

INSTRUCTIONS:

College Access Challenge Grant (CACG) Program grant recipients are required to submit an Annual Performance Report (APR). This report is used by the U.S. Department of Education (ED) to determine if projects funded under CACG are making substantial progress in meeting goals and objectives of the grant, as outlined in grant applications. Please read the following instructions thoroughly to assist you in filling out the required report:

The APR consists of a **Cover Page** and **Two Parts**:

The cover page along with Parts 1 and 2 of the APR must be e-mailed to cacgp@ed.gov in Microsoft Word (.DOC). The actual submission deadlines for Parts 1 and 2 are presented below. Please send a coversheet, signed by both the project director and certifying official, within three days after electronic submission to the following address:

College Access Challenge Grant Program
U.S. Department of Education
Attn: Karmon Simms-Coates
1990 K Street, NW, Suite 6132
Washington, DC 20006

Ten days prior to the APR submission deadline, you may request permission to mail your APR by e-mailing karmon.simms-coates@ed.gov. In your request you must include the reason why you are unable to submit the APR electronically.

Part 1 – includes the five sections listed below, which address the implementation of services and activities, project administration, and fiscal administration. Part 1 of the APR must be filled out and submitted on or before May 15, 2010. Part I includes the following sections:

Section I – Executive Summary
Section II – Goals and Objectives
Section III – Administration
Section IV – Budgetary Information
Section V – Services and Activities

Part 2 – collects data relating to CACG program performance measures. In addition to Part 1, Grantees must fill out Part 2 of the APR only if they offered activities and services directly to students in secondary schools and/or provided scholarships to college students. Part 2 must be submitted on or before August 31, 2010.

Grantees are expected to provide clear and concise responses to the APR questions. Please write “Not Applicable” or “N/A” if a question does not pertain to your project. Tables can be expanded to accommodate additional information, however, the contents of the report cannot be modified.

COLLEGE ACCESS CHALLENGE GRANT PROGRAM

PART 1 -- ANNUAL PERFORMANCE REPORT

All CACG grantees must fill out and submit Part 1 of the APR, addressing the implementation of services and activities, project administration, and fiscal administration. Part 1 must be submitted on or before May 15, 2010.

SECTION I: EXECUTIVE SUMMARY

- 1. Please provide a brief description (1-2 pages) of the current status of your project. Describe the extent to which you have implemented all program activities and components planned for this reporting period. Highlight your major outcomes, successes, and challenges.**

Access College Early (ACE) Scholarship

For the second year of the CACG program, the Coordinating Commission for Postsecondary Education identified \$100,000 of the \$330,000 CACG federal grant to be used for low-income high school students to take college courses while still in high school and receive college credit plus high school credit in most instances. This program is identified as the Access College Early (ACE) program. As of April 15, 2010, the Commission awarded 381 scholarships for dual enrollment scholarships utilizing all the \$100,000 CACG funding allocated to this project. In addition, \$275,250 of the State of Nebraska funds were used to provide dual enrollment scholarships to 929 low-income high school students.

The Commission worked with high school counselors to encourage them to identify qualified low-income high school students to apply for ACE scholarships. The Commission's financial aid coordinator for the second year, presented ACE information at several counselor education seminars organized by EducationQuest, a non-profit organization dedicated to increasing college enrollment. The financial aid coordinator further assisted over 228 high school counselors in evaluating low-income students and students with significant hardships to increase the number of students applying for the scholarships.

The program administered by the Commission—Access College Early (ACE) program—accomplished all of its identified goals for 2009-10. With the \$100,000 CACG funding, ACE scholarship recipients increased to 381 low-income students. However, 126 low-income students applied for the ACE scholarship in 2009-10 but did not receive a scholarship due to a lack of available funds. This data was presented to the Legislatures' Appropriations Committee resulting in the Legislature increasing state funding from \$275,250 in 2009-10 to \$445,000 for next year—2010-11. The CACG funding has been instrumental in increased state funding for the ACE program.

The ACE program has been phenomenally successful with 87.8% of the students enrolling in college and males enrolling at the same rate as females. The 2008-09 college enrollment data is being analyzed and will be available in late May, 2010. The results will be reported in Part 2 due on or before August 31, 2010.

Sub-grantees:

The Commission used an RFP process to select five sub-grantees for the two-years of funding. The Commission looked for projects that met the grant requirements and also represented a diverse array of issues from all across the state.

Most of the sub-grantees have implemented the goals for 2009-10 at a slower rate than the Commission had hoped, but have made progress and a couple have made significant progress.

- Making the Connection (FutureForce Nebraska)

The number one goal of the project was to provide free access to Nebraska Career Connection's online education and career planning website. This goal has been fully implemented and FutureForce has enhanced the program by adding an adult component. During the second year of funding, career and higher education information was provided to 95,485 students and families. The baseline goal was 45,000 students. Training in the curriculum for Careers (C4C) was provided to 75 counselors and teachers. The training program for education and career advising consists of online video, career cluster videos, and conclusions videos that were made available to all middle and secondary schools in Nebraska and over 75 counselors signed-up for training.

- “Learning for Life, Exploring Tomorrow” (Cornhusker Council BSA)

The Boy Scouts' project has accomplished most of its goals and the final goal will be completed by June 15, 2010. All schools in the 16 county service area now participate and all counselors have been trained in “ethical decision making” for disadvantaged students. Approximately 300 youth and families were served so far in 2009-10.

- Pipeline to College (Creighton University)

This project's goal was to increase awareness of and interest in health careers as a means of encouraging more disadvantage students to consider health careers. More than 200 students were involved in pre-tests and post-tests. The post-tests indicated that 75% of the students felt science was important to their career path, 75% felt math was important to their careers, and 50% indicated their interest in a health career was increased.

- Access to a College Education Program (Metropolitan Community College)

The program is very successful at getting students/parents on the college track. All participants involved for 2009-10 (26) indicate they will graduate on time and nearly all reported they have completed their college application process and plan to enroll in college in fall, 2010. High School counselor training workshops were valued by the participants and all were excited about curriculum developed to assist with preparing students for college. Because of the success, the institution is planning to continue the program even without federal support.

- Expanding Chadron State College's Educational Family (Chadron State College)

The program has been very successful in the second year. Intensive educational experiences in science were provided to 42 fifth graders and 250 sixth graders. More than 300 teachers, schools administrators, college students, and parents were involved in outreach activities that promoted knowledge of college, as a whole, and what it takes to become prepared for college.

SECTION II: GOALS AND OBJECTIVES

1. Describe the progress that your project has made towards accomplishing the objectives of your project for this reporting period as outlined in your grant application. Please list your objectives in the table below, and indicate what activities have taken place, the quantitative results of those activities, and actions required (what, if any, changes do you intend to make in response to the results that you have seen). You may extend this table on to another page as needed.

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
<p>Example: 1. Enrollment in 7th grade pre-algebra will increase by 5% by next year. Baseline: Pre-algebra 7th grade -- 10%</p>	<p>Example: After school tutoring program.</p>	<p>Example: Enrollment changes from 2007/08 to 2008/09: 7th grade pre-algebra: +65%</p>	<p>Example: Continue to identify students needing intervention services based on achievement scores. Add science component to after school tutoring program.</p>
<p>Access College Early (ACE) Program:</p> <p>1. Increase the number of low-income high school students taking college courses while still in high school. Baseline: 2007-08 350 low-income students receiving ACE scholarships.</p>	<ul style="list-style-type: none"> • Added \$100,000 to the Access College Early (ACE) program. • Presented the ACE scholarship program information to counselors (high school) at four college fairs and five counselor seminars held by EducationQuest. • Review 1,436 applications, selected 1,310 recipients, and provided scholarships to 1,310 students. 	<ul style="list-style-type: none"> • All the objectives have been met. • 1,310 low-income high school students received scholarships of which, 381 were funded with CACG funds. 	<ul style="list-style-type: none"> • No plans were made to change the process. • Due to CACG funding, the state has increased its portion of the funding from \$275,250 for 2009-10 to \$445,000 for 2010-11 allowing more students to participate.
Sub-grantees:			
<p>A. Making the Connection (FutureForce Nebraska)</p> <p>1. Provide Nebraska students with resources to develop personal education plans that lead to postsecondary</p>	<ul style="list-style-type: none"> • Offer free access to Nebraska Career Connections online education and career planning tool for students in Nebraska 	<ul style="list-style-type: none"> • Yes, the objective has been met. • Assessments –24,187 Kuder Skills Assessment –15,515 Super’s Work 	<ul style="list-style-type: none"> • Continue providing Nebraska Career Connections online education and planning for students in public and private schools.

<p>education opportunities and increase awareness of financial options and career pathways. Baseline: 45,000 registered students.</p>	<p>public and private schools.</p>	<p>Values –10,078 Cal’s Assessment</p> <ul style="list-style-type: none"> • Number of registered students Grade 12 – 16,466 Grade 11 – 19,811 Grade 10 – 21,030 Grade 9 – 19,117 Grade 8 – 12,538 Grade 7 - 4,543 • Number of schools – 244 schools have students actively using the Career Connection’s system. 	
<p>2. Increase knowledge and use of personal learning plans, postsecondary options, career awareness, and foundational skill necessary for career success. Baseline: There was no training prior to the project.</p>	<ul style="list-style-type: none"> • Provide Curriculum for Careers (C4C) information and training on implementation and use of C4C to middle school instructors in Nebraska to help increase knowledge and planning for postsecondary and career options. 	<ul style="list-style-type: none"> • Yes, the objective has been met. • Provided C4C curriculum and training to 75 middle school Teachers/Counselors. 	<ul style="list-style-type: none"> • Continue to provide training to teachers and counselors on C4C curriculum. • Use online implementation videos for increased usage of C4C curriculum.
<p>3. Develop and implement a system of education and career counseling where middle school students can receive instruction and personal attention related to develop education and career planning. No baseline established.</p>	<ul style="list-style-type: none"> • Designed and piloted a Middle School Education and Career Advising program that involves teachers/counselors in schools utilizing the Curriculum for Careers and Nebraska Career Connections online planning tool. 	<ul style="list-style-type: none"> • All career cluster videos have been developed and implemented. Also, training program scripts have been written and provided to assist with training. • Implementation guides have been created and posted online. • Training, including results from pilot programs will be rolled out at the WCE Conference on June 9, 2010. 	<ul style="list-style-type: none"> • Continue to develop the education and career advising training program following information gathered from these pilot efforts.
<p>B. Learning for Life, Exploring Tomorrow (Cornhusker Council – Boy Scouts of America)</p> <p>1. Increase the number of school districts served by the LFL/Explorer Program.</p>	<ul style="list-style-type: none"> • Regular Discussions with School Districts about benefits of the LFL/Explorer Program. 	<ul style="list-style-type: none"> • Yes, the objective has been met. • Results: All schools in the 16 county area have been made aware of the 	<ul style="list-style-type: none"> • Objective has been met.

		program.	
2. Increase knowledge of “ethical decision making” tactics in economically disadvantaged youth.	<ul style="list-style-type: none"> Teacher in-service training on usage of LFL/Exploring Program. 	<ul style="list-style-type: none"> Results: Teacher in-services have been preformed are all of the school districts in the service area. Numbers of students have increased. 	<ul style="list-style-type: none"> No changes needed.
3. Increase awareness of financing opportunities available to low-income families for postsecondary education.	<ul style="list-style-type: none"> College Access Events/Financial Aid Workshops. 	<ul style="list-style-type: none"> Results: About 300 youth and families participated in separate informational events about College planning. Several visits to colleges and a college fair. 	<ul style="list-style-type: none"> Not complete. Will hold last college visit and fair before June 1, 2010.
<p>C. Pipeline to College (Creighton University)</p> <p>1. Develop the potential of 200 middle school students (grades 6-8) each year.</p>			
1a. Increase the awareness of health and wellness issues and how these issues are related to math and science among at least 80% of participants each year by comparing pre and post surveys, through the enrollment in a Health Career Club (HCC).	<ul style="list-style-type: none"> Pre-test has been administered to over 200 students. HCC Clubs have been established at target schools. Post-test was administered at the end of the school year (2009, June). 	<ul style="list-style-type: none"> Yes, the objective has been met. Post-test indicated that 75% of students felt that science is important to their career path; 75% indicated math is important to their health career path; and 50% felt that the program increased other interest in a health career. 	<ul style="list-style-type: none"> Yes, will continue to provide programming over the summer due to our partnership with MSCLI
1b. Increase awareness of and interest in health careers among at least 80% of HCC participants each year by providing role models and interactive math and science activities. Baseline data will be determined through pre and post surveys.	<ul style="list-style-type: none"> Activities include: cow-eye, sheep heart, sheep brain, fetal pig dissections, HIV/STD lecture, polymer (slime) experiment, Genetics lecture, field trip to SAC Museum, attended Science Fairs, and Wii remote experiment. Collected data on student evaluations. 	<ul style="list-style-type: none"> Yes, the objective has been met. Data on activities will be compiled at end of school year – June, 2010. 	<ul style="list-style-type: none"> Yes, will continue to provide programming over the summer due to our partnership with MSCLI

<p>D. Expanding Chadron State College's Educational Family (Chadron State College)</p> <p>1. Provide opportunities and persistent encouragement of social and cognitive contact between families of unrepresented students – fifth and sixth grades, teachers and postsecondary institutions.</p>	<ul style="list-style-type: none"> • Visitations to schools by college professors and college students. • Activities include Family College Day, summer camp, informational tool workshops at Western Community College and Chadron State College, field trips for science and geology, and lectures on college. 	<ul style="list-style-type: none"> • The objective has not been fully met. Still have two field trips and a summer science camp to complete. They will both be completed by July 15, 2010. 	<ul style="list-style-type: none"> • No changes contemplated.
<p>2. Support field-based and/or hands-on projects for math, science and social studies consistent with standard curricula and newly acquired curricula and library resources.</p>	<ul style="list-style-type: none"> • Cooperative college faculty/teacher planned in-school curricular units in math, science and social studies. Teachers are ordering instructional materials in science and math recommended by Chadron State College for the purpose of increasing rigor. 	<ul style="list-style-type: none"> • Increased multiple interactions between Chadron State College and middle school that teachers added to the positive results. • Chadron professors provided hands on experiences and assisted on field trips. Good response. Objective is in process of completion. 	<ul style="list-style-type: none"> • No changes.
<p>3. Provide a three-day summer science camp focusing on science for fifth and sixth grade students. General invitations offered to all students.</p>	<ul style="list-style-type: none"> • Planning is underway. The camp will begin June 2010. 	<ul style="list-style-type: none"> • Unknown at this time. 	<ul style="list-style-type: none"> • No changes needed.
<p>4. Display annual projects in a Science Fair held in Scottsbluff, NE</p>	<ul style="list-style-type: none"> • Encourage students to participate. Work with teachers to increase participation. 	<ul style="list-style-type: none"> • Science displays will be exhibited at science fair in June, 2010. 	<ul style="list-style-type: none"> • No changes needed.

<p>E. Access to a College Education Program (Metropolitan Community College)</p> <p>1. Increase underrepresented participants' and families' knowledge of financing options for college, the application process and career planning. Provide "Ready for College" workshops.</p>	<ul style="list-style-type: none"> • Advertise and hire an ACE Coordinator position. Develop the workshop curriculum and hand out materials. • Coordinate with area high schools and youth serving agencies to identify participants who qualify for the ACE program and outreach to the participants and families to explain the program. • Provide "Ready for College Workshops" at area high schools and community centers. 	<ul style="list-style-type: none"> • New A.C.E. Program Coordinator was hired on 9/09. Workshops curriculum created, distributed to participants via their binders. Area high school counselors and youth serving agencies were contacted in person, through regular mail and also via email. Interested students were contacted and offered assistance in completing application. • 10 workshops and 4 college visits completed. College visits and 2 events yet to be completed. Average overall workshop and campus visit survey results are 4.56 (with 5 being the highest score). 	<ul style="list-style-type: none"> • Complete • Continue evaluation of remaining workshops and college visits. • Continue working with participants on completing college readiness forms.
<p>2. Increase the number of underrepresented participants who apply (or attend) a postsecondary education institution.</p>	<ul style="list-style-type: none"> • Plan college visits (arranging visits at other colleges and universities, coordinating transportation, coordinating meetings with admissions, academic areas, participant life and athletics). • Plan college fair visits. 	<ul style="list-style-type: none"> • ACE participants have taken part in four college visits. • ACE Participants have participated in a college fair sponsored by EducationQuest. 	<ul style="list-style-type: none"> • Complete • Complete
<p>3. Improve outreach to underrepresented participant and families, targeting participants who may be at risk of not enrolling in or completing college and first generations participants.</p>	<ul style="list-style-type: none"> • Regular outreach visits to area high schools and youth serving community centers. • Invite to attend Metropolitan Community College community and cultural events. • Workshops open to participants' peers. 	<ul style="list-style-type: none"> • ACE coordinator averages 4 visits per month to area high schools. Students with GPAs below a 2.5 are encouraged to attend workshops and events. • Students are encouraged to attend Metropolitan Community College cultural events. Flyers are sent to participant mailing addresses to notify them of upcoming events. 	<ul style="list-style-type: none"> • In progress • Continue mailings for upcoming events.
<p>4. Provide guidance in the college application to</p>	<ul style="list-style-type: none"> • Provide college readiness support by 	<ul style="list-style-type: none"> • Eight participants (36%) required one-on-one 	<ul style="list-style-type: none"> • In progress. Continue encouraging participants

underrepresented participants.	offering one on one and group assistance on college essays, completing college and financial aid/scholarship applications and administering college exams.	guidance in completing college access forms (i.e. Financial aid forms, scholarship applications). • All participants completed an education/career plan.	to complete all college access forms/tests.
5. Provide trainings for high school counselors	<ul style="list-style-type: none"> • Provided professional development for guidance counselors to assist their participants in gaining admission to postsecondary institutions. 	<ul style="list-style-type: none"> • Realized the College Dream workshop provides empowerment for high school counselors. • Curriculum introduces college preparation for low-income, at risk students. 	<ul style="list-style-type: none"> • In progress. • Continue on going communication with counselors and service agency representatives.

2. Describe any significant changes in your project design since the approval of your grant application (e.g., changing from individual tutoring to group tutoring or placing more emphasis on enrichment activities rather than remediation). Do you anticipate making changes to your project design in the coming year? If so, please describe. How have any changes or anticipated changes affected your budget? How will these changes impact quantitative outcomes and your ability to meet the project’s goals.

Access College Early (ACE) Program:

There were no significant changes made since the approval of the grant application. For the 2009-10 grant year, the financial aid coordinator made more presentations to high school counselors. This increased the travel portion of the approved budget, but was funded with state funds so no additional CACG funding was needed. Increased presentations did result in increasing the number of ACE applicants and the number of students who receive CACG funding.

Sub-grantees:

None of the sub-grantees made significant changes to their projects since the Commission approved their two-year proposals for funding. Four of the sub-grantees requested changes to their year-2 budgets, but those were minor shifting of dollars from one category to another and those changes did not affect the project goals or outcomes. Four of the sub-grantees submitted requests for changes to the 2009-10 fiscal year’s budget and minor activity changes due to carrying forward funds from year one (2008-09). The Commission required that the sub-grantees submit a new budget to account for carry forward funds. One other sub-grantee mentioned a possible change, but has not submitted the necessary paperwork for approval. The sub-grantee will have the additional requested changes to the Commission by May 21, 2010.

SECTION III: ADMINISTRATION

1. Organizational Structure/Capacity

a. How does CACG fit into your organizational structure?

The Commission administers the Access College Early (ACE) program that provides scholarships to low-income high school students for the purpose of those students taking college courses while still in high school. The state funding in 2009-10 for this program was \$275,250. The Commission allocated \$100,000 of CACG funds to this program. The CACG funding increased the availability of funds for the ACE program and, consequently, increased the number of high school students receiving scholarships to take college courses. The CACG funding was also a catalyst for increased state funding to the ACE program.

The remaining \$219,783 was allocated to five (5) sub-grantees for the purpose of working with middle school and high school students to encourage them to attend college plus provide information to parents regarding their students' matriculation to college. The Commission already administers several grants to sub-grantees so the CACG program was mainly an increase in the level of administration and monitoring.

b. What barriers or problems have you encountered in administering your grant, and how have you addressed these problems?

The Access College Early (ACE) program has had few problems and has experienced no barriers to accomplishing the stated goals. Because it was an already established program, although a very small program, most of the potential difficulties had already been address prior to the increase in funding from the CACG grant. A minor problem arose due to the significant increase in applications for scholarships. More time was required to review the applications and allocate the scholarships. The Commission addressed this problem by paying the financial aid coordinator overtime and dividing the payment between federal and state funds.

Administration of the grant to the sub-grantees has presented a few problems. One difficulty was getting the proper receipts that matched the requests for reimbursement. The Commission does not reimburse without receipts or proper documentation; payroll data is verified at site visits. This has slowed the allotment of funds to some sub-grantees, but the sub-grantees are becoming more accustomed to the requirements.

Two of the sub-grantees were having difficulty demonstrating the matching funds they had committed. The Commission required better record keeping for the matching requirement and all sub-grantees are complying with the increase record keeping. All matching funds are verified at site visits.

- c. **Please list the names and titles of key personnel that are paid by CACG Federal or matching funds, and indicate the percentage of time each individual spends working on the grant. If the percentage of time is not available, you may indicate the number of hours in which the individual was paid.**

Name	Title	% of Time	Federal	Non-Federal
Carna Pfeil	Associate Director	12%		12%
Ritchie Morrow	Financial Aid Coordinator	35%	3.2%	31.8%

- d. **Describe any changes to key personnel of this grant that have come about over the past year, including changes in titles, changes in percentage of time that a person is devoting to the project, hiring of a key staff person, departure of a key staff person, or addition or elimination of a position. Discuss any significant changes to key personnel proposed or anticipated for the coming year. (Please remember that a change in key personnel or the addition or elimination of position(s) requires prior approval from the Department of Education. To request a change, please request an administrative action separate from this report. Your response to question 1d. should be a summary of approved and completed changes that have taken place during this reporting period.)**

There were no personnel changes in relationship to the CACG grant for this reporting period. There were changes in the percentage of time that the financial aid coordinator devoted to the ACE program. This was due to the increased funding (CACG grant) which prompted additional applications. We originally estimated about 8% of the financial aid coordinator's time would be spent on the increased applications. However, the financial aid coordinator actually spent 35% of his time on the applications. The additional expense for the increased time was allocated to the non-federal portion of the budget. We anticipate this time commitment will remain the same for the current funding year (2009-10).

The Associate Director's commitment of time also increased due to the increased monitoring of sub-recipients and their difficulties in submitting receipts for reimbursement. The Associate Director's time for the CACG grant is allocated to the non-federal match, the expenses of administration, and to offset some additional general expenses.

2. Coordination

- a. **How did you coordinate CACG activities and services with other programs in your state that assist students in preparing for and graduating from postsecondary education?**

The Commission coordinated its information and presentations with EducationQuest, a non-profit organization in Nebraska that is dedicated to assisting high schools with college aspirations. EducationQuest conducts training and seminars for high school counselors four (4) times a year. The Commission made presentations at all four seminars, this year and assisted with a special work session for teachers, counselors and administrators.

The Commission partnered with the Nebraska Department of Education to sign an agreement with the National Student Clearinghouse for the purpose of tracking whether ACE scholarship recipients enrolled in college after graduating from high school. The Commission has developed a baseline of ACE scholarship recipients who enrolled in college from the first year (2007-08) of the program. Each succeeding group of ACE students will be compared to the baseline to determine if the program is succeeding in encouraging more low-income students to enroll in college.

3. Sub-Grants

If sub-grants were issued to non-profit organizations, please answer the following questions:

a. How many subgrants did you issue?

The Commission issued five (5) sub-grants: Making the Connection (FutureForce Nebraska); Learning for Life, Exploring Tomorrow (Cornhusker Council BSA); Expanding Chadron State College's Educational Family (Chadron State College); Pipeline to College (Creighton University); and Access to a College Education (Metropolitan Community College) for the full two-year grant period.

b. Briefly describe any changes that were made to the grant award-making process, from what was outlined in your application.

No changes were made in the grant award-making process outlined in the application. Prior to submitting the CACG application, the Commission had already request proposals, evaluated the proposals, and selected the sub-grantees, subject to eventual allocation of CACG funds from the U.S. Department of Education.

c. Did you develop written guidelines for subgrantees to use in implementing grants?

The Commission developed a contract or agreement specifying that the sub-grantee agrees to follow the Plan of Action, project goals, activities, and outcomes as they were submitted in the proposal and approved by the Commission. The agreement also specified that if the sub-grantee wanted to modify any of the approved proposal and budget, the sub-grantee must request permission from the Commission.

d. How do you monitor the subgrants?

The Commission monitors sub-grantees in several ways: (1) all funding is based on a reimbursement method. Requests must be limited to the amount expended on the project as of the date of the request and must be accompanied with receipts, if feasible. Receipts not submitted due to a sub-grantee's internal fiscal policy are reviewed during the site visit, (2) each sub-grantee's project is scheduled for a site visit, and (3) any changes to a sub-grantee's Plan of Action, project goals, activities, outcomes, and budget must be approved by the Commission before they can proceed with the changes.

4. Financial Aid

- a. If your project has obligated funds for future distribution of scholarships, loan cancellation or repayment, or interest rate reductions, please specify a) the purpose, b) the amount of funds that were obligated, c) whether the funds are Federal or matching contributions, and d) the place where funds are being held pending distribution (*e.g.*, are the funds in a trust account?)

	Purpose	Amount Obligated	Federal or Matching	Placement of Funds
1	Not applicable			
2				

- b. If any funds have been disbursed to students for scholarships, loan cancellation or repayment, or interest rate reductions, please specify a) the purpose, b) the amount of money disbursed, c) whether the funds are Federal or matching contributions, and d) the number of students who benefited.

	Purpose	Amount Disbursed	Federal or Matching	Number of Students
1	To assist low-income high school students to take college courses while students are still in high school to increase the college-going rate of low-income high school graduates	\$375,250	\$100,000 federal \$275,250 matching	1,310
2				

5. Certifications

Grant recipients must provide certification for the following two requirements. Please indicate ‘yes’ (if the requirement was met) or ‘no’ (if the requirement was not met) by placing an “X” in the appropriate box.

a. **Indirect Cost Rate Agreement**

Requirement: CACG grantees are required to have a current indirect cost rate agreement that is approved by the Federal government in order to charge indirect costs to the grant.

Yes	No	Certification
	X	Indirect costs were charged to the grant only if there was a current indirect cost rate agreement.

If this requirement has not been met, please explain below.

The Commission is not charging indirect costs to the grant.

b. Maintenance of Effort

Requirement: For any academic year beginning on or after July 1, 2008, States are required to expend amounts that are equal to or greater than: 1) the average amount provided for non-capital and non-direct research and development expenses or costs by the State to the public institutions during the five most recent academic years for which satisfactory data are available; and 2) the average amount provided for student financial aid for paying postsecondary education costs by the State to private institutions during the most recent academic years for which satisfactory data are available.

Yes	No	Certification
X		The level of effort pertaining to <u>public</u> higher education was met as outlined above.
X		The level of effort pertaining to <u>private</u> higher education was met as outlined above.

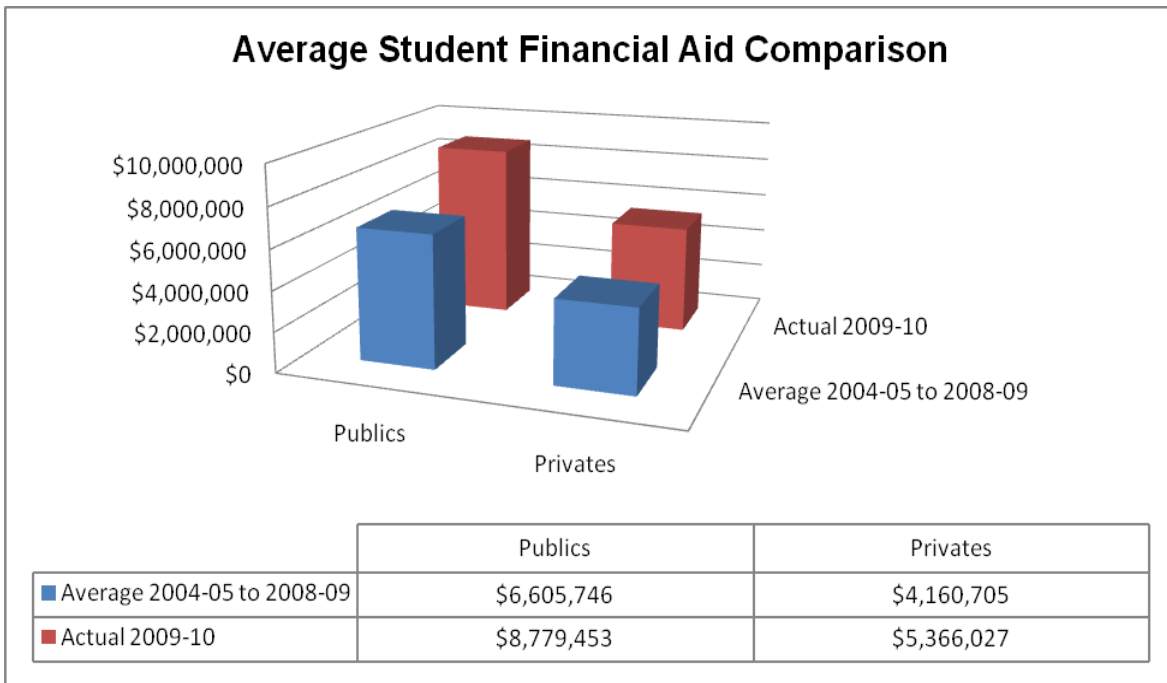
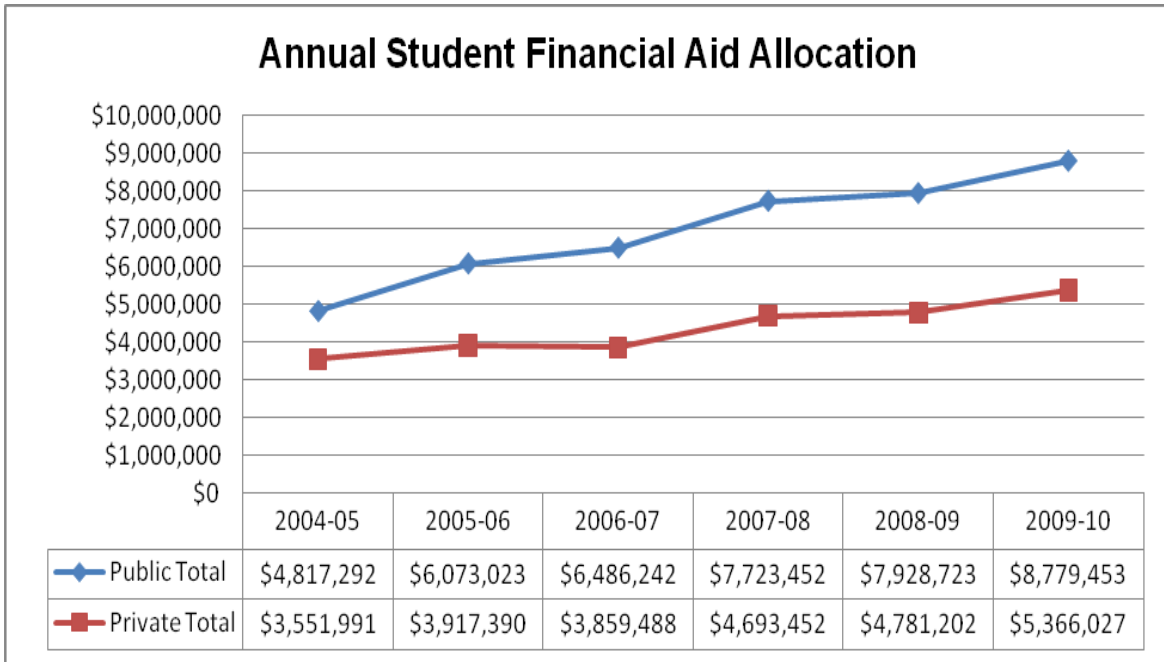
If this requirement has not been met, please explain below.

See attached worksheets and analysis for verification that requirements 1 and 2 have been met.

General Fund Appropriations for Higher Education Current Year (2009-10) and Five Year Average

Year	Institutions				
	University of Nebraska	State Colleges	Community Colleges		
2004-05	396,468,402	35,159,799	62,887,646		
2005-06	425,870,011	38,304,336	65,312,215		
2006-07	452,083,346	40,867,931	68,566,476		
2007-08	470,264,529	43,109,898	84,066,476		
2008-09	489,480,936	45,393,201	87,266,476		
Total	2,234,167,224	202,835,165	368,099,289	5-yr Total	2,805,101,678
				5-yr Average	561,020,336
2009-10	482,481,131	45,335,219	86,966,256	Current Funding	614,782,606

Maintenance of Effort (Worksheet)



SECTION IV – BUDGETARY INFORMATION

1. In the following table, please provide information about your actual and anticipated Federal expenditures for the current budget period. You do not need to fill in the shaded boxes, but please indicate total amounts in line D for all columns.

Federal Budget Summary

	Federal Funds Awarded for current budget period	Actual Federal Expenditures 8/14/09 – 4/15/10	Anticipated Federal Expenditures 4/16/10 – 8/13/10	Anticipated Carryover to Next Budget Period (if applicable)
1. Salaries and Wages	\$1,800	—	\$1,800	—
2. Employee Benefits	432	—	432	—
3. Travel	945	179.64	765.36	—
4. Materials & Supplies	5,350	4,616.91	733.09	—
5. Consultants & Contracts	2,000	—	2,000	—
6. Other	219,473	37,841.98	181,631.02	—
A. Total Direct Costs: (Lines 1 – 6)	230,000	42,638.53	187,361.47	—
B. Total Indirect Costs:	—	—	—	—
C. Equipment	—	—	—	—
D. *Scholarships/ Tuition Assistance	100,000	100,000	—	—
D. Total Costs (A+B+C+D)	\$330,000	\$142,638.53	\$187,361.47	—

* The scholarships/tuition assistance line item also includes loan cancellation, loan repayment, and interest rate reduction.

2. In the following table, provide information about your actual and anticipated non-Federal matching contributions for the *current budget period*:

Non-Federal Budget Summary

	Matching Contributions Proposed For Current Budget Period	Actual Matching Contributions for 8/14/09 – 4/15/10	Anticipated Matching Contributions 4/16/10 – 8/13/10	Anticipated Carryover to Next Budget Period, if applicable
1. Salaries and Wages	\$2,860	\$898.44	\$2,751.84	—
2. Employee Benefits	686	—	686	—
3. Travel	1,200	—	1,200	—
4. Materials & Supplies	4,000	—	4,000	—
5. Consultants & Contracts	600	600	—	—
6. Other	96,544.29	77,149.73	75,323.52	—
A. Total Direct Costs: (Lines 1 – 6)	105,890.29	78,648.17	83,961.36	—
B. Total Indirect Costs:	—	—	—	—
C. Equipment	—	—	—	—
D. *Scholarships/ Tuition Assistance	59,200	275,250	—	—
E. TOTAL COSTS (A+B+C+D)	\$165,090.29	\$353,898.17	\$83,961.36	—

* The scholarships/tuition assistance line item also includes loan cancellation, loan repayment, and interest rate reduction.

3. Please fill out the table below representing “actual” federal and matching expenditures for the first year. *If you are reporting on the first year of implementation, you do not need to fill out this table.*

	Actual Federal Expenditures Year 1	Actual Matching Contributions Year 1
1. Salaries and Wages	1,500	3,334
2. Employee Benefits	617.25	603.75
3. Travel	1,150.59	—
4. Materials & Supplies	4,834.41	—
5. Consultants & Contracts	2,114.75	—
6. Other	183,765.36	93,799.16
A. Total Direct Costs: (Add lines 1-6)	193,982.36	97,736.91
B. Total Indirect Costs	—	—
C. Equipment Purchase	—	—
D. *Scholarships/ Tuition Assistance	100,000	115,250
E. TOTAL COSTS (A+B+C+D)	293,982.36	212,986.91

* The scholarships/tuition assistance line item also includes loan cancellation, loan repayment, and interest rate reduction.

4. Please describe any changes made to your budget with respect to either Federal or matching funds.

There were no changes to the grantee federal and matching portion of the budget for the administration of the grant. There was no change made to the federal portion of the Access College Early (ACE) program administered by the Commission. However, there was an increase in matching funds due to the state allocating more dollars to the ACE program. The state increased its allocation to \$275,250 and all the state funding of ACE is used as a match to the federal allocation.

Sub-grantees:

FutureForce Nebraska – “Making the Connection”

FutureForce requested a change in the amount of federal funds allocated to travel and consultants. The rate charged by the consultants included travel so funds from travel were moved to the consultants category. FutureForce also modified its budget for 2009-10 to accommodate the carry forward funds of \$14,840.56. The funds were allocated to consultants, additional videos, and training for counselors and teachers. The Commission approved the changes.

Boy Scouts – “Learning for Life, Exploring Tomorrow”

The Boy Scouts requested a movement of funds from one funding category to another. The money for stipends was increased to allow more students to participate in working with low-income scouts. The Commission approved the movement of funds from one category to another. The Boy Scouts also submitted a revised budget to accommodate carry forward funds of \$13,474.41.

Creighton University – “Pipeline to College”

Creighton did not request changes to its 2009-10 approved budget. It submitted a revised budget for 2009-10 to accommodate carry forward funds of \$9,602.50.

Metropolitan Community College – “Access to College Education”

Metropolitan Community College did not request a modification to its approved 2009-10 budget. It submitted a revised budget to accommodate its carry forward funds of \$11,586.67. The carry forward funds are projected to assist with extra summer sessions. Expenses of an extra summer session were approved by the Commission.

Chadron State College – “Expanding Chadron State College’s Educational Family”

On two separate occasions, Chadron requested changes to its budget. The changes were moving dollars between categories. Originally, graduate assistants stipends had separate benefits funding. This was an error on the 2009-10 budget so the funding was moved to the salary category. A few minor additional changes were requested and approved. Chadron submitted a revised budget for 2009-10 to accommodate the carry forward funding of \$14,728.77. The Commission approved the revised budget.

5. Please describe how you plan to expend any carryover funds.

- The Commission has not carried forward any administrative funds.
- The Commission administered ACE program expended the full \$100,000 in 2008-09 so has not carried forward any federal dollars to 2009-10.

Sub-grantees:

- All of the sub-grantees had federal funds to carry over to the 2009-10 grant year.
- FutureForce Nebraska –
FutureForce carried forward \$14,840.56 from year 1 to year 2. The funds will be used to hire another two consultants for training of counselors and teachers regarding the Curriculum for Careers (C4C) program. On-line training is used most of the time, but trainers must be trained to assist those participating in face-to-face and online.
- Boy Scouts –
The Boy Scouts carried forward \$13,474.41 to year 2 of the grant. The funds will be used to expand the program by encouraging more low-income students to join the scouts. The goal is to reach as many kids as possible to teach them about ethical decision making and help them prepare for college.
- Creighton University –
The carryover funding of \$9,602.20 will be used to continue programming into the summer; and provide continued exposure to health professions and interactive activities. Through the Health Careers Club at the three targeted middle schools, funds will be used for instructional supplies, program activities, and field trips.
- Metropolitan Community College –
Metropolitan Community College carried forward \$11,586.67 and will use most of those funds to increase summer activities. An additional summer segment will be developed to prepare college readiness support for juniors entering into their senior year. A second summer workshop will be held to assist low-income sophomores and juniors to prepare for high school and classes needed to prepare for college. The funding may also be used to add another college visit and attendance at an additional college fair.
- Chadron State College –
Chadron State College carried forward \$14,728.77 from year 1 to year 2. The funds are being used to expand the scope of operations such as additional field trips and college visits. The college hired additional graduate assistants to help with science fairs and science camps. Some of the carryover funds will be used for tutors in math and science. It is hoped there will be enough carry forward funds to add one more campus visit for parents and students.

6. Please provide a list of matching sources, such as State appropriations, non-profit organizations, local government entities, institutions of higher education, other public or private organizations.

	Source	Amount Contributed	Briefly describe the type of contribution
1	Access College Early (ACE) (Coordinating Commission)	\$275,250	State Appropriation
2	Boy Scouts of America	\$18,000	In-kind – Salaries, materials & supplies, copying, marketing materials, and facility use.
3	Creighton University	\$15,947.73	Program director time, recruiting/retention, guest speakers, and tutoring funded by the non-profit, college – “Creighton University.”
4	FutureForce Nebraska	\$15,000	Sponsorship by Nebraska Public Power District of Connect-2-Business program.
5	Metropolitan Community College	\$18,165	Director’s salary, accounting costs, and project assistant funded by Metropolitan Community College as in-kind donation.
6	Chadron State College	\$14,439	Cash from Diversity Committee, in-kind salary of director at .25 FTE.
7			
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SECTION V: SERVICES/ACTIVITIES

1. Please enter the number of students who participated in CACG activities or received services.

- a. ACE Number of Students: 1,310 (929 state funded and 381 CACG funded)
 b. Sub-grantee Number of Students: 94,104

2. Services Provided to Students: In the following table, place an “X” in the first column next to the types of services or activities provided by your project with Federal or matching funds. For each type of service provided, indicate the number of students who received the service during the reporting period.

Place an “X” in this column if your project provides this type of service	Type of Service/Activities	Number of Students
X	Information for students and families (i.e., postsecondary education benefits, opportunities, planning, financial options, and college preparation)	ACE: 1,310 Sub-grantees: 93,621
X	Outreach activities	ACE: 238 Sub-grantees: 341
X	Assistance in completion of FAFSA or other financial reporting forms	Sub-grantees: 26
X	Need-based grant aid	ACE: 1,310
X	Academic enrichment	Sub-grantees: 509
	Loan cancellation, repayment, or interest rate reduction	
	Other (please specify)	

3. Professional Development

- a. Please enter the number of guidance counselors at middle and secondary schools, financial aid administrators, and/or college admissions counselors at an institution of higher education that participated in professional development activities.

Category	Number of Participants
Middle or High School Counselors	75
Financial Aid Administrators	in progress
College Admissions Counselors	in progress

b. Please describe briefly the type of professional development activities that were implemented (e.g., workshops and/or materials).

(1) Access College Early (ACE) program. The financial aid coordinator made presentations at several counselor workshops and training seminars.

(2) Sub-grantees:

- (a) “Making the Connection”: FutureForce Nebraska—On October 16, 2008, 75 Nebraska school counselors were trained on the Nebraska Curriculum for Careers program and how to integrate said curriculum into the classroom. Training was provided at the Nebraska School Counselors Academy at Omaha Westside High School. This training was facilitated by Donna Vrbka, Diane Fisher, and Jack Mahler. Moreover, copies of the C4C curriculum and informational brochures highlighting the Nebraska Curriculum for Careers program were produced, printed, and disseminated at this training. Again, trainings for 75 Nebraska school counselors and teachers will be offered during the Nebraska Career Education Conference to be held in Kearney, Nebraska on Wednesday, June 9, 2010. This training was facilitated by Donna Vrbka, Director of School Counseling for the Nebraska Department of Education. Moreover, informational brochures highlighting the Nebraska curriculum for Careers program will be disseminated at this training session along with information about the recent addition of 20 online training/implementation videos developed as a part of the College Access Challenge Grant.
- (b) “Access to a College Education Program”: Metropolitan Community College (MCC)—Metropolitan Community College is offering a day of learning to high school counselors and area service agencies through the Realizing the College Dream Workshop (RTCD). RTCD is a curriculum guide that supports teachers, counselors, and community-based organizations’ staff in their work to increase the expectations of attending college by low-income, first generation college-going students and their families. The lessons and workshops provide students with an opportunity to think of themselves as future college students and to debunk the myth that they can’t afford college.