, strategy or intervention, featuring new practices or methods that are advanced, original and creative, which will improve significantly upon the outcomes reached with status quo options and ultimately reach widespread effective usage.

**Innovation Grant Program** – A State-funded grant program providing grant recipients with financial assistance to identify, develop, demonstrate, validate, replicate and expand (scale up) an innovative best practice or method to improve: (1) education outcomes for early childhood, elementary, middle school or high school students; (2) transitions between any successive stages of education; or (3) transitions between education and the work force. (Source: *NRS §79-1054*)

**Optional Competitive Priority Preference** – An optional consideration given to applicants that “match” *Innovation Grant Program* funds using local dollars secured through community partners, the private sector and philanthropic organizations.

**Phase I - Development Grant** – A State-funded award of financial assistance given to a grant recipient to support the identification, development, demonstration and initial evaluation of an innovative promising practice or method expected to improve education outcomes or related transitions for students.

**Phase II - Validation Grant** – A State-funded award of financial assistance given to a grant recipient to further substantiate a project's designation as an innovative best practice or model for a State-supported program through a rigorous independent evaluation, focusing on the specific student population(s), school settings and contexts in which the practice or method is most effective.

**Phase III - Scale-Up Grant** – A State-funded award of financial assistance given to a grant recipient to support further evaluation, replication and expansion (scale-up) of an innovative best practice or model for a State-supported program that improves education outcomes or related transitions for students.

**Priority Consideration** – A competitive grant application factor taken into account when assessing which proposed projects best meet the intent and purpose of the *Innovation Grant Program* by: (1) serving “High Needs” students; (2) serving students in “Needs Improvement” schools; (3) focusing on AQuESTT tenets; or (4) leveraging technology to support instructional practice and professional development.

**Project Logic Model** – A well-specified conceptual framework that illustrates the relationships among the project's key components (inputs), activities, outputs and targeted outcomes for the student population(s) served, both theoretically and operationally.

**Project Partner** – An external entity, acting collaboratively with a *Local Education Agency* (school district or Educational Service Unit), for the purpose of applying for and implementing a project funded through the *Innovation Grant Program*.

**Rigorous Independent Evaluation** – An evaluation of a grant project that is designed and carried out independent of, but in coordination with, any employees of the entities who seek to identify, develop, demonstrate or expand on an innovative best practice or method to improve education outcomes or related transitions for students.

**Selection Criteria** – Specific considerations which serve as the basis for how a *Pre-Application* and full *Grant Application* are assessed and scored by a grant reviewer.

### **Education Terminology**

Many of the following terms are statutorily defined or derived from rules and regulations promulgated by the U.S. Department of Education or Nebraska Department of Education, as referenced in the citation after each definition.

**AQuESTT (Accountability for a Quality Education System Today and Tomorrow)** – Nebraska’s system of school improvement and support, adopted by the State Board of Education to measure the performance of public schools and school districts and establish performance classifications through a framework that describes quality and accountability. This framework addresses two (2) broad categories of quality education systems: (1) *Student Success and Access*; and (2) *Teaching and Learning*. (Source: 92 NAC 10-002.01)

**AQuESTT Tenet** – A statement(s) used to describe conditions which contribute to quality education systems in public schools and school districts. Under the broad category of *Student Success and Access*, tenets include: (1) *Positive Partnerships, Relationships and Student Success*; (2) *Transitions*; and (3) *Educational Opportunities and Access*. Under the *Teaching and Learning* category, tenets include: (1) *College and Career Ready*; (2) *Assessment*; and (3) *Educator Effectiveness*. (Source: 92 NAC 10-002.02)

**Child with a Disability** – A child who has been verified pursuant to 92 NAC 51 as a child with autism, a behavior disorder (emotional disorder), deaf-blindness, a developmental delay, a hearing impairment including deafness, an intellectual disability, multiple impairment, an orthopedic impairment, other health impairment, a specific learning disability, a speech-language impairment, a traumatic brain injury, or a visual impairment including blindness, who because of this impairment needs special education and related services. (Source: 92 NAC 51-003.08)

**Department** – The Nebraska Department of Education, which is comprised of the State Board of Education and the Commissioner of Education. (Source: 92 NAC 10-002.07)

**Early Childhood Education Program** – A pre-kindergarten part-day or full-day center-based education program or in-home family support (home-based) education program, established by a School Board or Educational Service Unit (ESU), designed to serve children who have not reached the age of five on or before July 31st of the current school year. (Source: 92 NAC 11-002.25)

**Educational Service Unit (ESU)** – An educational service provider in the state’s system of elementary and secondary education, as described in Nebraska’s *Educational Service Units Act*. (Sources: NRS §79-1202, NRS §79-1204, and 92 NAC 84-002.07)

**Elementary School Grades** – Those grades designated by a school district as *Elementary*, but not to include any above the 8th Grade. (Sources: NRS §79-101(4) and 92 NAC 10-002.08)

**English Learner (EL) or Limited English Proficient (LEP) Student** – A student who is enrolled or preparing to enroll in an elementary school or secondary school who: 1) was not born in the United States or whose native language is a language other than English; 2) is Native American or Alaska native, or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual’s level of *English Language Proficiency*; or 3) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Source: 92 NAC 15-002.02)

**High School Grades** – All Grades 9 through 12 in a school system organized with a four-year high school, and Grades 10 through 12 in a school system organized with a three-year high school. (Sources: NRS §79-101(6) and 92 NAC 10-002.10)

**Homeless Student** – An individual who lacks a fixed, regular and adequate nighttime residence (within the meaning of 42 U.S.C., 11302(a)(1). This includes children and youth who: (1) are sharing the housing of other persons due to loss of housing, economic hardship or similar reason; are living in motels, hotels, trailer parks or campgrounds due to the lack of alternative adequate accommodations; are living in emergency shelters; or are abandoned in hospitals; (2) have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of 42 U.S.C. 11302(a)(2)(C); (3) are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (4) migratory children who qualify as homeless. (Sources: McKinney-Vento Homeless Assistance Act – Title X, Part C of Elementary and Secondary Education Act, and 92 NAC 19-002.09)

**Local Education Agency (LEA)** – A public board of education or other public authority legally constituted within a State for either administrative control and direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary or secondary schools. In Nebraska, this includes a public school district or Educational Service Unit (ESU). (Source: Elementary and Secondary Education Act)

**Middle School Grades** – Grades designated by the school system as *Middle School* which may include any Grades from 4 through 9. *Middle School* typically includes at least Grades 7 and 8. Common *Middle School Grade* configurations are Grades 6 through 8 or Grades 7 through 9. (Source: 92 NAC 10-002.14)

**Migrant Student** – A migratory child eligible for *Migrant Education Program* services if all the following conditions are met: 1) the child is not older than 21 years of age; 2) the child is entitled to a *Free Appropriate Public Education (FAPE)* through grade 12 under State law or is below the age of compulsory school attendance; 3) the child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse or guardian who is a migratory agricultural worker or migratory fisher; 4) the child moved within the preceding thirty-six months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher described above, in order to seek or obtain qualifying work; and 5) with regard to the move described above, the child has moved from one school district to another. (Source: Title I, Part C of Elementary and Secondary Education Act, §1309)

**Needs Improvement School** – A public school or school district, classified through the *AQuESTT System* of school improvement and support as “*Needs Improvement*”, based on a combination of ratings in six (6) areas: (1) *Status*; (2) *Improvement*; (3) *Growth*; (4) *Graduation*; (5) *Non-Proficiency*; and (6) *Participation*. (Source: Nebraska’s *AQuESTT System*)

**Pre-Kindergarten Program** – An *Early Childhood Program* provided for children who have not reached the age of five years by the date for Kindergarten entrance provided in *Section 79-214 of Nebraska Revised Statutes*. (Source: NRS §79-101(4))

**School** - An individual attendance center within a school system which provides elementary, middle, secondary and/or high school education. (Sources: NRS §79-101(2) and 92 NAC 10-002.19)

**School District** - The territory under the jurisdiction of a single school board as authorized in *Chapter 79 of Nebraska Revised Statutes*. (Sources: NRS §79-101(1) and 92 NAC 10-002.20)

**Student** – All persons (including children, emancipated minors, and adults) between the ages of five and twenty-one who have not completed high school. (Source: 92 NAC 19.002.18)

## **General Grant Terminology**

The following definitions are common terms used in a variety of grant programs, as provided in the Nebraska Department of Education's State and Federal Grants Management and Guidance Manual.

The Grants Management and Guidance Manual is available on the Nebraska Department of Education's Federal Programs webpage:  
<https://www.education.ne.gov/federalprograms/index.html>

**Approval Date** – The date that a *Grant Application* is approved by the grantor.

**Assurances and Certifications** – Legally binding written agreements between the grantee and grantor specifying the applicable statutory and regulatory requirements that the applicant will comply with throughout the administration of the grant project and management of all funds received.

**Authorized Representative** - A person who legally acts on behalf of the grant recipient, serving as the primary liaison between the grantee and the grantor. The governing body of a *Local Education Agency (LEA)* delegates their authority to this individual to act as the *Authorized Representative* of the school district or Educational Service Unit (ESU) receiving grant funds.

**Cash Outlay** - The grant recipient's cash spending, which may come from non-Federal or non-State revenues, individuals, agencies, institutions, private organizations and foundations.

**Competitive Discretionary Grant** – A grant awarded based on its highest ranking in a competition among applicants. Submission of a *Grant Application* does not ensure that the applicant will be awarded a grant.

**Nebraska's Innovation Grant Program  
Is statutorily structured as a *Competitive Discretionary Grant Program*.**

**Continuation Grant** – A new grant award which provides “another grant period” of project funding under an approved timeline specified in a competitive or non-competitive discretionary grant.

**Equipment** – Any instrument, machine, apparatus or set of articles that meets ANY of the following: (1) under normal conditions of use can be expected to last longer than a year; (2) does not lose its identify through fabrication or incorporation into a different or more complex unit; (3) is non-expendable; (4) retains its appearance and character through use; (5) is of significant value; and/or (6) may be small and attractive.

**Fiscal Agent** – An individual or entity authorized by the grantee to administer the project and all funds awarded. The *Fiscal Agent* cannot be a separate legal entity created solely to administer the grant.

Under the *Innovation Grant Program*, only a school district or Educational Service Unit (ESU) can serve as the *Fiscal Agent* for a funded project.

**Fiscal Year (FY)** – A twelve month fiscal period, specified by statute or regulation. This may be based on: (1) **Calendar Year** – January 1st to December 31st; (2) **Federal Fiscal Year** – October 1st to September 30th; (3) **School Fiscal Year** – September 1st to August 31st; or (4) **State Fiscal Year** – July 1st to June 30th.

**Grant** - An award of financial assistance, in the form of money or property in lieu of money, to an eligible recipient for a defined purpose, as permitted by the associated grant program's requirements or regulations.

**Grant Award Notification (GAN)** – Official notification of approval for grant funding based on approval of a *Grant Application* submitted to the Nebraska Department of Education

**Grantee** – The entity receiving grant funds from an associated grant program.

**In-Kind Contributions** – The value of non-cash contributions made by the grant recipient, other individuals, agencies, institutions, private organizations or foundations. *In-Kind Contributions* may include charges for real property and equipment as well as the value of goods and services directly benefitting and specifically identifiable to a grant project.

**Matching Funds** – Local dollars secured by a grantee that “match” State or Federal grant funds for an approved project. *Matching Funds* generally represent a specified percentage of the total project cost. These funds may be in the form of *Cash Outlay* and/or *In-Kind Donations*.

**Outstanding Obligations** – Any debt for which funds were obligated prior to the end of the grant project and is expected to be paid within 45 days following the *Project End Date*.

**Project Budget** – A statement of anticipated costs for which grant funds and any applicable *Matching Funds* will be used to support of the activities and strategies undertaken by a project in order to meet the associated grant program's goals.

**Project End Date** – The last date that funds can be obligated or spent on an approved grant project, as specified in the *Grant Award Notification (GAN)*. All project activities must be completed between the *Project Start Date* and *Project End Date*. Additionally, any funds obligated before the *Project End Date* must be liquidated within 45 days after the *Project End Date*. Any delay past 45 days may jeopardize payment.

**Project Start Date** – The beginning date when funds can be obligated for approved grant activities as specified in the *Grant Award Notification (GAN)*. The *Project Start Date* cannot precede: (1) the *Project Start Date* specified in the *GAN*; (2) the beginning of the fiscal year for which the funds are appropriated; and (3) notification of approval and issuance of a *GAN* for competitive and non-competitive discretionary grants or the receipt of an approvable *Grant Application* and *Budget* request for *Formula Grant* funds.



## Authorizing Legislation

**Nebraska Revised Statute (NRS) §79-1054. State Board of Education; establish innovation grant program; application; contents; department; duties; report; Department of Education Innovative Grant Fund; created; use; investment.**

(1) The State Board of Education shall establish a competitive innovation grant program with funding from the Nebraska Education Improvement Fund pursuant to section 9-812. Grantees shall be a school district, an educational service unit, or a combination of entities that includes at least one school district or educational service unit. For grantees that consist of a combination of entities, a participating school district or educational service unit shall be designated to act as the fiscal agent and administer the program funded by the grant. The state board shall only award grants pursuant to applications that the state board deems to be sufficiently innovative and to have a high chance of success.

(2) An application for a grant pursuant to subsection (1) of this section shall describe:

- (a) Specific measurable objectives for improving education outcomes for early childhood students, elementary students, middle school students, or high school students or for improving the transitions between any successive stages of education or between education and the workforce;
- (b) The method for annually evaluating progress toward a measurable objective, with a summative evaluation of progress submitted to the state board and electronically to the Education Committee of the Legislature on or before July 1, 2019;
- (c) The potential for the project to be both scalable and replicable; and
- (d) Any cost savings that could be achieved by reductions in other programs if the funded program is successful.

(3) Based on evaluations received on or before July 1, 2019, for each grant, the State Board of Education shall recommend the grant project as:

- (a) Representing a best practice;
- (b) A model for a state-supported program; or
- (c) A local issue for further study.

(4) For grant projects that are recommended as best practices, the State Board of Education may establish criteria allowing such best practices to be included in the best practices allowance to school districts pursuant to section 79-1004 beginning with aid calculated for school fiscal year 2021-22. The criteria shall:

- (a) Specify qualifications for a school district to participate in the best practices allowance for each best practice to be included in the allowance;
- (b) Specify a best practices dollar amount based on eighty-five percent of the estimated costs related to each best practice included in the allowance that would not otherwise be incurred without the best practice, that do not replace other such costs, and that are not included in another allowance;
- (c) Specify an accountability process which will result in a future aid correction if a school district is found to be in violation of any of the qualifications; and
- (d) Specify any other criteria deemed relevant by the state board.

(5) On or before November 1, 2020, and on or before November 1 of each year thereafter, the department shall certify to each qualifying school district the amount of the best practices cost pursuant to

this section for such school district and the total best practices cost for all qualifying school districts to be included in the calculation of state aid for the next school fiscal year.

(6) On or before December 1, 2017, and on or before December 1 of each year thereafter, the state board shall electronically submit a report to the Clerk of the Legislature on all such grants, including, but not limited to, the results of the evaluations for each grant and on the best practices allowance if the allowance has been implemented. The state board may adopt and promulgate rules and regulations to carry out this section, including, but not limited to, application procedures, selection procedures, and annual evaluation reporting procedures.

(7) The Department of Education Innovative Grant Fund is created. The fund shall be administered by the State Department of Education and shall consist of transfers pursuant to section 9-812, repayments of grant funds, and interest payments received in the course of administering this section. The fund shall be used to carry out this section. Any money in the fund available for investment shall be invested by the state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act.

**Source:** Laws 2015, LB519, § 2.

**Effective Date:** August 30, 2015

**Cross References:**

**Nebraska Capital Expansion Act**, see section 72-1269.

**Nebraska State Funds Investment Act**, see section 72-1260.

**Nebraska Revised Statute (NRS) §9-812. State Lottery Operation Trust Fund; State Lottery Operation Cash Fund; State Lottery Prize Trust Fund; created; transfers; Education Innovation Fund; created; use; Nebraska Education Improvement Fund; created; use; investment; unclaimed prize money; use.**

(1) All money received from the operation of lottery games conducted pursuant to the State Lottery Act in Nebraska shall be credited to the State Lottery Operation Trust Fund, which fund is hereby created. All payments of the costs of establishing and maintaining the lottery games shall be made from the State Lottery Operation Cash Fund. In accordance with legislative appropriations, money for payments for expenses of the division shall be transferred from the State Lottery Operation Trust Fund to the State Lottery Operation Cash Fund, which fund is hereby created. All money necessary for the payment of lottery prizes shall be transferred from the State Lottery Operation Trust Fund to the State Lottery Prize Trust Fund, which fund is hereby created. The amount used for the payment of lottery prizes shall not be less than forty percent of the dollar amount of the lottery tickets which have been sold.

(2) A portion of the dollar amount of the lottery tickets which have been sold on an annualized basis shall be transferred from the State Lottery Operation Trust Fund to the Education Innovation Fund, the Nebraska Opportunity Grant Fund, the Nebraska Education Improvement Fund, the Nebraska Environmental Trust Fund, the Nebraska State Fair Board, and the Compulsive Gamblers Assistance Fund as provided in subsection (3) of this section. The dollar amount transferred pursuant to this subsection shall equal the greater of (a) the dollar amount transferred to the funds in fiscal year 2002-03 or (b) any amount which constitutes at least twenty-two percent and no more than twenty-five percent of the dollar amount of the lottery tickets which have been sold on an annualized basis. To the extent that funds are available, the Tax Commissioner and director may authorize a transfer exceeding twenty-five percent of the dollar amount of the lottery tickets sold on an annualized basis.

(3) Of the money available to be transferred to the Education Innovation Fund, the Nebraska Opportunity Grant Fund, the Nebraska Education Improvement Fund, the Nebraska Environmental Trust Fund, the Nebraska State Fair Board, and the Compulsive Gamblers Assistance Fund:

- (a) The first five hundred thousand dollars shall be transferred to the Compulsive Gamblers Assistance Fund to be used as provided in section 9-1006;
- (b) Beginning July 1, 2016, forty-four and one-half percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the Nebraska Education Improvement Fund;
- (c) Through June 30, 2016, nineteen and three-fourths percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the Education Innovation Fund;
- (d) Through June 30, 2016, twenty-four and three-fourths percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the Nebraska Opportunity Grant Fund;
- (e) Forty-four and one-half percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the Nebraska Environmental Trust Fund to be used as provided in the Nebraska Environmental Trust Act;
- (f) Ten percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the Nebraska State Fair Board if the most populous city within the county in which the fair is located provides matching funds equivalent to ten percent of the funds available for transfer. Such matching funds may be

obtained from the city and any other private or public entity, except that no portion of such matching funds shall be provided by the state. If the Nebraska State Fair ceases operations, ten percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the General Fund; and

(g) One percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the Compulsive Gamblers Assistance Fund to be used as provided in section 9-1006.

(4)(a) The Education Innovation Fund is created. At least seventy-five percent of the lottery proceeds allocated to the Education Innovation Fund shall be available for disbursement.

(b) For fiscal year 2014-15, the Education Innovation Fund shall be allocated, after administrative expenses, as follows: (i) The first one million two hundred thousand dollars shall be transferred to the Excellence in Teaching Cash Fund to fund the Excellence in Teaching Act; (ii) the next allocation shall be distributed to local systems as grants for approved accelerated or differentiated curriculum programs for students identified as learners with high ability pursuant to section 79-1108.02 in an aggregated amount up to the amount distributed in the prior fiscal year for such purposes increased by the basic allowable growth rate pursuant to section 79-1025; (iii) the next one million eight hundred fifty thousand dollars shall be allocated to early childhood education grants awarded by the State Department of Education pursuant to section 79-1103; (iv) the next one million dollars shall be transferred to the Early Childhood Education Endowment Cash Fund for use pursuant to section 79-1104.02; (v) the next two hundred thousand dollars shall be used to provide grants to establish bridge programs pursuant to sections 79-1189 to 79-1195; (vi) the next ten thousand dollars shall be used to fund the Interstate Compact on Educational Opportunity for Military Children; (vii) the next two million dollars shall be allocated for distance education equipment and incentives pursuant to sections 79-1336 and 79-1337; (viii) the next one million dollars shall be transferred to the School District Reorganization Fund; (ix) up to the next one hundred forty-five thousand dollars shall be used by the State Department of Education to implement section 79-759; and (x) the next three hundred thirty-five thousand dollars shall be allocated to local systems as grants awarded by the State Department of Education to assist schools in evaluating and improving career education programs to align such programs with the state's economic and workforce needs. Except for funds transferred to the School District Reorganization Fund, the Early Childhood Education Endowment Cash Fund, or the department for early childhood education grants pursuant to section 79-1103, no funds received as allocations from the Education Innovation Fund pursuant to this subdivision may be obligated for payment to be made after June 30, 2016, and such funds received as transfers or allocations from the Education Innovation Fund that have not been used for their designated purpose as of such date shall be transferred to the Nebraska Education Improvement Fund on or before August 1, 2016.

(c) For fiscal year 2015-16, the Education Innovation Fund shall be allocated, after administrative expenses, as follows: (i) The first one million two hundred thousand dollars shall be transferred to the Excellence in Teaching Cash Fund to fund the Excellence in Teaching Act; (ii) the next allocation shall be distributed to local systems as grants for approved accelerated or differentiated curriculum programs for students identified as learners with high ability pursuant to section 79-1108.02 in an aggregated amount up to the amount distributed in the prior fiscal year for such purposes increased by the basic allowable growth rate pursuant to section 79-1025; (iii) the next one million nine hundred fifty thousand dollars shall be allocated to early childhood education grants awarded by the State Department of Education pursuant to section 79-1103; (iv) the next one million dollars shall be transferred to the Early Childhood Education Endowment Cash Fund for use pursuant to section 79-1104.02; (v) the next ten thousand dollars shall be used to fund the Interstate Compact on Educational Opportunity for Military Children; (vi) the next two million five hundred thousand dollars shall be

allocated for distance education equipment and incentives pursuant to sections 79-1336 and 79-1337; (vii) the next one million dollars shall be transferred to the School District Reorganization Fund; (viii) up to the next one hundred forty-five thousand dollars shall be used by the State Department of Education to implement section 79-759; and (ix) of the amount remaining, (A) three million dollars shall be retained in the Education Innovation Fund to transfer to the Nebraska Education Improvement Fund on June 30, 2016, and (B) the remaining amount shall be allocated to local systems as grants awarded by the State Department of Education to assist schools in evaluating and improving career education programs to align such programs with the state's economic and workforce needs. Except for funds transferred to the School District Reorganization Fund, the Early Childhood Education Endowment Cash Fund, or the department for early childhood education grants pursuant to section 79-1103, no funds received as allocations from the Education Innovation Fund pursuant to this subdivision may be obligated for payment to be made after June 30, 2016, and such funds received as transfers or allocations from the Education Innovation Fund that have not been used for their designated purpose as of such date shall be transferred to the Nebraska Education Improvement Fund on or before August 1, 2016.

(d) The Education Innovation Fund terminates on June 30, 2016. Any money in the fund on such date shall be transferred to the Nebraska Education Improvement Fund on such date.

(5) The Nebraska Education Improvement Fund is created. The fund shall consist of money transferred pursuant to subsections (3) and (4) of this section, money transferred pursuant to section 85-1920, and any other funds appropriated by the Legislature. The fund shall be allocated, after actual and necessary administrative expenses, as provided in this section for fiscal years 2016-17 through 2020-21. A portion of each allocation may be retained by the agency to which the allocation is made or the agency administering the fund to which the allocation is made for actual and necessary expenses incurred by such agency for administration, evaluation, and technical assistance related to the purposes of the allocation, except that no amount of the allocation to the Nebraska Opportunity Grant Fund may be used for such purposes. On or before December 31, 2019, the Education Committee of the Legislature shall electronically submit recommendations to the Clerk of the Legislature regarding how the fund should be allocated to best advance the educational priorities of the state for the five-year period beginning with fiscal year 2021-22. For fiscal year 2016-17, an amount equal to ten percent of the revenue allocated to the Education Innovation Fund and to the Nebraska Opportunity Grant Fund for fiscal year 2015-16 shall be retained in the Nebraska Education Improvement Fund. For fiscal years 2017-18 through 2020-21, an amount equal to ten percent of the revenue received by the Nebraska Education Improvement Fund in the prior fiscal year shall be retained in the fund. For fiscal years 2016-17 through 2020-21, the remainder of the fund shall be allocated as follows:

- (a) One percent of the allocated funds to the Expanded Learning Opportunity Grant Fund to carry out the Expanded Learning Opportunity Grant Program Act;
- (b) Seventeen percent of the allocated funds to the Department of Education Innovative Grant Fund for competitive innovation grants pursuant to section 79-1054;
- (c) Nine percent of the allocated funds to the Community College Gap Assistance Program Fund to carry out the community college gap assistance program;
- (d) Eight percent of the allocated funds to the Excellence in Teaching Cash Fund to carry out the Excellence in Teaching Act;
- (e) Sixty-two percent of the allocated funds to the Nebraska Opportunity Grant Fund to carry out the Nebraska Opportunity Grant Act in conjunction with appropriations from the General Fund; and
- (f) Three percent of the allocated funds to fund distance education incentives pursuant to section 79-1337.

(6) Any money in the State Lottery Operation Trust Fund, the State Lottery Operation Cash Fund, the State Lottery Prize Trust Fund, the Nebraska Education Improvement Fund, or the Education Innovation Fund available for investment shall be invested by the state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act.

(7) Unclaimed prize money on a winning lottery ticket shall be retained for a period of time prescribed by rules and regulations. If no claim is made within such period, the prize money shall be used at the discretion of the Tax Commissioner for any of the purposes prescribed in this section.

**Source:** Laws 1991, LB 849, § 12; Laws 1992, LB 1257, § 57; Laws 1993, LB 138, § 28; Laws 1993, LB 563, § 24; Laws 1994, LB 647, § 5; Laws 1994, LB 694, § 119; Laws 1994, LB 1066, § 11; Laws 1995, LB 275, § 1; Laws 1995, LB 860, § 1; Laws 1996, LB 900, § 1015; Laws 1996, LB 1069, § 1; Laws 1997, LB 118, § 1; Laws 1997, LB 347, § 1; Laws 1997, LB 710, § 1; Laws 1997, LB 865, § 1; Laws 1998, LB 924, § 16; Laws 1998, LB 1228, § 7; Laws 1998, LB 1229, § 1; Laws 1999, LB 386, § 1; Laws 2000, LB 659, § 2; Laws 2000, LB 1243, § 1; Laws 2001, LB 797, § 1; Laws 2001, LB 833, § 1; Laws 2001, Spec. Sess., LB 3, § 1; Laws 2002, LB 1105, § 418; Laws 2002, LB 1310, § 3; Laws 2002, Second Spec. Sess., LB 1, § 1; Laws 2003, LB 367, § 1; Laws 2003, LB 574, § 21; Laws 2004, LB 1083, § 83; Laws 2004, LB 1091, § 1; Laws 2006, LB 1208, § 1; Laws 2007, LB638, § 16; Laws 2009, LB286, § 4; Laws 2009, LB545, § 1; Laws 2009, LB547, § 1; Laws 2009, First Spec. Sess., LB2, § 1; Laws 2010, LB956, § 1; Laws 2011, LB333, § 1; Laws 2011, LB575, § 7; Laws 2011, LB637, § 22; Laws 2012, LB1079, § 9; Laws 2013, LB6, § 9; Laws 2013, LB366, § 8; Laws 2013, LB495, § 1; Laws 2013, LB497, § 1; Laws 2014, LB967, § 2; Laws 2015, LB519, § 1.

**Effective Date:** August 30, 2015

#### **Cross References**

**Excellence in Teaching Act**, see section 79-8,132.

**Expanded Learning Opportunity Grant Program Act**, see section 79-2501.

**Interstate Compact on Educational Opportunity for Military Children**, see section 79-2201.

**Nebraska Capital Expansion Act**, see section 72-1269.

**Nebraska Environmental Trust Act**, see section 81-15,167.

**Nebraska Opportunity Grant Act**, see section 85-1901.

**Nebraska State Funds Investment Act**, see section 72-1260.

## **General Assurances and Certifications**

The following general Assurances and Certifications shall be included in the application submission.

### **CIVIL RIGHTS**

No person shall, on grounds of race, color, national origin, sex, disability, or age, be excluded from participation in or subjected to discrimination in any program or activity funded, in whole or in part, by federal funds. The subrecipient certifies there is compliance with the following:

- \* Title VI of the Civil Rights Act of 1964, as amended, 45 USC 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance;
- \* Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC 794, which prohibits discrimination on the basis of disability in programs and activities receiving Federal financial assistance;
- \* Title IX of the Education Amendments of 1972, as amended, 20 USC 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance;
- \* The Age Discrimination Act of 1975, as amended, 42 USC 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance;
- \* All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education;
- \* The Americans with Disabilities Act, 42 USC 12101 et seq., is a civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation, and communications.

### **CONFLICT OF INTEREST**

As the duly authorized representative of the subrecipient, I certify that the subrecipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

### **FINANCIAL**

1. Local educational agencies will submit required statistical, financial, and descriptive reports to the Nebraska Department of Education.

### **DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS**

1. As required by Executive Order 12549 and implemented at 34 CFR Part 85, the subrecipient certifies that it and its principals:
  - a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal department or agency;

b. Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and

d. Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.

2. Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

### **DRUG-FREE WORKPLACE REQUIREMENTS**

1. Subrecipients Other Than Individuals The subrecipient certifies that it will or will continue to provide a drug-free workplace by:

a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

b. Establishing an ongoing drug-free awareness program to inform employees about –

i. The dangers of drug abuse in the workplace;

ii. The grantee's policy of maintaining a drug-free workplace;

iii. Any available drug counseling, rehabilitation, and employee assistance programs; and

iv. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –

i. Abide by the terms of the statement; and

ii. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

e. Notifying the agency in writing, within ten calendar days after receiving notice under paragraph (d)(2) from an employee or otherwise receiving actual notice of such conviction.



Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant activity the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;

f. Taking one of the following actions, within 30 calendar days of receiving notice under paragraph (d)(2), with respect to any employee who is so convicted –

i. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

ii. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f).

The subrecipient may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

\_\_\_\_\_ Check if there are workplaces on file that are not identified here.

## 2. Subrecipients Who Are Individuals

a. The grantee certifies that, as a condition of the grant, he or she will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant;

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, he or she will report the conviction, in writing, within 10 calendar days of the conviction, to NDE.

## **ENVIRONMENTAL TOBACCO SMOKE**

The Pro Children Act requires that smoking not be permitted in any portion of any indoor routinely owned or leased or contracted for by an entity and used routinely or regularly for provision of health, day care, education, or library services to children under the age of 18, if the services are funded by Federal programs either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The subrecipient certifies that it will comply with the requirements of the Act and that it will require this certification in any subawards.

**HATCH ACT**

As the duly authorized representative of the subrecipient, I certify that the subrecipient will comply with the provisions of the Hatch Act (5 U.S.C. §§ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

**LOBBYING**

The subrecipient certifies that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than 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 this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients

**Signature of Certifying Official**

\_\_\_\_\_

**Title**

\_\_\_\_\_

**Date**

\_\_\_\_\_

# Appendix D

## Nebraska Instruction Materials - Professional Learning Fellowship Innovation Network Application

Thank you for your interest in applying for the Instructional Materials - Professional Learning Fellowship Innovation Network! Please complete the form below as a team. You can find the full set of questions and more information on the Network here: [INSERT FINAL LINK TO GOOGLE DOC WITH INFORMATION]

\* Required

### Team Information

Please share some information about the team you plan to work with.

**What is the first and last name of your team lead? \***

Please pick one person to serve as a team lead during the application process.

Your answer

**What is your team lead's role and organization? \***

Your answer

**What is your team lead's email address? \***

Your answer



What is your team lead's phone number? \*

Your answer

We are applying to the IM-PL Network as a team of... \*

- ESU and district/school staff together
- ESU staff only
- District/school staff only
- Other:

Please list names, roles, organizations, and email/phone numbers for additional team members.

Your answer

## Current Instructional Materials Work

Please tell us a bit about your team's current and planned work around instructional materials adoption.

What sort of instructional materials adoption work will you be doing during the 2019-2020 school year? \*

Please tell us about whether you will be adopting or supporting adoption of instructional materials this year and on what timeline.

Your answer



In the 2019-2020 school year, will you be adoption/supporting adoption for...

Select all that apply

- K-5 math instructional materials
- 6-8 math instructional materials
- High school math instructional materials
- K-5 ELA instructional materials
- 6-8 ELA instructional materials
- High school ELA instructional materials
- K-5 science instructional materials
- 6-8 science instructional materials
- High school science instructional materials
- Other:

Do you expect to be doing instructional materials adoption/implementation work next school year (SY2020-2021)?  
If so, please tell us more about your plans.

Your answer



## Readiness Conditions

Teaching Lab suggests that districts should have the following readiness conditions in place before participating. Please check all that apply for your team.

- Strong support for and an intensive focus on improving academic instruction for all students
- A belief that high-quality instructional materials matter and that teachers should use them as the basis for instruction
- A belief that high-quality professional learning matters and that teachers can improve their instruction for all students through rigorous examination of their own practice
- Readiness to adopt new instructional materials in the coming year for ELA, mathematics, and/or science for at least one grade band (K-2, 3-5, 6-8, and/or high school)
- A willingness to commit significant time and resources to both the Fellowship and the materials selection and adoption process (i.e., this should be one of the district's top priorities for the next two years)

**NEXT**

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# Nebraska Instruction Materials - Professional Learning Fellowship Innovation Network Application

\* Required

## Application Questions

All teams should provide brief responses to the following questions.

Describe the role that you believe instructional materials play in supporting standards-aligned instruction. \*

Your answer

Describe the role that you believe high-quality professional learning plays in supporting teachers and leaders. \*

Your answer

Describe your definition of an equitable education system. What role does equity play in the adoption of high-quality instructional materials?

Your answer



What are the top challenges you've seen related to the identification, selection, and purchasing of instructional materials? [Select up to 5]

- Identifying instructional materials to review
- Time commitment required for teachers or other educators who are involved in the review process
- Deciphering the quality of instructional materials
- Vetting open education resources (OER)
- Ensuring materials meet the needs of diverse learners
- Finding materials that reflect and respect the backgrounds, histories, and narratives of all students
- Completing the review process in time for ordering instructional materials for delivery
- Negotiating prices with publishers
- Supporting teachers to use the materials effectively
- Integrating blended learning and technology
- Overall timeline
- Navigating outreach from publishers' sales teams
- Other:

What are the top three challenges you've seen following the selection and adoption of new instructional materials?

Your answer





Given the goals of the Fellowship, what do you hope to achieve by participating?

Your answer

ESUs Only



If your team includes members representing an ESU, please fill out the following questions

What actions has your ESU historically taken to support your district(s) with reviewing and adopting instructional materials?

Your answer

Describe the types of professional learning your ESU has historically provided to teachers and principals in your district(s).

Your answer

Thank you!



We'll be in touch soon. Please reach out to Liza Zarifi at [liza.zarifi@teachinglab.org](mailto:liza.zarifi@teachinglab.org) with any additional questions.

**BACK**

**SUBMIT**

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# Appendix E

## **Education Innovation Network (EIN) for Asynchronous Professional Learning (APL):**

### **Call for Applications for Fall 2019 Cohort 1**

The EIN will establish two cohorts (Fall of 2019 and Summer 2020) of up to 40 participants each and provide direct training, coaching and peer-to-peer learning in the planning, design, and development of online modules for use in APL. Collectively, EIN participants will establish templates for APL guidance documents (e.g., guiding models, core design principles, etc.), templates for evaluation plans, and samples of design playbooks and standard operating procedures that can be accessed and utilized by any education agency in the state planning to use APL.

#### **Benefits of participation:**

1. Participants selected will receive \$4,800 worth of training and coaching
  - a. Planning for effective outcomes utilizing APL
  - b. Application of effective instructional methods for APL
  - c. Use of Articulate® Storyline and Rise elearning authoring software tools
    - i. Foundations course
    - ii. Advanced techniques
    - iii. Use of media in APL
    - iv. Assessment and measurement in APL
  - d. Suggestions for management of APL through learning management systems
  - e. One-on-one coaching on APL projects
  - f. Access to APL design professionals for suggestions and troubleshooting
2. Participants will be invited to engage in peer learning opportunities
3. Participants will be contributors to and reviewers of the first statewide collection of best practices, tools, and templates for APL by education agencies

#### **Requirements of participant's agency:**

1. Time commitment – Participants will need to be available for in-person training (up to 9 days for Fall 2019 cohort beginning in December 2019). Participants need 8-12 hours per month to participate in virtual training, to engage in peer learning and coaching conversations, and complete individual projects. A more detailed timeline can be found below.
2. Access to software – Participants need access to an Articulate 360 subscription for duration of participation in the EIN.
3. Travel expenses – No travel expenses to in-person training events will be reimbursed. However, working lunches during training events will be provided.

### **Timeline for Participation (scheduled; subject to change)**

#### ***2019 Fall Cohort 1 (up to 40 participants)***

- **October 2019** – Application and selection
- **November 2019 - June 2021** – Access to peer learning (Virtual, variety of dates and times)
- **December 2019** – Orientation training and Articulate® foundations training (in-person)
  - 4 consecutive days during the 2nd or 3rd week of December, in Lincoln, Exact dates coming soon (required in-person)
- **January - July 2020** – Additional training modules offered (Virtual)
- **June 2020 - June 2021** – Access to coaching and support (Virtual)
- **September - October 2020** – (tentative) additional in-person training on APL tools and templates
- **June 2021** – Wrap-up workshop (in-person, both cohorts)

1. Please fill out the following information about yourself.

First Name

Last Name

Email Address

Work Phone Number

Current Job Title/Position	<input type="text"/>
Current Employer (i.e., NDE, ESU 11, etc.)	<input type="text"/>
NDE Office Name (if applicable)	<input type="text" value="(leave as is if not applicable)"/>
Work Address (street address, city, state, zip)	<input type="text"/>

2. What is your interest in asynchronous professional learning (APL)? (750 character limit)

Characters remaining: 750

3. Share your commitment to full participation in the EIN activities described. (750 character limit)

Characters remaining: 750

4. Do you have the full support of your manager/supervisor?

Yes

No

5. What opportunity do you have in your role to provide APL within your agency? (750 character limit)

Characters remaining: 750

6. Describe the impact your work in this space will provide in terms of opportunities you could provide and the potential reach or impact you could have for the Nebraska Education

could provide and the potential reach or impact you could have for the Nebraska Education system. (750 character limit)

Characters remaining: 750

7. What experience do you have in planning and developing professional learning for others? (750 character limit)

Characters remaining: 750

8. Describe your definition of an equitable education system. What role does equity play in the creation and use of asynchronized professional learning (APL)? (750 character limit)

Characters remaining: 750

9. What is your level of proficiency with each of the following software?

	Extremely proficient	Very proficient	Moderately proficient	Slightly proficient	Not proficient at all
a. Presentation software (e.g., Microsoft® Power Point™)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Image editing software (e.g., (Adobe® Illustrator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Video editing software (e.g., Adobe® Premiere Pro)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Computer programming (any language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Elearning authoring software (e.g., Articulate® Storyline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please indicate "YES" or "NO" to the following agreement:

*I have read through the participants requirements and can meet the time commitment requirements of the Education Innovation Network for Asynchronous Professional Learning.*

- YES
- NO

11. Please indicate "YES" or "NO" to the following agreement:

*I have read through the participants requirements and have/will have access to the Articulate 360 software necessary to participate in the Education Innovation Network for Asynchronous Professional Learning.*

- YES
- NO

12. Please indicate "YES" or "NO" to the following agreement:

*I have read through the participants requirements and understand that I am responsible for the travel expenses associated with my participation in the Education Innovation Network for Asynchronous Professional Learning.*

- YES
- NO

Submit



#NDE 19-6622

For more information about this application, please contact:  
Dorann Avey | Digital Learning | [dorann.avey@nebraska.gov](mailto:dorann.avey@nebraska.gov) | 402-471-4366

# Appendix F



## Nebraska Community College Gap Assistance Program: Eligible Programs List

\*\*\*CURRENT AS OF 12/6/2019\*\*\*

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Program	
				Type	Hours
CCC	200 Hour English, Math, Writing, Computer	Agriculture and food processing	200		
CCC	400 Hour English, Math, Writing, Computer	Agriculture and food processing	400		
CCC	600 Hour English, Math, Writing, Computer	Agriculture and food processing	600		
SECC	Precision Agriculture Certificate	Agriculture and food processing		Semester	20.0
CCC	Intro to Microsoft Office	Business management and administrative services	40		
CCC	Micro Soft Office/Leadership Series	Business management and administrative services	80		
MCC	Agile Project Management Program	Business Management and Administrative Services	117		
MCC	Associate Project Manager	Business management and administrative services	140		
MCC	Associate Project Manager + Workplace Communications	Business management and administrative services	163		
MCC	Digital Marketing Program	Business management and administrative services	240		
MCC	Office Administration Professional Program	Business management and administrative services		Quarter	22.5
MCC	Project Manager Professional	Business management and administrative services	171		
MPCC	Accounting Fundamentals	Business management and administrative services	24		
MPCC	Accounting Fundamentals II	Business management and administrative services	24		
MPCC	Administrative Assistant with Accounting Emphasis	Business management and administrative services	144		
MPCC	Administrative Assistant Non Profit Management Emphasis	Business management and administrative services	935		
MPCC	Administrative Professional with Microsoft Office 2007 Master	Business management and administrative services	340		
MPCC	Administrative Professional with Microsoft Office 2010 Master	Business management and administrative services	380		
MPCC	Administrative Professional with Microsoft Office 2013 Master	Business management and administrative services	445		
MPCC	Advanced Paralegal Certificate	Business management and administrative services	50		
MPCC	Building Teams that Work	Business management and administrative services	24		
MPCC	Business Coaching Certificate	Business management and administrative services	32		
MPCC	Administrative Assistant (Customer Service, Basic Computers, Basic Microsoft Office, Business Math/Calculators)	Business management and administrative services	30		
MPCC	Medical Administrative Assistant (Medical Admin Assistant with Electronics Health Record Software bundled with Basic QuickBooks) (hybrid course)	Business management and administrative services	291		
MPCC	Certificate in Accounting & Finance for Non-Financial Managers	Business management and administrative services	48		
MPCC	Certificate in Business Writing	Business management and administrative services	48		
MPCC	Certificate in Non Profit Administration	Business management and administrative services	48		
MPCC	Certificate in Office Operations	Business management and administrative services	48		
MPCC	Certificate in Presentation Media	Business management and administrative services	48		
MPCC	Certificate in Project Management	Business management and administrative services	48		
MPCC	Certificate in Workplace Communication	Business management and administrative services	56		
MPCC	Certified Bookkeeper	Business management and administrative services	140		
MPCC	Employment Law Certificate Course	Business management and administrative services	45		
MPCC	Entrepreneurship Certificate	Business management and administrative services	48		
MPCC	Legal Investigation Certificate	Business management and administrative services	60		
MPCC	Legal Secretary Certificate	Business management and administrative services	42		
MPCC	National Career Readiness Certificate	Business management and administrative services	120		
MPCC	Paralegal Certificate	Business management and administrative services	90		
MPCC	Payroll Practice and Management	Business management and administrative services	80		
MPCC	Professional Bookkeeping with QuickBooks 2012	Business management and administrative services	30		
MPCC	Professional Bookkeeping with QuickBooks 2013	Business management and administrative services	140		
MPCC	Professional Bookkeeping with QuickBooks 2015	Business management and administrative services	140		
MPCC	Project Management Essentials w/Certified Associate in Project Management Certification	Business management and administrative services	60		
MPCC	Records Management Certificate	Business management and administrative services	180		
MPCC	Social Media for Business Certificate	Business management and administrative services	48		
MPCC	Supervisory and Leadership Certificate	Business management and administrative services	32		
NECC	Administrative Assistant	Business management and administrative services	30		
NECC	Entrepreneurship	Business management and administrative services	24		
SECC	Business Certificate	Business Management and Administrative Services		Semester	15.0
SECC	Client Relations Certificate	Business Management and Administrative Services		Semester	15.0
SECC	Entrepreneurship Certificate	Business Management and Administrative Services		Semester	15.0
SECC	Event Venue Operations Certificate	Business Management and Administrative Services		Semester	15.0
SECC	Leadership Success Certificate	Business management and administrative services	40		
SECC	Leadership Success Certificate	Business management and administrative services	41		
SECC	Green Belt with Leadership Success Certificate	Business management and administrative services	104		
SECC	Leadership Success Certificate and Microsoft Applications Basic and Intermediate	Business management and administrative services	78		
SECC	LEAN Manufacturing with Fiber Optics Systems and six sigma green belt certification	Business management and administrative services	143		
SECC	Lean Transactional Training	Business management and administrative services	24		



## Nebraska Community College Gap Assistance Program: Eligible Programs List

\*\*\*CURRENT AS OF 12/6/2019\*\*\*

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Program	
				Type	Hours
SECC	Six Sigma Green Belt Certification	Business management and administrative services	63		
WNCC	Microsoft Office Specialist Certification Prep	Business management and administrative services	80		
CCC	Concrete Finishing Certificate	Construction	56		
CCC	Concrete Refinisher	Construction	40		
CCC	Concrete Refinisher	Construction	32		
CCC	Concrete Refinisher/Forklift Training	Construction	46		
CCC	Concrete Refinisher/Forklift Training	Construction	38		
CCC	Residential Wiring Certificate	Construction		Semester	12.0
MCC	Carpet Floor Installer	Construction	52		
MCC	Commercial Custodian Certificate	Construction	44		
MCC	Commercial Roofing Technician Certificate	Construction	40		
MCC	Facilities Maintenance Technician Certificate	Construction	104		
MCC	Hard Surface Floor Installer	Construction	56		
MCC	Landscaping Professional	Construction	50		
MCC	Professional Floor Installation Technician	Construction	98		
MCC	Sheet Metal Program	Construction	116		
MPCC	Concrete in Practice	Construction	36		
MPCC	Plumbing Apprenticeship Certificate	Construction	47		
SECC	Building Construction Tech Certificate	Construction		Semester	16.0
SECC	Concrete in Practice	Construction	34		
MCC	Insurance Producer Career Placement Program: Life & Health	Financial services	58		
MCC	Insurance Producer Career Placement Program	Financial Services	100		
MPCC	Charter Tax Professional	Financial services	180		
CCC	Nurse Assisting	Health Services	76		
CCC	Medication Aide	Health Services	40		
CCC	Basic Healthcare Pathway (Nurse Assisting and Medication Aide)	Health Services	116		
MCC	Youth Industry Certificate	Health Services	20		
MPCC	Administrative Dental Assistant	Health services	150		
MPCC	Advanced Coding for the Physician's Office	Health services	100		
MPCC	Advanced Hospital Coding and CCS Prep	Health services	80		
MPCC	Certified National Pharmaceutical Representative	Health services	90		
MPCC	Clinical Dental Assistant	Health services	240		
MPCC	COMPTIA Healthcare IT Technician	Health services	80		
MPCC	COMPTIA Healthcare IT Technician (Voucher Included)	Health services	80		
MPCC	Explore a Career in Medical Coding	Health services	24		
MPCC	Legal Nurse Consultant Training Course	Health services	42		
MPCC	Medical Administrative Assistant	Health services	200		
MPCC	Medical Coding and Billing	Health services	638		
MPCC	Medical Transcription & Editing	Health services	640		
MPCC	Medication Aide Course	Health services		Semester	3.0
MPCC	Nursing Assistant Course	Health services		Semester	4.0
MPCC	Medication Aide AND Nursing Assistant Course	Health services		Semester	7.0
MPCC	Optician Certification Training	Health services	150		
MPCC	Pharmacy Technician	Health services	285		
MPCC	Pharmacy Technician	Health services	330		
MPCC	Physical Therapy Aide	Health services	150		
MPCC	Spanish for Medical Professionals	Health services	16		
NECC	Certified Pharmacy Technician Exam Preparation	Health services	16		
NECC	CNA (Certified Nurse Aide)	Health services	76		
NECC	Emergency Medical Responder	Health services	60		
NECC	Emergency Medical Responder Technician	Health services	127		
NECC	EMT I and EMT II	Health services	158		
NECC	Healthcare Aide	Health services	121		
NECC	Healthcare Aide - Lapsed CNA License	Health services	49		
NECC	Medication Aide	Health services	45		
SECC	Dental Terminology Course	Health services		Semester	3.0
SECC	Electrocardiogram Tech Course	Health services		Semester	3.5
SECC	EMT Course	Health services		Semester	8.0
SECC	Healthcare Services Certificate	Health services		Semester	12.0
SECC	LPN C Course (upgrade in pay if completed)	Health Services	70		
SECC	LPN Refresher and RN/LPN Clinical Course	Health Services	200		
SECC	LPN Refresher and RN/LPN Clinical Course and Leadership Success Certificate	Health Services	240		
SECC	LPN Refresher Course (renew license)	Health Services	110		





## Nebraska Community College Gap Assistance Program: Eligible Programs List

\*\*\*CURRENT AS OF 12/6/2019\*\*\*

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Program	
				Type	Hours
SECC	Medication Aide	Health Services	100		
SECC	Medication Aide Course	Health services		Semester	2.5
SECC	Nursing Assistant Course	Health services		Semester	4.0
SECC	Nutrition Aide Course	Health services		Semester	3.5
SECC	Paramedic Refresher (renew license)	Health Services	40		
SECC	Personal Care Aide Course	Health services		Semester	3.5
SECC	Phlebotomist Course	Health services		Semester	2.0
SECC	Physical Therapy Aide Course	Health services		Semester	3.5
SECC	RN Refresher Course (renew license)	Health Services	120		
SECC	RN/LPN Clinical	Health services	90		
SECC	Sterile Processing Tech Course	Health services		Semester	6.0
WNCC	Basic Nursing Assistant Training	Health services	80		
WNCC	Basic Nursing Assistant Training	Health services		Semester	4.5
WNCC	Basic Nursing Assistant Training and Medication Aide	Health services	120		
WNCC	Basic Nursing Assistant Training and Medication Aide	Health services		Semester	7.5
WNCC	Emergency Medical Technician	Health services	152		
WNCC	Medical Assisting	Health services	345		
WNCC	Medical Assisting	Health services	375		
WNCC	Pharmacy Technician Certification Prep	Health services	68		
MCC	Culinary Workforce Training Program	Hospitality and tourism	411		
MPCC	Certificate in Customer Service	Hospitality and tourism	32		
MPCC	Certified Global Business Professional	Hospitality and tourism	160		
MPCC	eMarketing Essentials Certificate	Hospitality and tourism	48		
MPCC	Food and Customer Service Skills Training Certificate Program	Hospitality and tourism	120		
MPCC	Mobile Marketing Certificate	Hospitality and tourism	48		
MPCC	Online Marketing Certified Associate: Content Marketing	Hospitality and tourism	70		
MPCC	Online Marketing Certified Associate: Conversion Optimization Associate	Hospitality and tourism	105		
MPCC	Online Marketing Certified Associate: Display Advertising Associate	Hospitality and tourism	60		
MPCC	Online Marketing Certified Associate: Email Marketing Associate	Hospitality and tourism	70		
MPCC	Online Marketing Certified Associate: Mobile Marketing Associate	Hospitality and tourism	105		
MPCC	Online Marketing Certified Associate: Pay Per Click Associate	Hospitality and tourism	110		
MPCC	Online Marketing Certified Associate: Search Engine Optimization Associate	Hospitality and tourism	110		
MPCC	Online Marketing Certified Associate: Social Media Associate	Hospitality and tourism	110		
MPCC	Travel Agent Training	Hospitality and tourism	250		
MPCC	Video Marketing Certificate	Hospitality and tourism	32		
NECC	Food Service and Dietary Management Certificate	Hospitality and tourism	26		
SECC	Culinary/Hospitality Certificate	Hospitality and tourism		Semester	15.5
SECC	Dietary Manager Certificate	Hospitality and tourism		Semester	12.0
CCC	10 Hour OSHA General Industry and Forklift	Precision metals manufacturing	16		
CCC	24 Hour Hazwoper	Precision metals manufacturing	24		
CCC	30 hour OSHA Construction 29 CFR 1926	Precision metals manufacturing	30		
CCC	30 Hour OSHA General Industry 29 CFR 1910	Precision metals manufacturing	30		
CCC	40 hour Emergency Response	Precision metals manufacturing	40		
CCC	Advanced Programmable Logic Controls	Precision metals manufacturing	24		
CCC	Basic and Electrical Pneumatics	Precision metals manufacturing	32		
CCC	Basic Electrical	Precision metals manufacturing	24		
CCC	Basic Programmable Logic Controls RS 500	Precision metals manufacturing	24		
CCC	Basic RS 5000 logic PLC	Precision metals manufacturing	24		
CCC	Basic Welding Training	Precision metals manufacturing	120		
CCC	Basic Welding Training & Basic Welding Training Level II	Precision metals manufacturing	200		
CCC	Basic Welding Training Level II	Precision metals manufacturing	80		
CCC	General Manufacturing Certificate	Precision metals manufacturing		Semester	12.0
CCC	Industrial Maintenance Series	Precision metals manufacturing	120		
CCC	Industrial Technology Certificate	Precision metals manufacturing		Semester	14.0
CCC	Intro to Technical Diagrams	Precision metals manufacturing	16		
CCC	Intro to Welding & Blueprint Reading	Precision metals manufacturing	96		
CCC	Leadership Series	Precision metals manufacturing	56		
CCC	Mechanical Systems	Precision metals manufacturing	24		
CCC	Motor Controls and Relay logic	Precision metals manufacturing	24		
CCC	Variable Frequency Drive	Precision metals manufacturing	16		



## Nebraska Community College Gap Assistance Program: Eligible Programs List

\*\*\*CURRENT AS OF 12/6/2019\*\*\*

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Program	
				Type	Hours
MCC	Basic Welding Technician Certificate	Precision metals manufacturing	150		
MCC	Certified Production Technician	Precision metals manufacturing	128		
MCC	Door Tech Training Program	Precision metals manufacturing	32		
MCC	Manufacturing & Production Career Placement Program	Precision metals manufacturing	44		
MPCC	Basic Arc & Gas Welding	Precision metals manufacturing	24		
MPCC	Basic Arc and Gas Welding	Precision metals manufacturing	24		
MPCC	Basic Welding & Safety	Precision metals manufacturing	24		
MPCC	Basic Welding Techniques & Safety	Precision metals manufacturing	24		
MPCC	Oxyacetylene Welding	Precision metals manufacturing	80		
NECC	*NC3 Precision Measurement Certification	Precision metals manufacturing	30		
NECC	24 Hr. Hazwoper	Precision metals manufacturing	24		
NECC	Diversified Manufacturing Boot Camp	Precision metals manufacturing	72		
NECC	Gas Metal Arc Welding (GMAW) MIG	Precision metals manufacturing	60		
NECC	Gas Metal (Mig) and Flux Cored Arc Welding	Precision metals manufacturing	90		
NECC	Manufacturing Maintenance	Precision metals manufacturing	390		
NECC	Manufacturing Maintenance - Electrical & Instrumentation Pathway	Precision metals manufacturing	180		
NECC	Manufacturing Maintenance - Mechanical Pathway	Precision metals manufacturing	230		
NECC	OSHA 10 Hour and Safety (10 hour card)	Precision metals manufacturing	30		
NECC	OSHA 30 Hour and Safety (30 hour card)	Precision metals manufacturing	32		
NECC	Precision Measurement	Precision metals manufacturing	18		
SECC	Advanced Allen-Bradley PLC	Precision metals manufacturing	24		
SECC	Advanced Automation Direct PLC Programming	Precision metals manufacturing	24		
SECC	Advanced Precision Machining	Precision metals manufacturing	24		
SECC	Basic Allen Bradley PLC	Precision metals manufacturing	24		
SECC	Basic Automation Direct PLC	Precision metals manufacturing	24		
SECC	Basic Precision Machining	Precision metals manufacturing	24		
SECC	Basic RS5000/LOGIX	Precision metals manufacturing	24		
SECC	Basic Welding	Precision metals manufacturing	30		
SECC	Basic Welding with Variable Frequency Drives (VFD)	Precision metals manufacturing	46		
SECC	Electrical Code	Precision metals manufacturing	30		
SECC	Electrical Fundamentals	Precision metals manufacturing	24		
SECC	Electrical Fundamentals and Troubleshooting with Motor Controls and Relay Logic	Precision metals manufacturing	72		
SECC	Electrical Series	Precision metals manufacturing	344		
SECC	Electrical Troubleshooting	Precision metals manufacturing	24		
SECC	Gas Metal Arc Welding	Precision metals manufacturing	60		
SECC	High Pressure Engineering	Precision metals manufacturing	144		
SECC	Industrial Measurement, Sensors & Controls	Precision metals manufacturing	24		
SECC	Industrial Pneumatics	Precision metals manufacturing	32		
SECC	Introduction to Manufacturing Skills	Precision metals manufacturing	16		
SECC	Lean Manufacturing	Precision metals manufacturing	24		
SECC	Manufacturing Technician Level 1	Precision metals manufacturing	46		
SECC	Motor Controls and Relay Logic	Precision metals manufacturing	24		
SECC	PLC Operator Interface Programming	Precision metals manufacturing	24		
SECC	Variable Frequency Drives	Precision metals manufacturing	16		
SECC	Welding Essentials Course	Precision metals manufacturing	560		
SECC	Welding Technology Certificate	Precision metals manufacturing		Semester	16.5
WNCC	Welding I	Precision metals manufacturing	135		
WNCC	Welding II	Precision metals manufacturing	240		
MPCC	Biofuel Production Operations	Renewable energy	400		
MPCC	Chemical Plant Operations	Renewable energy	400		
MPCC	Power Plant Operations	Renewable energy	400		
MPCC	Solar Powered Professional	Renewable energy	120		
MPCC	Wind Energy Professional	Renewable energy	240		
NECC	*NC3 Building Performance Certificate, NC3 = National Coalition of Cert. Centers	Renewable energy	16		
NECC	*NC3 Torque Certification	Renewable energy	30		
NECC	608 FREON Certification ESCO Institute	Renewable energy	16		
NECC	Vibralign Laser Alignment Certification	Renewable energy	30		
SECC	Energy Generations Operations Certificate	Renewable energy		Semester	13.0
MPCC	Certificate in Data Analysis	Research, development, and engineering services	48		
MPCC	Certified Indoor Air Quality Manager	Research, development, and engineering services	16		
MPCC	Certified Indoor Environmentalists Prep	Research, development, and engineering services	32		
MPCC	LEED AP + BDC	Research, development, and engineering services	32		



## Nebraska Community College Gap Assistance Program: Eligible Programs List

\*\*\*CURRENT AS OF 12/6/2019\*\*\*

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Program	
				Type	Hours
MPCC	LEED v4 Accredited Professional for Existing Buildings: Operations + Maintenance Exam Prep	Research, development, and engineering services	32		
MPCC	LEED v4 Green Associate Exam Prep	Research, development, and engineering services	32		
NECC	Drafting-Architectural	Research, development, and engineering services	21		
MCC	3D and Virtual Reality Designer and Developer Program	Software and computer services	159		
MCC	Business Office Communications Certification	Software and computer services	24		
MCC	Certified Fiber Optics Specialist/Testing & Maintenance	Software and computer services	16		
MCC	Certified Fiber Optics Technician	Software and computer services	24		
MCC	Cisco Certified Network Technician	Software and computer services		Quarter	18.0
MCC	Code School	Software and computer services	432		
MCC	Fiber Optic Systems	Software and computer services	72		
MCC	Fiber Optic Systems + Outside Plant Specialist	Software and Computer Services	98		
MCC	IT and Cybersecuritu Professional Level 1 Career Placement Program	Software and Computer Services	196		
MCC	IT Desktop Support Technician	Software and computer services		Quarter	18.0
MPCC	3ds max	Software and computer services	300		
MPCC	Android Application Developer	Software and computer services	120		
MPCC	AutoCAD 2015 Certified User	Software and computer services	155		
MPCC	Certificate in Designing Webinars	Software and computer services	48		
MPCC	Certificate in Self Publishing and eBooks	Software and computer services	48		
MPCC	Certified Online Instructor	Software and computer services	48		
MPCC	Cisco CNNA Certification Training	Software and computer services	150		
MPCC	Digital Arts Certificate	Software and computer services	360		
MPCC	Help Desk Analyst: Tier 1 Support Specialist	Software and computer services	120		
MPCC	Marketing Design Certificate	Software and computer services	360		
MPCC	Microsoft Access 2010 Certification Training	Software and computer services	120		
MPCC	Microsoft Certified Solutions Associate: Windows 7	Software and computer services	200		
MPCC	Microsoft Certified Solutions Association: Server 2008	Software and computer services	275		
MPCC	Microsoft Certified Solutions Association: Server 2012	Software and computer services	230		
MPCC	Microsoft Certified Solutions Association: SQL Server 2010	Software and computer services	220		
MPCC	Microsoft Certified Solutions Association: SQL Server 2012	Software and computer services	360		
MPCC	Microsoft Excel 2010 Certification Training	Software and computer services	95		
MPCC	Microsoft Excel 2013 Certification Training	Software and computer services	70		
MPCC	Microsoft Office 2010 Master Certification Training	Software and computer services	300		
MPCC	Microsoft Outlook 2010 Certification Training	Software and computer services	45		
MPCC	Microsoft PowerPoint 2010 Certification Training	Software and computer services	45		
MPCC	Microsoft PowerPoint 2013 Certification Training	Software and computer services	60		
MPCC	Microsoft SharePoint 2010 Certification Training	Software and computer services	82		
MPCC	Microsoft Word 2010 Certification Training	Software and computer services	95		
MPCC	Microsoft Word 2013 Certification Training	Software and computer services	70		
MPCC	Multimedia Arts Certificate	Software and computer services	360		
MPCC	Online Marketing Certified Associate: Digital Analytics and Conversion Professional	Software and computer services	200		
MPCC	Online Marketing Certified Associate: Email Marketing and Automation Professional	Software and computer services	150		
MPCC	Online Marketing Certified Associate: Paid Search Professional	Software and computer services	180		
MPCC	Online Marketing Certified Associate: Search Marketing Professional	Software and computer services	180		
MPCC	Online Marketing Certified Associate: Social and Mobile Marketing Professional	Software and computer services	190		
MPCC	Online Marketing Certified Associate: Web Analytics Associate	Software and computer services	145		
NECC	Cisco Networking I	Software and computer services	75		
NECC	Cisco Networking II	Software and computer services	75		
NECC	Cisco Networking III	Software and computer services	75		
NECC	Cisco Networking IV	Software and computer services	75		
NECC	Microsoft Certified Programming	Software and computer services	60		
SECC	A+ (IT Technician)	Software and computer services	42		
SECC	CCNA 1-2, 3-4 with A+	Software and computer services	250		
SECC	CCNA 1-2, 3-4 with A+ and Fiber Optics Systems	Software and computer services	306		
SECC	CCNA 1-2, 3-4 with A+, N+ and Fiber Optics Systems	Software and computer services	341		
SECC	CCNA 1 & 2	Software and computer services	104		
SECC	CCNA 3 & 4	Software and computer services	104		
SECC	Certified Fiber Optic Specialist/Testing & Maintenance	Software and computer services	16		



## Nebraska Community College Gap Assistance Program: Eligible Programs List

\*\*\*CURRENT AS OF 12/6/2019\*\*\*

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Program	
				Type	Hours
SECC	Certified Fiber Optic Technician	Software and computer services	24		
SECC	Certified Fiber Optics Specialist/Splicing	Software and computer services	16		
SECC	CompTIA N+	Software and computer services	35		
SECC	Designer Software Certificate	Software and computer services		Semester	20.5
SECC	Fiber Optics Systems	Software and Computer Services	56		
SECC	Fiber Optics Systems with Basic Welding and Variable Drives	Software and computer services	102		
SECC	Fiber Optics Systems with CCNA 1-2 and 3-4	Software and Computer Services	264		
SECC	Fiber Optics Systems with CompTIA N+	Software and Computer Services	91		
SECC	Fiber Optics Systems with CompTIA N+ and A+	Software and Computer Services	133		
SECC	Fiber Optics Systems with Leadership Success Certificate	Software and Computer Services	97		
SECC	Fiber Optics Systems with LEAN Manufacturing	Software and Computer Services	80		
SECC	Fiber Optics Systems with LEAN Manufacturing and Networking	Software and Computer Services	288		
SECC	Geographic Info System (GIS) Tech Certificate	Software and computer services		Semester	18.0
SECC	Microsoft Applications: Basic (Word, Excel, PowerPoint)	Software and computer services	21		
SECC	Microsoft Applications: Basic and Intermediate	Software and Computer Services	38		
SECC	Microsoft Applications: Basic and Intermediate with Leadership Success Certificate	Software and Computer Services	78		
SECC	Microsoft Applications: Intermediate (Word, Excel, Adobe Acrobat DC Pro)	Software and computer services	17		
SECC	Residential Designer Certificate	Software and computer services		Semester	17.5
WNCC	CompTIA A+ and Network+ Certification	Software and computer services	128		
WNCC	CompTIA A+ Certification	Software and computer services	48		
WNCC	CompTIA Network+ Certification	Software and computer services	48		
CCC	Truck Driving	Transportation, warehousing, and distribution logistics		Semester	12.0
CCC	Production Welding Certificate	Transportation, warehousing, and distribution logistics		Semester	13.0
MCC	Automotive Express Lane Technician Certificate	Transportation, warehousing, and distribution logistics	120		
MCC	CDL A Certification	Transportation, warehousing, and distribution logistics	113		
MCC	CDL Class B Certificate	Transportation, warehousing, and distribution logistics	60		
MPCC	Certified Green Supply Chain Professional	Transportation, warehousing, and distribution logistics	60		
MPCC	Commercial Driver License Basics-Class B	Transportation, warehousing, and distribution logistics	20		
MPCC	Freight Broker / Agent Training	Transportation, warehousing, and distribution logistics	150		
MPCC	Professional Truck Driving	Transportation, warehousing, and distribution logistics	158		
NECC	*NC3 Automotive Scanner Diagnostics Certification	Transportation, warehousing, and distribution logistics	30		
NECC	*NC3 Electrical Meter Certification	Transportation, warehousing, and distribution logistics	30		
NECC	60-Hour CDL Training with Transport Quality Assurance Certification (TQA)	Transportation, warehousing, and distribution logistics	60		
NECC	Basic CDL Theory and Lab (A or B CDL)	Transportation, warehousing, and distribution logistics	56		
NECC	Professional Truck Driving Training	Transportation, warehousing, and distribution logistics	240		
NECC	Remedial CDL Training	Transportation, warehousing, and distribution logistics	40		
SECC	Professional Truck Driving Training Course	Transportation, warehousing, and distribution logistics		Semester	8.5
WNCC	Commercial Truck Driver Class A	Transportation, warehousing, and distribution logistics	110		
WNCC	Commercial Truck Driver Class A 20 Hour	Transportation, warehousing, and distribution logistics	20		
WNCC	Commercial Truck Driver Class B	Transportation, warehousing, and distribution logistics	140		

# Appendix G

## Education Committee Hearing

### Testimony of Interim President Susan Fritz

*Nov. 15, 2019*

Chairman Groene and members of the Education Committee, good morning. I am Susan Fritz (S-U-S-A-N F-R-I-T-Z) and I am interim president of the University of Nebraska.

I'm pleased to be here to talk about the critical importance of financial aid for our 51,000 students. I thank you for your attention to this important topic.

The Nebraska Opportunity Grant program, part of the Education Improvement Fund, is the State of Nebraska's only need-based financial aid program for post-secondary education. NOG provided almost \$19 million this year to low-income Nebraska students attending colleges and universities in our state. A little over \$10 million of that went to students at the University of Nebraska.

These dollars are crucial in removing barriers and making higher education more affordable and accessible for Nebraska students. We are grateful that state policymakers have recognized the needs of our students and have invested accordingly. Your foresight in directing lottery funds to the Nebraska Opportunity Grant program has helped put a college degree within reach for thousands of Nebraska students.

It is more important now than ever for us to fulfill our commitment to access for the people of Nebraska. Accessibility has always been core to the University's

mission, and we have been able to deliver on that promise thanks in part to your partnership. Looking ahead, keeping the doors of higher education open for our young people will be critical as we work together to address the urgent workforce challenges facing our state.

We are mindful that the financial needs of our students exceed the limited dollars available. In 2017-18, 13,000 of 36,000 eligible Nebraskans received Nebraska Opportunity Grant funding. About 4,500 of 12,000 eligible University of Nebraska students received funding. Overall, Nebraska is in the bottom 10 nationally in state-supported grant aid per student.

The average award for a NOG recipient at the University is about \$2,000. Our students would tell you unequivocally that a grant of that size makes an enormous difference. Most of our Nebraska Opportunity Grant recipients have family incomes of less than \$40,000. Financial aid matters.

Of course, when it comes to accessibility, colleges and universities have a responsibility to do our part by keeping costs down for students and families. We are proud that our tuition and fees are well below the peer averages. We also have a number of efforts underway to expand access, including collaborative partnerships with our colleagues in higher education, government and business to grow our retention rates, improve time-to-degree completion, limit student debt and enrich the overall student experience. I would welcome the opportunity to talk more about those if you have questions.

And we have and certainly will continue to leverage a mix of campus, federal and private sources to reduce costs for our students to the greatest extent possible.

More than a quarter of our students receive a federal Pell Grant, which for many is the foundation of financial aid.

Additionally, we benefit greatly from the generosity of our donors, who through the University of Nebraska Foundation provide some \$25 million in financial aid to our students each year.

But the state's aid program is a crucial component. Your investment sends a message to our young people that the State of Nebraska cares about their success, that it is invested in their upward mobility, and that it wants to help them become engaged and productive citizens who contribute to our communities and economy.

Furthermore, the state's partnership is one significant reason that we are able to produce 11,000 graduates each year who add a collective \$2.4 billion to Nebraska's economy.

The Nebraska Opportunity Grant program represents a critical commitment by the state to our future. It helps keep college within reach for our young people, it creates opportunities for students in need, and it advances the state of Nebraska's goals for economic growth and well-being. The University of Nebraska is grateful for your support of access and success for our students.

I would be happy to answer any questions.

November 15, 2019

Senator Groene, Chair of the Education Committee and members of the Education Committee

My name is Colby Coash and I am the Associate Executive Director for the Nebraska Association of School Boards. Thank you for the opportunity to provide input with regard to the future allocation of lottery funds within Nebraska through the Education Innovation Fund. I will focus my comments separately within each section of the current allocation, while also mentioning a new initiative to consider that has now become a key focus and will only grow in the future.

**Attracting (and Enhancing) Excellence in Teaching Program:** These two programs represent an important strategy in addressing one of the most pressing problems school districts continue to struggle with. Attracting quality educators to sparse or high needs in terms of poverty districts is a challenge for districts. In addition, funding educators in high demand subject areas continue to be a challenge to fill for districts. NASB is aware of rural districts who have advertised for core subject matter educators and received zero applicants. School boards and districts need every tool available to attract and retain quality educators for their communities. Addressing this issue has become a priority for NASB's membership. NASB recommends that this funding is continued. We would also recommend that the Act be expanded to include career academy and dual credit endorsements. As more teachers retire and the demand for teachers endorsed in high demand subjects grow, the need for funding the Act's two programs will become even more evident.

**Expanded Learning Opportunities Grant Program:** The programs and collaborations funded by these grants have proven to have successful outcomes for students. These grants have truly a statewide reach as they have been implemented in communities like Lincoln and North Platte to smaller initiatives in Garden County and Chadron. NASB recommends continued funding of this program.

**Innovation Grant Funds:** NASB agrees with NDE's assertion that more flexibility with these grants is warranted. Innovation networks of districts could leverage these dollars more effectively. NASB recommends that the statewide testing continue but agrees with NDE that the funding for the program revert back to general funds should the legislature deem statewide testing an important initiative. The State and this committee should continue to articulate a policy purpose for the statewide testing.

The reallocation of these funds also presents an opportunity to address an issue which has educators, administrators, and school boards have all identified, namely the training of classroom educators on the mental health needs of students and crisis intervention techniques for educators. I would point out that are two bills currently in committee which have been supported by NASB and the education community.



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Specifically, LB 568 which provides for mental health first training for districts and LB 351 providing bonding authority of cybersecurity and violence prevention. LB 351 could be amended to provide district support through grants in violence prevention training. Homeland security has identified schools as a target for data theft. Lottery funds could be used for assessment, prevention, and remediation cybersecurity threats and breaches.

I would be remiss if I didn't mention that when the lottery funds were initially allocated for educational purposes, the split was more evenly balanced between K12 education and higher ed. I would encourage the committee to consider the balance of funding as it makes its recommendation to the full Legislature.

Colby Coash  
Associate Executive Director/Government Relations Director  
Nebraska Association of School Boards  
1311 Stockwell Street  
Lincoln, NE 68502

November 8, 2019

Senator Mike Groene,  
Chairperson, Nebraska Education Committee  
Room #1306, P.O. Box 94604  
Lincoln, NE 68509  
[mgroene@leg.ne.gov](mailto:mgroene@leg.ne.gov)

RE: Allocation of State lottery funds

Dear Senator Groene:

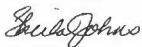
My name is Sheila Johns, President of the Nebraska Association of Student Financial Aid Administrators (NeASFAA) and Director of Financial Aid at Western Nebraska Community College. One of the core principles of NeASFAA is to serve the needs of students across the State of Nebraska and to advise and assist in the development and promotion of student financial aid programs.

It is with this purpose in mind that I write this letter. NeASFAA encourages the Education Committee to expand funding of the Nebraska Opportunity Grant (NOG) by increasing its allocation of lottery funds for the following reasons:

- **The demand for funds is great.** During the 2017-18 academic year, 12,849 students were awarded NOG funds. While this number is significant, more than 23,000 other students qualified to receive this grant but were denied due to the lack of availability of NOG funds.<sup>1</sup>
- **Student financial need has outpaced available funds.** Historically, NOG has been funded through the General fund and lottery funds. Since General funds have not increased since 2007-08, any increase in funding has come from lottery proceeds. Student need continues to grow, and has outpaced those funding increases.
- **Nebraska lags the nation in state financial aid support to students.** Nebraska ranks 41<sup>st</sup> in state expenditures on student aid per undergraduate student. The average Nebraska state financial aid grant per undergraduate student is 70% below the national average.<sup>2</sup>
- **Recipients are Nebraska residents.** NOG is awarded only to students with exceptional need who are Nebraska residents attending an eligible Nebraska college or university. This grant allows the state to contribute to Nebraska's workforce development by providing financial assistance to our neediest students.

I ask that you expand, or preserve, the lottery fund allocation to the Nebraska Opportunity Grant so that the State of Nebraska can educate and financially assist the neediest Nebraska students as they pursue their career interests.

Sincerely,



Sheila Johns, President NeASFAA

<sup>1</sup> Coordinating Commission for Postsecondary Education (CCPE), NOG Factsheet

<sup>2</sup> National Association of State Student Grant and Aid Programs, Annual Survey Report (November, 2018); U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics* <https://nces.gov/statistics/state-indicators/indicator/state-student-aid-expenditures-per-full-time-undergraduate-student/table>



## Nebraska State College System

CHADRON | PERU | WAYNE

November 13, 2019

Senator Groene  
State Capitol, Room 1306  
Lincoln, NE 68509

**NEBRASKA STATE COLLEGES**  
**Interim Study Hearing**  
**Nebraska Opportunity Grant and AET/EET Funding**  
**Education Committee**  
**Friday, November 15, 2019**

Dear Senator Groene and Members of the Education Committee,

Please include as part of the public hearing record this written letter noting the importance of the continued use of Lottery funding for the Nebraska Opportunity Grant (NOG) and Attracting and Enhancing Excellence Programs. My apologies for not being able to attend the interim study hearing in person today. I am out of town participating in the Nebraska State College's Board meeting activities, which are taking place at Wayne State College.

The NOG is critically important to the students who attend our Colleges. During the 2018-2019 academic year, **1,198** Nebraska State College students were awarded almost **\$1.4 million** in NOG support. The average award for our students who received NOG funding was **\$1,155 per student**. Without this program, students with financial need who do find their way to College will have to rely on additional student debt to continue. Even with all federal awards and loans, as well as state assistance provided to our students, there is still a significant amount of unmet financial need, based on the student and/or their family's ability to provide financial support for their College education. That unmet need at the NSCS exceeded **\$7.2 million** during the 2018-2019 academic year. This shows the critical need for even more support to assure that students who desire to attend our Colleges are given that opportunity. The NSCS strongly supports the continuation of Lottery Funds for the NOG program.

The Attracting Excellence to Teaching and Enhancing Excellence in Teaching Programs are also very critical to the Nebraska State Colleges. The Nebraska State Colleges

have a long and rich history of preparing educators who, in turn, serve as PK-12 teachers across the state of Nebraska and beyond. Over the past decade, a significant number of these teacher candidates have been financially supported through these programs, which were created and implemented in 2006. The programs are funded through the Nebraska Education Improvement Fund and provide scholarships to teacher candidates who are completing endorsement programs targeted to areas of need for educators across the state, per the Nebraska Department of Education.

Annual funding allocations are equitably distributed based on the number of teacher education candidates who graduated from a Nebraska institution the prior year. These scholarships include a loan forgiveness assurance of one year of scholarship funding for every year that the individual teaches in a Nebraska school after his/her graduation, or two years of scholarship funding forgiveness for every year that he/she teaches in a high need Nebraska school district.

During the past three years, the average total annual allocation of Attracting and Enhancing Excellence program funding to Nebraska institutions was just under **\$1.5 million (\$1,454,433)**. Of those funds, NSCS students majoring in teacher education received an average of **21.6%** (or **\$113,483**) of the Attracting Excellence scholarship funding awarded state-wide and **18.4%** (or **\$170,945**) of the Enhancing Excellence scholarship funding awarded state-wide. This average annual funding of almost **\$285,000** each year is a significant amount of financial support currently being provided by these two programs to an average of **150** NSCS students each year in the field of education.

Over the past decade, the Attracting and Enhancing Excellence programs have successfully placed teachers across the state following graduation, and specifically in high need areas in rural school districts served by the Nebraska State College System. The allowance of loan forgiveness to graduates who remain in Nebraska to teach is a strong incentive to keep these teachers in our state. As such, the NSCS strongly supports the continuation of Lottery Funds for the Attracting and Enhancing Excellent in Teaching Programs.

Thank you for the opportunity to submit this position letter. I welcome the opportunity to discuss these programs and their impact on the Nebraska State Colleges further if desired.

Sincerely,



Dr. Paul Turman  
Chancellor, Nebraska State Colleges

# Leyton Public Schools

## Home of the Warriors

Leyton High School  
504 Main St.  
P.O. Box 297  
Dalton, Nebraska 69131  
308-377-2301

Superintendent  
308-377-2301  
Fax: 308-377-2304

Leyton Elem-Junior High School  
521 Rose St.  
P.O. Box 178  
Gurley, Nebraska 69141  
308-884-2247

November 13, 2019

Education Committee, Nebraska Legislature

Sen. Mike Groene, Chairperson  
Sen. Tom Brewer  
Sen. Rick Kolowski  
Sen. Lou Ann Linehan  
Sen. Adam Morfeld  
Sen. Dave Murman  
Sen. Patty Pansing Brooks  
Sen. Lynne Walz

RE: Lottery Fund Hearing; Distance Learning Funding

Dear Senator Groene and Education Committee,

I am submitting these remarks to you in support of distance learning funding through the Nebraska Lottery Fund. I am also requesting they be entered as part of the official record of the Lottery Fund Hearing on November 15, 2019.

Leyton Public School District is a small, rural district in Cheyenne County, served by ESU #13. Distance learning opportunities comprise a valuable and often misunderstood component of our educational offerings. Over the past eight years, ESU #13 has seen enrollment in these types of synchronous learning courses range from 369 to 837 students. Currently we have 33 students (duplicated count) enrolled in five different courses, including dual credit courses offered through Western Nebraska Community College and foreign language. These classes serve 37% of our high school student body! Without distance learning, rural students would miss opportunities their urban peers may take for granted.

*You're on the road of life, and education is your fuel; the more you have, the farther you will go.  
An equal opportunity employer*

# Leyton Public Schools

## Home of the Warriors



Leyton High School  
504 Main St.  
P.O. Box 297  
Dalton, Nebraska 69131  
308-377-2301

Superintendent  
308-377-2301  
Fax: 308-377-2304

Leyton Elem-Junior High School  
521 Rose St.  
P.O. Box 178  
Gurley, Nebraska 69141  
308-884-2247

Dual credit courses are especially valuable for our students and their families. Often we have students graduate with enough college credit to eliminate the need for one complete year of college – a significant cost savings for our constituents. Another significant benefit for our students is exposure to the rigor, scope, and pacing of a college course. Finally, distance learning classes offer our students access to highly qualified staff that would otherwise be unavailable. (Spanish teachers, for instance, are almost impossible to hire in our end of the state!) Because we are a rural school district, without distance learning we are simply not able to provide these kinds of courses for our students.

As I'm sure you're keenly aware, funding is critical to maintaining the necessary hardware, software, and infrastructure necessary to offer these courses. We also rely on the ESU to provide technical support for our system and these courses. Continued funding from the Nebraska Lottery is a vital component for maintaining our distance learning lab. Thank you for ensuring funding is available so that all Nebraska students have some level of equitable opportunities with respect to the class offerings available through distance learning.

Sincerely,

Chris Geary, Superintendent

*You're on the road of life, and education is your fuel; the more you have, the farther you will go.  
An equal opportunity employer*

## Education Improvement Fund and Distance Education

1 message

**Travis Miller** <travis.miller@bayardtigers.org>

Thu, Nov 14, 2019 at 10:03 PM

To: Mike Groene <mgroene@leg.ne.gov>, tbrewer@leg.ne.gov, rkolowski@leg.ne.gov, llinehan@leg.ne.gov, Adam Morfeld <amorfeld@leg.ne.gov>, dmurman@leg.ne.gov, ppansingbrooks@leg.ne.gov, lwalz@leg.ne.gov  
Cc: John Stinner <jstinner@leg.ne.gov>, Steve Erdman <serdman@leg.ne.gov>, Kim Kildow <kkildow@charter.net>, Kim Burry <burrykim@gmail.com>, Carolyn Applegate <cjapplegate@embarqmail.com>, Donna Stuart <stuard@telecomwest.net>, Becky Henkel <becky.henkel@bayardtigers.org>, Lisa Ouder Kirk <lisa.ouderkirk@bayardtigers.org>

Senators of the Education Committee of the Legislature,

As you engage in the upcoming work of making recommendations to the full Unicameral regarding the use of the Education Improvement Fund (lottery funds for educational purposes), I would encourage you to continue to allocate funding to help provide equitable educational opportunities for students in rural communities.

I am writing to you in my capacity as Superintendent of Bayard Public Schools, and also as a parent of five children attending Bayard Public Schools.

As a parent and as a school administrator I believe it is important to provide opportunities for students in rural areas to be competitive and meaningful contributors to the future workforce of our state. One of the ways that we can do that in small rural communities is through distance learning. For example, distance education is the primary means through which our students have access to dual credit/college credit opportunities. Without the opportunities provided through distance learning, our students would not have the opportunity to experience dual credit learning that is routinely available to students in urban and suburban communities.

The unfortunate reality for students in rural communities is economies of scale will most likely continue to preclude small rural school districts from offering diverse and comparable educational opportunities such as on-site college partnerships/career academies that are already provided in urban communities. However, the use of distance education technology provides an opportunity to help close the existing opportunity gap in terms of access to varied learning opportunities for students in rural Nebraska.

While the existing funding may not seem consequential in the context of the state budget, the current incentives are impactful in our small school district. The incentive funds allow us to help cover the costs of employing a paraeducator to supervise our distance education classes and to provide support to students in these programs. This has allowed us to provide courses to our students through the distance education opportunities provided in the Nebraska Panhandle.

Over the past five years, students in our school have benefited from the opportunity to take the following courses that we would not have been able to provide otherwise:

2014-2105	2015-2016	2016-2017	2017-2018	2018-2019
Accounting	Accounting	Child Development	Body Structures	Accounting
College Algebra	College Algebra	College Algebra	Child Development	Child Development
English Composition 1	English Composition 1	English Composition 1	Digital Design 2	College Algebra
English Composition 2	English Composition 2	English Composition 2	Digital Media	College Composition 1
Intro to Business	Intro to Business	History of the American West	English Composition 1	College Composition 2
Literature	Medical Terminology	Personal Finance	English Composition 2	Digital Media
Medical Terminology	Personal Finance	United States History to 1877	Medical Terminology	Personal Finance
Personal Finance	United States History to 1877		United States History to 1877	Wildlife Science
Psychology	United States History		United States History	

	Since 1877		Since 1877	
United States History to 1877				
United States History Since 1877				

I know there will be many parties fighting for a "piece of the pie" with the upcoming lottery funding allocations. I hope that during those deliberations you will consider continued support for equitable learning opportunities for students in rural Nebraska by renewing the distance education incentive programs. This program is making a positive difference in the lives of children in our communities.

With Gratitude,

Dr. Travis W. Miller  
 Superintendent of Schools

*Strategic Intellection Ideation Input Self-Assurance*

Bayard Public Schools  
 726 4th Avenue  
 PO Box 607  
 Bayard, NE 69334  
 308-586-1325

**Every Person, Every Day.**

*Focused on the Student*

*Attitude of Excellence*

*Community*

*Tiger Way!*

It's a **FACT!**



## Lottery Funds Written Testimony

DATE: November 15, 2019

TO: Education Committee Members

RE: Lottery Funds Written Testimony

Dear Education Committee,

My name is Kraig Lofquist, the Executive Director of the Educational Service Unit Coordinating Council (ESUCC). I offer this written testimony regarding the use of "lottery funds," specifically as they relate to "distance learning."

There is quite a bit of history regarding "distance learning", so it's difficult to be brief. At one time lottery funds helped purchase distance learning equipment such as monitors, bridges, mounting brackets, carts, modems, etc. When schools received this equipment, they were required to "send" a minimum number of courses to other schools. This mandate helped drive up distance learning numbers. Since that time, distance learning usage data shows a decline, but that's not the entire story.

Other changes have occurred over time such as an insidious decline to some districts student enrollments. This may also have had an impact on the number of students taking advantage of distance learning. Moreover, some schools now constitute "unified districts" and send courses to their unified cohorts, thus reducing usage numbers.. Also, asynchronous methods of course delivery do not meet distance learning incentive requirements for funding, and are also not reported. Finally, there has been a great deal of turnover at the administrative and counselor levels. These positions are the linchpin to course offerings. It does take time to build relationships with new people who may not understand the impact that these courses have.

There are also some surprising data related to distance learning use. We tend to think that Nebraska's larger schools are the ones that have the resources available to "send" courses. However, the data clearly shows that numerous, smaller, Nebraska school districts continue to send courses, so other students and schools can benefit.

The State of Nebraska has many nuances including a sparse and very sparse student population. Quality teachers are difficult to recruit and keep in some parts of the state. Distance learning helps mollify the reality of this chronic situation. In many, many cases, students simply need to have access to quality instruction/coursework, and the only way to provide equity and access is through distance learning.

The Nebraska Department of Education has laudable, aggressive goals. Specifically, one goal states that *ALL Nebraska students will be college, career and civic ready*. Another goal states that *eighty-five percent of all Nebraska students, upon graduation from high school, will have*

*completed Advanced Placement coursework, earned dual credit and/or obtained industry certification.* Yet another goal states that we will ensure that all students have access to comprehensive instructional opportunities beginning with early childhood education, to be prepared for postsecondary education and career. **The only way to achieve these important goals is to provide equitable access through distance learning. If the funds are not available, the only way to address these needs will be to increase property taxes.**

As alluded to above, change has occurred and needs have evolved, so I would respectfully suggest that the legislature continue to fund distance learning and provide a greater incentive to certain types of coursework. This incentive would be above and beyond the dollars allowed for regular distance learning coursework.

We know that the jobs of the future are, and will continue to be, high tech, high skilled positions and we need to prepare students for them. These incentivized distance learning courses would include, but not be limited to: Career & Technical Education (CTE), robotics, computer coding, computer programming, advanced placement/dual credit courses.

A basic structure might include:

**Base Funding**

Sending a Course:	\$900.00
Receiving a Course:	\$700.00

**Additional Incentives**

Per pupil incentive above base:	\$10.00 per pupil
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Incentive for sending Advanced Placement/Dual Credit courses, CTE/Coding/Programming/Robotics, etc. courses:	\$1000.00 above base
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These are just a few ideas to address the needs of our students and all of our futures. In the final analysis, distance learning not only continues to be utilized by several thousand Nebraska students and school districts, it needs to be updated and incentivized.

The lottery funds for distance education purposes are still a critical and sound investment.

Respectfully,

Kraig J. Lofquist, Ed.D.

**ARTHUR COUNTY SCHOOL DISTRICT 500**  
111 EM STREET  
PO BOX 145  
ARTHUR NE 69142  
MAIN OFFICE – (308) 764-2253  
FAX (308) 764 2206



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November 14, 2019

ESUCC Office

Dr. Kraig J. Lofquist

6949 S. 110th Street

LaVista, NE 68128

To whom it may concern:

As a superintendent and a deeply invested district in distance learning, I would like to comment on the future and the past of distance learning in the state of Nebraska. The Arthur County School District has been both a beneficiary and advocate of LB1208 and LB519 and the opportunities that were provided by the Nebraska Lottery resources that helped to supplement the efforts made in the body of distance learning and the sharing of resources across the state.

Since the early beginnings of distance learning grant funds with the Excellence in Education program, districts across the state were supported by legislation that both promoted and encouraged the sharing of state resources and tax dollars to meet equity, Rule 10, and higher education requirements of students. The legislative investment has helped and currently helps to supplement equipment, salaries, grant opportunities, training, and the development of shared coursework.

A collaborative effort since the early 90's has been going on between K-12 districts and higher educational entities. This partnership promoted by distance learning has not only nurtured the sharing of educational services but has also opened dialogue between neighboring districts and pipelines for students from the high school ranks to higher education entities. It has afforded students with the opportunity to meet high school graduation and often get an early start on college requirements, as well as develop the skillset to be successful in an ever evolving world of lifelong learning that is no longer tethered to brick and mortar facilities. The programs of distance learning have helped to prepare students for the educational future as well as introduced them to technologies of communication that are so beneficial to the interactions of a rural state.

Technology has evolved and the changes that come along with these advancements requires funding that school districts are constantly struggling to meet. The distance learning requirements generally drive the technology assessments between districts and helps to advance more uniformity which allows for the opportunity to provide lower pricing high volume purchasing opportunities. The more communication that occurs through these opportunities not only helps to provide enrichment tools, but also lower the price tag on such items. Further savings could probably be more substantial if statewide legislation would support more statewide provisions.

---

**Administration: Barry Schaeffer, Superintendent/K-6 Principal, Jamie Gorwill – 7-12 Principal**

**Board of Education: Andy Bures – President, Tom Rut – Vice President, Kimberly Wenzel– Treasurer, Jason Ohm – Secretary, Amy Dam – Member, Jared Storer – Member**

**School Phone Numbers – Grades 7-12 (308) 764-2253, Grades 4-6 (308) 764 – 2233, Grades K-3 (308) 764-2231**

In closing, the need for distance learning support is not sun setting although the Lottery Dollar support is. I believe that the programs that were originally started and are still in place today require support today. Digital learning has evolved, and I believe that that Lottery Dollar investments should increase to support educational goals rather than looking for a short term goal of meeting legislative promises of tax decreases.

Sincerely,

A handwritten signature in black ink that reads "Barry Schaeffer Supt." The signature is written in a cursive, flowing style.

Barry Schaeffer

Superintendent/Arthur County Schools

# Paxton Consolidated Schools

P.O. Box 368  
308 North Elm Street  
Paxton, NE 69155-0368



Phone: 308-239-4283  
Fax: 308-239-4359  
[www.paxtonschools.org](http://www.paxtonschools.org)

To whom it may concern:

As the Superintendent of Paxton Consolidated Schools, a district that is deeply invested in distance learning, I would like to comment on the future and the past of distance learning in my district and the state of Nebraska. The Paxton School District has been both a beneficiary and advocate of LB1208 and LB519 and the opportunities that were provided by the Nebraska Lottery resources that helped to supplement the efforts made in the body of distance learning and the sharing of resources across the state.

Since the early beginnings of distance learning grant funds with the Excellence in Education program, districts across the state were supported by legislation that both promoted and encouraged the sharing of state resources and tax dollars to meet equity, Rule 10, and higher education requirements of students. The legislative investment helped and helps to supplement equipment, salaries, grant opportunities, training, and the development of shared coursework.

A collaborative effort since the early 90's has been going on between K-12 districts and higher educational entities. For our district, this partnership promoted by distance learning has not only nurtured the sharing of educational services but has also opened dialogue between neighboring districts and pipelines for students from the high school ranks to higher education entities. It has afforded students in our district the opportunity to meet high school graduation and college requirements, as well as the skillset to be successful in an ever-evolving world of lifelong learning that is no longer tethered to brick and mortar facilities. The programs of distance learning have helped to prepare our students for the educational future as well as introduced them to technologies of communication that are beneficial to the interactions of a rural state.

Technology has evolved and the changes that come along with these advancements requires funding that school districts are constantly struggling to meet. The distance learning requirements generally drive the technology assessments between districts and helps to advance more uniformity which allows for the opportunity to provide lower pricing high volume purchasing opportunities. The more communication that occurs through these opportunities not only helps to provide enrichment tools, but also lower the price tag on such items. Further savings could probably be more substantial if statewide legislation would support more statewide provisions.

In closing, the need for distance learning support is not sun setting although the Lottery Dollar support is. I believe that the programs that were originally started and are still in place today require support today. Digital learning has evolved, and I believe that that Lottery Dollar investments should increase to support educational goals rather than looking for a short term goal of meeting legislative promises of tax decreases.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul D. Dack". The signature is written in a cursive, flowing style.

November 13, 2019

Dr. Kraig J. Lofquist  
6949 S. 110th Street  
LaVista, NE 68128

Dear Dr. Lofquist,

Thank you for the opportunity to provide comments concerning the evolution of distance education in our area as well as comments pertaining to the use of lottery funds to support distance education.

Educational Service Unit 2 provides support for distance learning to both ESU 2 and many ESU 1 schools. In fact, the first ESU 2 and ESU 1 distance learning classrooms were installed in our member districts through Excellence in Education grant funds back in 1999. Those funds were provided through lottery dollars in a competitive grant competition and provided for both classroom equipment as well as support for training and course development in computer networking and technology applications. The three-year project was highly successful, and many students benefitted from these new course offerings.

As technology evolved and transmission protocols changed, schools found themselves needing to upgrade classroom equipment to embrace new transmission standards. Many of the distance learning consortiums maximized opportunities by writing USDA RUS grants as well as negotiating contracts for improved data transport, but still required assistance from the Nebraska Lottery funds to complete the conversions. In addition, many districts were requiring additional distance learning systems to support increased interest in expanded opportunities for course offerings, especially in dual credit. In an effort to help document need as well as usage, an on-line course clearing house was developed where districts could offer their courses as well as search for courses from other districts.

For the duration of the lottery equipment funding, districts were required to send and or receive a certain number of courses for a certain number of semesters. This requirement, as well as the incentive funds for each course sent or received, helped with the reporting of all distance learning courses, most especially those that qualified for incentives.

As incentive funds diminished and obligations of sending and receiving for equipment funds were met, it became more common that districts did not register their DL courses in NVIS and simply made school to school arrangements that have been going on for years. I know this to be the case with many of the ESU 2 districts. In addition, many DL courses offered for college credit only, are not registered in NVIS as they do not qualify for incentive pay.

While the numbers reported in NVIS are most likely below the reality of what is actually being sent and received, there has also been an evolution in other course delivery platforms. Many districts are taking advantage of meeting student needs through on-line curriculums like Odysseyware, Apex Learning, or Plato. In addition, dual credit, college credit, and high school only credit courses are available through a whole host of on-line providers both in state and out of state. These asynchronous methods of course delivery do not meet DL incentive requirements for funding and therefore, do not get reported in the NVIS system.

To Whom it may concern:

My name is J.D. Furrow and I am the district administrator for Sandhills Public School in Dunning and Halsey. I feel that we offer kids a wonderful educational experience here at Sandhills. Our class sizes are very small and our teacher:student ratio is very high. Distance Learning Education plays a pivotal role in our ability to provide our students with the array of programs necessary to give them a competitive advantage when they move from high school to college. Our kids use distance learning to get two years of Spanish, which in many colleges is required. We also have the ability to offer college and dual credit courses through distance learning. Along with advantages that distance learning provides our students, our staff also benefits. Because of our remote location, it is difficult for faculty to further their education and open professional doors for themselves. Having the distance learning capabilities in our school gives staff the opportunity to take college classes and work on degree programs that would otherwise be difficult.

I know the allocation of funds is a tremendous responsibility for you and there are countless worthy causes, but know that distance learning is a major cog in what I am proud to say is a wonderful educational experience for the students at Sandhills High School. I would like to thank you for your consideration on the matter of using lottery funds to support Distance Learning Education in the state of Nebraska.

Respectfully,

**J.D. Furrow**

**Sandhills Public School**

**Secondary Principal**

email: [jd.furrow@sandhillsknights.org](mailto:jd.furrow@sandhillsknights.org)

phone: (308)-870-2824

school: (308)-538-2224

## Ravenna Public Schools

Ken Schroeder, Superintendent  
Angie Drahota, Guidance Counselor  
Dominic Reicks, Activities Director



Brad Kjar, Secondary Principal  
Paul Anderson, Elementary Principal

Box 8400  
41750 Carthage Rd  
Ravenna, NE 68869

308-452-3249, high school  
308-452-3202, elementary school  
308-452-3172, fax

[ravennablucjays.org](http://ravennablucjays.org)

November 14, 2019

To Whom It May Concern:

Ravenna Public Schools students and staff have been positively impacted for many years, due to our school's ability to send and receive distance learning classes. The utilization of distance learning has allowed us to develop positive partnerships with Fullerton Public Schools, Palmer Public Schools, and Pleasanton Public Schools. These distance learning partnerships have allowed us to receive family and consumer science and Spanish classes and to send distance learning courses in art and in the agricultural sciences.

In addition to enhancing the curricular offerings we are able to make available to our students and to other students in affiliate schools, Distance Education Units (DEU's) incentive payments we received from NDE have allowed us to provide additional compensation to our art and agricultural sciences teachers. Providing this additional financial incentive for teaching distance learning courses has empowered the school district with a strong "retention and recruitment tool" for teachers in these high demand content areas.

Furthermore, the NVIS System has allowed us to supplemental students' education plans and allowed them to explore specific content areas of interest we would have not otherwise been able to offer them. Although this aspect of distance learning is used far less frequently to facilitate our agreements with Fullerton, Palmer, and Pleasanton, it is used intermittently and provides the school with a viable option for diversifying our curriculum to meet our students' specialized interests and needs.

We respectfully request that decision makers continue to provide every consideration for providing and promoting distance learning. Ravenna Public Schools has seen positive, measurable results as a result of distance learning efforts made at the statewide level.

Respectfully,

A handwritten signature in black ink that reads "Kenneth E. Schroeder". The signature is written in a cursive style.

Dr. Ken Schroeder  
Ravenna Superintendent

A handwritten signature in black ink that reads "Angie Drahota". The signature is written in a cursive style.

Mrs. Angie Drahota  
Ravenna Guidance Counselor





## LEIGH COMMUNITY SCHOOLS

Elementary School/Business Office • PO Box 98 222 W 4th St. • Leigh, NE 68643  
High School • PO Box 98 • 310 E Short Street • Leigh, NE 68643  
Stephanie Petersen, PK-6 Principal/Superintendent • 402-487-3301  
Troy Holmberg, 7-12 Principal/AD • 402-487-2228

Nov. 14, 2019

Senator Groene and the Education Committee,

Leigh Community Schools relies on Distance Learning to provide access to educational opportunities that would not be possible without this platform. We currently bring in Spanish II and College Algebra for our students. Next semester we will be sending out four classes.

If the Distance Learning incentives are reduced or reallocated it would be a disservice to our students who rely on this platform to complete their education path.

With the difficulty of hiring teachers in specific content areas the availability of classes through Distance Learning is essential for our district. Please do not reduce our current funds.

Sincerely,

Stephanie Petersen  
Elementary Principal/Superintendent  
Leigh Community Schools

Benefits of implementing distance learning:

Pleasanton Public Schools, a rural school, has participated in distance learning for a number of years. Distance learning classes have provided a flexible and affordable method to enhance the curriculum. Our students have been able to participate in agriculture related courses and the organization Future Farmers of America. For students interested in a specialized career field, this option has provided what our traditional curriculum could not afford by hiring a full time ag instructor. Distance education has also enhanced our science curriculum by offering anatomy and physiology that prepares students for a college a and p course.

In addition, our school has delivered courses to other schools including psychology, sociology, entrepreneurship, and career education to schools that could not afford adding their own instruction. We have been able to receive dual credit courses via face to face connection on distance learning from the University of Nebraska Kearney, Central Community College, and MidPlains Community College. Students often accumulate over twenty college credits transferable to any Nebraska college.

From Bob Bednar, Pleasanton Public Schools Counselor

## ENDNOTES

<sup>1</sup> Neb. Const. art. III, § 24.

<sup>2</sup> Neb. Rev. Stat. § 9-812.

<sup>3</sup> *Laws of Nebraska* (P. J. O'Donnell, Comp.) (Ninety-Second Legislature, First Session, 1991 Vol. I through One Hundred Sixth Legislature, First Session, 2019 Vol. I).

<sup>4</sup> 20 U.S.C. § 7171 (as existed on Jan. 1, 2015). [Definition: (b)(1) Community learning center. The term “community learning center” means an entity that-- (A) assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during nonschool hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and (B) offers families of students served by such center opportunities for literacy and related educational development.]

<sup>5</sup> LB525, One Hundred Sixth Legislature, First Session (Neb. 2019).

<sup>6</sup> LB104, One Hundred Sixth Legislature, First Session (Neb. 2019).

<sup>7</sup> LB563, One Hundred Sixth Legislature, First Session (Neb. 2019).

<sup>8</sup> *Education Committee: Hearings on LB563* (2019, February 5) [fact sheet submitted into the record by and referred to in the testimony of Senator Kate Bolz; transcript page 67].

<sup>9</sup> *Education Committee: Hearings on LB563* (2019, February 5) [AM143 submitted into the record by and referred to in the testimony of Senator Kate Bolz; transcript page 67].

<sup>10</sup> LB568, One Hundred Sixth Legislature, First Session (Neb. 2019).

<sup>11</sup> LB650, One Hundred Sixth Legislature, First Session (Neb. 2019).

<sup>12</sup> LB1067, One Hundred Fourth Legislature, Second Session (Neb. 2016). *See also*, Neb. Rev. Stat. § 79-10,145; *and* Learning community common levy eliminated. (2016, April 13). *Unicameral Update*. Retrieved from <http://update.legislature.ne.gov/?p=19391>

<sup>13</sup> Expanded Learning Opportunity Grant Program Act, Neb. Rev. Stat. §§ 79-2501 to 79-2510. *See also*, LB519, One Hundred Fourth Legislature, First Session (Neb. 2015).

<sup>14</sup> Neb. Rev. Stat. § 79-2504.

<sup>15</sup> Neb. Rev. Stat. § 79-2503(4).

<sup>16</sup> Neb. Rev. Stat. § 9-812(4)(a).

<sup>17</sup> *Id.*

<sup>18</sup> Neb. Rev. Stat. § 79-2509.

<sup>19</sup> Two-Year opportunity grant. (2019, February 25). Retrieved September 9, 2019, from Nebraska Department of Education website: <https://www.education.ne.gov/elo/two-year-opportunity-grant/>

<sup>20</sup> Nebraska Department of Education. (2018, December 27). *Report on Expanded Learning Opportunity Grant Program.*

<sup>21</sup> Nebraska Department of Education. (2019, October 23). Phone call with Education Committee staff.

<sup>22</sup> Two-Year opportunity grant 2017-2018 and 2018-2019 school years. (2019, February 25). Retrieved September 9, 2019, from Nebraska Department of Education website: <https://www.education.ne.gov/21stcllc/two-year-opportunity-grant-2017-2018-and-2018-2019-school-years/>

<sup>23</sup> Nebraska Department of Education, *supra* note 20.

<sup>24</sup> Nebraska Department of Education. *Expanded Learning Opportunity Grant Fund: 2019 two-year opportunity grant proposals recommended for funding* [PDF].

<sup>25</sup> Nebraska Department of Education. (2019, October 23). Expanded Learning Opportunity Grant Fund [E-mail to Education Committee staff].

<sup>26</sup> Neb. Rev. Stat. § 79-1054. *See also*, LB519, *supra* note 13.

<sup>27</sup> Nebraska Department of Education. (2018, December). *Innovation grant annual progress report.*

<sup>28</sup> *Id.*

<sup>29</sup> *Id.*

<sup>30</sup> *Id.*

<sup>31</sup> *Id.*

<sup>32</sup> Nebraska Department of Education. (2019, October 24). Innovation Grant Breakdown [E-mail to Education Committee staff].

<sup>33</sup> Nebraska Department of Education, *supra* note 27.

<sup>34</sup> *Id.*

<sup>35</sup> Nebraska Department of Education, *supra* note 32.

<sup>36</sup> Nebraska Department of Education. (2019, November 5). Innovation Grant Program to Innovation Networks [E-mail to Education Committee staff].

<sup>37</sup> *Id.* See also, Education innovation networks (EIN). (2019, October 11). Retrieved November 6, 2019, from Nebraska Department of Education website:  
<https://www.education.ne.gov/pmo/education-innovation-networks-ein/>

<sup>38</sup> Nebraska Department of Education, *supra* note 36.

<sup>39</sup> Nebraska Department of Education. (2019, November 1). Education Innovation Networks [E-mail to Education Committee staff].

<sup>40</sup> Nebraska Department of Education. (2019, November 3). Innovative Grant Fund [E-mail to Education Committee staff].

<sup>41</sup> Nebraska Department of Education, *supra* note 36.

<sup>42</sup> Nebraska Department of Education. (2019, November 5). Phone call with Education Committee staff.

<sup>43</sup> Nebraska Department of Education, *supra* note 36.

<sup>44</sup> Nebraska Department of Education, *supra* note 42. See also, Nebraska Department of Education (2019, November 5). Innovative Grant Fund [E-mail to Education Committee staff].

<sup>45</sup> Nebraska Department of Education, *supra* note 36.

<sup>46</sup> Nebraska Department of Education, *supra* note 42.

<sup>47</sup> Nebraska Department of Education, *supra* note 36.

<sup>48</sup> Nebraska Department of Education, *supra* note 42.

<sup>49</sup> Nebraska Department of Education, *supra* note 36.

<sup>50</sup> Nebraska Department of Education, *supra* note 42.

<sup>51</sup> LB637, One Hundred Second Legislature, First Session (Neb. 2011).

<sup>52</sup> Nebraska Department of Education. (2016, September). *Investigating the impact of the Nebraska ACT pilot project on student college-going behavior.*

<sup>53</sup> LB967, One Hundred Third Legislature, Second Session (Neb. 2014).

<sup>54</sup> LB930, One Hundred Fourth Legislature, Second Session (Neb. 2016).

<sup>55</sup> Nebraska Department of Education. (2019, October 24). RFP for State College Testing [E-mail to Education Committee staff].

<sup>56</sup> *Id.*

<sup>57</sup> The Community College Gap Assistance Program Act, Neb. Rev. Stat. §§ 85-2001 to 85-2011. See also, LB519, *supra* note 13; and LB180, One Hundred Sixth Legislature, First Session (Neb. 2019).

<sup>58</sup> *Id.*

<sup>59</sup> Coordinating Commission for Postsecondary Education. (2019, September 11). Meeting with Education Committee staff.

<sup>60</sup> Ruggles, R. (2019, July 23). 'Hell yeah,' it will fly: Metro Community College students build an airplane, learn sheet metal work. *Omaha World-Herald*. Retrieved from [https://www.omaha.com/news/plus/hell-yeah-it-will-fly-metro-community-college-students-build/article\\_e1d89b5b-59b4-5ebd-876c-28c11bb01d86.html](https://www.omaha.com/news/plus/hell-yeah-it-will-fly-metro-community-college-students-build/article_e1d89b5b-59b4-5ebd-876c-28c11bb01d86.html)

<sup>61</sup> Coordinating Commission for Postsecondary Education. *Community college gap assistance program annual reports: 2016-17, 2017-18 and 2018-19*.

<sup>62</sup> Neb. Rev. Stat. § 85-2003.

<sup>63</sup> Neb. Rev. Stat. § 85-2011.

<sup>64</sup> Coordinating Commission for Postsecondary Education. (2019, August). *Community College Gap Assistance Program Act: Program Guidelines*. Retrieved from [https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/Gap\\_Guidelines.pdf](https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/Gap_Guidelines.pdf)

<sup>65</sup> Coordinating Commission for Postsecondary Education, *supra* note 61.

<sup>66</sup> Neb. Rev. Stat. § 85-2009.

<sup>67</sup> Coordinating Commission for Postsecondary Education. Fall enrollment 2018. Retrieved from <https://ccpe.nebraska.gov/enrollment-dashboard>

<sup>68</sup> Nebraska Department of Education. (2018, December). *Programs of the Excellence in Teaching Act*. See also, The Excellence in Teaching Act, Neb. Rev. Stat. §§ 79-8,132 to 79-8,140.

<sup>69</sup> Legislative Fiscal Office. (2017, December). *State government cash and revolving funds*.

<sup>70</sup> *Id.*

<sup>71</sup> 92 Neb. Admin. Code, ch. 25, § 004 (2016).

<sup>72</sup> *Id.*

<sup>73</sup> Neb. Rev. Stat. § 79-8,137.01(6).

<sup>74</sup> Teacher shortage survey. (2019, July 30). Retrieved November 5, 2019, from Nebraska Department of Education website: <https://www.education.ne.gov/educatorprep/teacher-shortage-survey/>

<sup>75</sup> LB574, Ninety-Eighth Legislature, First Session (Neb. 2003). See also, LB956, One Hundred First Legislature, Second Session (Neb. 2010); and Nebraska Opportunity Grant Act, Neb. Rev. Stat. §§ 85-1901 to 85-1920.

<sup>76</sup> LB294, One Hundred Sixth Legislature, First Session (Neb. 2019).

<sup>77</sup> Coordinating Commission for Postsecondary Education. *Nebraska Opportunity Grant: 2016-17 and 2017-18 year-end reports*.

<sup>78</sup> National Association of State Student Grant and Aid Programs. (2016-2017). Annual survey report on state-sponsored student financial aid, Table 12, page 23 (Report No. 48). Retrieved from [https://www.nassgapsurvey.com/survey\\_reports/2016-2017-48th.pdf](https://www.nassgapsurvey.com/survey_reports/2016-2017-48th.pdf)

<sup>79</sup> *Id.*

<sup>80</sup> Coordinating Commission for Postsecondary Education. *Nebraska Opportunity Grant: 2016-2017 year-end report*.

<sup>81</sup> Neb. Rev. Stat. § 79-1337. *See also*, LB1208, Ninety-Ninth Legislature, Second Session (Neb. 2006).

<sup>82</sup> Neb. Rev. Stat. § 79-1337.

<sup>83</sup> LB1208, Ninety-Ninth Legislature, Second Session (Neb. 2006). *See also*, Neb. Rev. Stat. § 79-1336.

<sup>84</sup> Neb. Rev. Stat. § 79-1337.

<sup>85</sup> *Id.*

<sup>86</sup> *Id.*

<sup>87</sup> Nebraska Department of Education. (2019, November 3). DEUs [E-mail to Education Committee staff].

<sup>88</sup> Nebraska Department of Education. (2019, September 10). Meeting with Education Committee staff.

<sup>89</sup> Proceeds transferred since 1993. (2003, October 1). Retrieved August 10, 2019, from Nebraska Lottery website: <https://nelottery.com/homeapp/article/136/display>

<sup>90</sup> Nebraska Lottery. (2019, June 26). *Proceeds allocation worksheet* [Microsoft Excel]. *See also*, Proceeds transferred since 1993, *supra* note 89.

<sup>91</sup> LB1257, Ninety-Second Legislature, Second Session (Neb. 1992).

<sup>92</sup> LR209CA, Ninety-Eighth Legislature, Second Session (Neb. 2004).

<sup>93</sup> Neb. Rev. Stat. § 9-812.

<sup>94</sup> Proceeds transferred since 1993, *supra* note 89.

<sup>95</sup> Legislative Fiscal Office. (2019, August). *Distribution of lottery proceeds* [PDF].

<sup>96</sup> Proceeds transferred since 1993, *supra* note 89.

<sup>97</sup> Neb. Rev. Stat. § 9-812.

<sup>98</sup> Nebraska Department of Education. (2019, August 29 and October 18). Lottery fund actuals [E-mails to Education Committee staff].

<sup>99</sup> Neb. Rev. Stat. § 79-10,145.

<sup>100</sup> Nebraska Department of Education, School Finance & Organization Services: A1 2017/18 State Aid Calculated by System; *See also*, Nebraska Department of Education, School Finance & Organization Services: A1 2018/19 State Aid Calculated by System.

<sup>101</sup> Nebraska Department of Education. (2019, October 22). Expanded Learning Opportunity Grant Fund [E-mail to Education Committee staff]. *See also*, Nebraska Department of Education. (2019, December 6 & 16). ELO update [E-mails to Education Committee staff].

<sup>102</sup> *Id.* *See also*, Nebraska Department of Education, *supra* note 98.

<sup>103</sup> Nebraska Department of Education, *supra* note 101.

<sup>104</sup> Nebraska Department of Education, *supra* note 32. *See also*, Nebraska Department of Education, *supra* note 98.

<sup>105</sup> Nebraska Department of Education. (2019, October 25). Phone call with Education Committee staff.

<sup>106</sup> Nebraska Department of Education, *supra* note 39.

<sup>107</sup> NSCAS ACT. Retrieved October 22, 2019, from Nebraska Department of Education website: <https://nep.education.ne.gov/statedata.html>

<sup>108</sup> Coordinating Commission for Postsecondary Education, *supra* note 61. *See also*, Nebraska Department of Education, *supra* note 98.

<sup>109</sup> Neb. Rev. Stat. § 85-2009(2).

<sup>110</sup> Coordinating Commission for Postsecondary Education, *supra* note 61.

<sup>111</sup> LB180, *supra* note 57.

<sup>112</sup> *Education Committee: Hearings on LB180* (2019, March 12) [testimony of Dr. Mike Baumgartner, Executive Director, Coordinating Commission for Postsecondary Education; transcript page 12].

<sup>113</sup> Coordinating Commission for Postsecondary Education, *supra* note 68.

<sup>114</sup> Coordinating Commission for Postsecondary Education. (2019, December 16). Lottery funding questions [E-mail to Education Committee staff].



<sup>115</sup> Nebraska Department of Education. (2019, October 23). ETA Reports [E-mail to Education Committee staff]. Note that the financials provided in this report are based on NDE's records which use a cash basis method; the beginning balances do not match the Legislative Fiscal Office's documents which show the accounts receivables.

<sup>116</sup> Coordinating Commission for Postsecondary Education, *supra* note 77. *See also*, Legislative Fiscal Office. Draft fund summary: Nebraska Opportunity Grant fund; Coordinating Commission for Postsecondary Education. *Nebraska Opportunity Grant (NOG) actual and estimated balances*; Coordinating Commission for Postsecondary Education. (2019, October 23). NOG allocation [E-mail to Education Committee staff]; *and* Nebraska Department of Education, *supra* note 98.

<sup>117</sup> Neb. Rev. Stat. § 9-812(4).

<sup>118</sup> Coordinating Commission for Postsecondary Education. (2019, September 11). Meeting with Education Committee staff.

<sup>119</sup> Coordinating Commission for Postsecondary Education. *Nebraska Opportunity Grant (NOG) actual and estimated balances*.

<sup>120</sup> LB294, *supra* note 76.

<sup>121</sup> Nebraska Department of Education, *supra* note 98. *See also*, Legislative Fiscal Office. (2019, September 19). NDE Cash Fund Sheet [E-mail to Education Committee staff]; *and* Nebraska Department of Education. (2019, October 25). Homework Gap and Leveraging Funding – Findings and Recommendations [E-mail to Education Committee staff].

<sup>122</sup> Nebraska Department of Education. (2019, October 28). Summary of courses via DL [E-mail to Education Committee staff].

<sup>123</sup> Nebraska Department of Education. (2019, December 13). 2019 Distance Ed incentive Awards.xlsx [E-mail to Education Committee staff].

<sup>124</sup> LB519, *supra* note 13. *See also*, Neb. Rev. Stat. § 9-812(4).

<sup>125</sup> *Id.* *See also*, *Floor Debate on AM1181 on LB519* (Apr. 9, 2015) [Opening of Senator Kate Sullivan, Education Committee Chair; transcript page 82].

<sup>126</sup> Legislative Fiscal Office. (2019, June 18). Meeting with Education Committee staff. *See also*, Nebraska Department of Education, *supra* note 88; *and* Coordinating Commission for Postsecondary Education, *supra* note 118.

<sup>127</sup> Neb. Rev. Stat. § 9-812(4).

<sup>128</sup> Nebraska Department of Education. (2019, June 21). Meeting with Education Committee staff. *See also*, Nebraska Department of Education, *supra* note 98.

<sup>129</sup> *Id.*

<sup>130</sup> Neb. Rev. Stat. § 9-812(4)(f).

<sup>131</sup> Auditor of Public Accounts staff. (2019, October 22). Meeting with Education Committee staff.

<sup>132</sup> Changes to Powerball coming in 2012. (2011, June 28). *KDKA-TV CBS Pittsburgh*. Retrieved from <https://pittsburgh.cbslocal.com/2011/06/28/changes-to-powerball-coming-in-2012/>

<sup>133</sup> Proceeds transferred since 1993, *supra* note 89.

<sup>134</sup> Nebraska Lottery. (2016). *Annual report*.

<sup>135</sup> Proceeds transferred since 1993, *supra* note 89.

<sup>136</sup> Stump, S. (2017, October 24). Mega Millions increasing ticket prices and more than doubling jackpot size. *Today*. Retrieved from <https://www.today.com/money/mega-millions-increasing-ticket-prices-more-doubling-jackpot-size-t117921>

<sup>137</sup> *Id.*

<sup>138</sup> Nebraska Lottery. (2018). *Annual report*.

<sup>139</sup> Proceeds transferred since 1993, *supra* note 89.

<sup>140</sup> Martinez, P. (2019, March 4). Mega Millions winner comes forward to claim \$1.5 billion jackpot in South Carolina. *CBS News*. Retrieved from <https://www.cbsnews.com/news/mega-millions-winner-south-carolina-claims-record-jackpot-today-2019-03-04/>

<sup>141</sup> Proceeds transferred since 1993, *supra* note 89.