

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**APPLICATION INSTRUCTIONS FOR GRANTS UNDER THE FY 2018 STATEWIDE FAMILY ENGAGEMENT CENTERS PROGR**

**CFDA # 84.310A**

**PR/Award # U310A180061**

**Grants.gov Tracking#: GRANT12686418**

OMB No. 1894-0006 , Expiration Date: 01/31/2021

Closing Date: Jul 30, 2018

PR/Award # U310A180061

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/30/2018"/>	4. Applicant Identifier: <input type="text" value="N/A"/>
--	--

5a. Federal Entity Identifier: <input type="text" value=""/>	5b. Federal Award Identifier: <input type="text" value="N/A"/>
---	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="National Center for Families Learning"/>	
* b. Employer/Taxpayer Identification Number (FIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>

**d. Address:**

* Street1: <input type="text" value="325 W. Main Street, Suite 300"/>
Street2: <input type="text"/>
* City: <input type="text" value="Louisville"/>
County/Parish: <input type="text" value="Jefferson"/>
* State: <input type="text" value="KY: Kentucky"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="40202-4237"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Education Team"/>	Division Name: <input type="text"/>
--	-------------------------------------

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Ms ."/>	* First Name: <input type="text" value="Shea"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Coughlin"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Vice President of External Affairs"/>
--

Organizational Affiliation: <input type="text" value="National Center for Families Learning"/>
--

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text"/>
-------------------------------

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

CFDA Title:

**\* 12. Funding Opportunity Number:**

ED-GRANTS-062818-001

\* Title:

Office of Innovation and Improvement (OII): Statewide Family Engagement Centers CFDA Number 84.310A

**13. Competition Identification Number:**

84-310A2018-1

Title:

FY 2018 STATEWIDE FAMILY ENGAGEMENT CENTERS PROGRAM GRANT

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

National Center for Families Learning proposes to lead the creation of Nebraska's Statewide Family Engagement Center to increase student academic achievement and developmental progress.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text"/>	<input type="text"/>
* b. Applicant	<input type="text"/>	<input type="text"/>
* c. State	<input type="text" value="0.00"/>	<input type="text"/>
* d. Local	<input type="text" value="0.00"/>	<input type="text"/>
* e. Other	<input type="text" value="0.00"/>	<input type="text"/>
* f. Program Income	<input type="text" value="0.00"/>	<input type="text"/>
* g. TOTAL	<input type="text"/>	<input type="text"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

National Center for Families Learning

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	150,000.00
4. Equipment						
5. Supplies	10,125.00	20,250.00	35,375.00	25,250.00	20,125.00	111,125.00
6. Contractual	428,501.00	608,501.00	713,501.00	713,501.00	643,501.00	3,107,505.00
7. Construction						
8. Other	20,000.00	20,000.00				40,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify):   
 The Indirect Cost Rate is  %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.  
PR/Award # U310A180061

Name of Institution/Organization National Center for Families Learning	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies			7,000.00	7,000.00	2,000.00	16,000.00
6. Contractual		8,343.00	8,343.00	8,343.00	8,343.00	33,372.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. 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.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with 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.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Rebecca Barnwell</p>	<p>TITLE</p> <p>Grants Manager</p>
<p>APPLICANT ORGANIZATION</p> <p>National Center for Families Learning</p>	<p>DATE SUBMITTED</p> <p>07/30/2018</p>

Standard Form 424B (Rev. 7-97) Back

**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [redacted] and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1234-NCFL GEPA Statement.pdf	Add Attachment	Delete Attachment	View Attachment
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## GEPA Statement

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The National Center for Families Learning (NCFL) prides itself in supporting and implementing programming across the United States for all families. NCFL has a particularly strong track record of serving some of the most vulnerable families including programs in more than 100 communities across America serving low income and ethnically diverse populations. NCFL specializes in professional development and programs designed for limited English proficiency populations, Native American/American Indian populations, bilingual programs, and others targeting low income families. Services offered by NCFL in general, and this project in particular, is available to any families who could benefit. NCFL does not discriminate on the basis of culture, ethnicity, sexual orientation, language, gender, ability, or any other for any other categorical reason.

**Barrier:** Low-income families have difficulty engaging in school activities and accessing programming because they have limited English language skills.

**Solution:** National Center for Families Learning will conduct outreach to families with limited English language skills by producing materials that are in the families' native languages. National Center for Families Learning has a proven track record in increasing family engagement in low-income populations.

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Dr.	First Name: Joshua	Middle Name:	Last Name: Cramer	Suffix:
----------------	-----------------------	--------------	----------------------	---------

Address:

Street1:	325 W. Main Street, Suite 300
Street2:	
City:	Louisville
County:	Jefferson
State:	KY: Kentucky
Zip Code:	40202-4237
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
 <input type="text"/>	<input type="text"/>

Email Address:



**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

**Nebraska Statewide Family Engagement Center Project**  
**July 2018**  
**Project Abstract**

As a leader in the field of two-generation education with an evidence-based approach to family engagement, the National Center for Families Learning (NCFL) seeks funding from the U.S. Department of Education to establish the Nebraska Statewide Family Engagement Center to improve academic achievement for disadvantaged students; empower parents of disadvantaged students with information and tools to make good choices for their child's education; and increase the capacity of SEA, LEAs, and community-based organizations to provide high-quality family literacy and family engagement services.

Goals outlined in the logic model include 1) Improve academic achievement for disadvantaged students through a Statewide Family Engagement Center. 2) Empower parents of disadvantaged students with the information and tools to make good choices for their child's education, and 3) Increase the capacity of SEA, LEAs, and community-based organizations to provide high-quality family literacy and family engagement services

NCFL will partner with the Nebraska Children and Families Foundation (NCFF), the Nebraska Department of Education and Local Educational Agencies to address **competitive priorities (1b) and (2)** by implementing NCFL's three-tiered framework which builds the capacity of all stakeholders involved in increasing student achievement and school improvement through family engagement. Tier 1 will include community-wide initiatives including family engagement activities and digital resources with self-directed learning. Through Tier 2, staff at LEAs around the state will receive place-based professional development and technical assistance that support family engagement. In Tier 3, families at selected LEAs will participate in place-based direct services that support both adult and child outcomes.

The approach will create a robust collaboration of families, schools, and communities across Nebraska who learn together and share knowledge, resulting in a powerful collective of families actively engaged in education. Anticipated outcomes include effective family-school partnerships, increased student attendance and academic success, and increased capacity of LEAs to provide optimal learning environments that support families' goals.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)



**Leading Nebraska's formation of a Statewide  
Family Engagement Center to increase academic  
achievement and school improvement**

Application for the State Family Engagement Centers (SFEC) program,  
Catalog of Federal Domestic Assistance (CFDA) number 84.310A

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## **Introduction**

National Center for Families Learning (NCFL) submits this proposal to the U.S. Department of Education for a grant award under the Office of Innovation and Improvement for the Statewide Family Engagement Centers (SFEC) program. NCFL proposes to lead the creation of Nebraska's SFEC to implement a systematic, high impact statewide infrastructure of family engagement that improves student development and raises academic achievement. The SFEC initiative will foster family literacy and promote positive educational choices (**competitive priority 2**) for disadvantaged families through evidence-based family literacy strategies (**competitive priority 1b**), family engagement, and parent education. Further, a comprehensive, statewide professional development system will increase the capacity of all community stakeholders to implement cradle-to-career family engagement services and family-school partnerships. This project will result in a robust statewide continuum of evidence-based family literacy and engagement programming driven by NCFL's effective partnerships with families, the Nebraska Children and Families Foundation (NCFF), the Nebraska Department of Education (NDE), Unite for Literacy (UL), and targeted LEAs, which in the first year of funding will be Lincoln Public Schools (LPS), Grand Island Public Schools (GIPS), and Lexington Public Schools (LXS).

Nebraska is a state dominated geographically by a rural, land-based economy, accentuated by urban areas; both of which endure the harms of grinding poverty. Over the past decade, significant demographic shifts in communities through new arrivals to the United States (U.S) have resulted in a richly diverse student population that oftentimes lacks experience with the U.S. public school system and its standards. Glaring disparities exist in the state; while on average Nebraska students graduate in four years at a rate of 89%, almost half of English

Learners and only three in four Native American students graduate on time (Retrieved online from: <http://nep.education.ne.gov/>). Nebraska will leverage its existing knowledge of areas demonstrating higher need and its strong educational infrastructure to reach disadvantaged families through state, regional, and community partnerships. NCFL has worked in Nebraska with proposal partners for over two decades to support the state's family engagement and literacy efforts and is poised to lead the state's SFEC initiative by combining its expertise in national partnerships with its first-hand knowledge of Nebraska's education system.

For three decades NCFL has pioneered two-generation family engagement and literacy programming for disadvantaged families to improve academic outcomes and foster economic self-sufficiency by forming strong national, state, and local partnerships. We currently work with 330 partner sites in 150 communities in 39 states. Our work was instrumental in developing the four-component federal definition of family literacy that informs the U.S. government today. NCFL's national reach and deep experience demonstrates our ability to manage, replicate and scale high impact family engagement and literacy initiatives for disadvantaged families and the communities in which they live. Since 1989 NCFL has served millions of families.

#### **A. Quality of the Project Design**

*A1.* NCFL's three-tiered, evidence-based approach to family engagement and family literacy provides the framework for this proposal. This approach is driven by research that family engagement has the greatest influence on the academic trajectories of children, and that strong parent-child and parent-school relationships are catalytic to educational progress (Henderson, Mapp, Johnson, & Davies, 2007). The three tiers of NCFL's intervention, which are based on equity, effective practice, and research: 1) coincide with the intensity and duration of services needed to promote educational equity, 2) are driven by families' goals 3) are culturally

responsive to the varying and changing needs of disadvantaged families, and 4) take an assets-based approach to supporting families.

**Tier Three - Place-based Family**

**Literacy** provides the longest duration

and intensity of services to

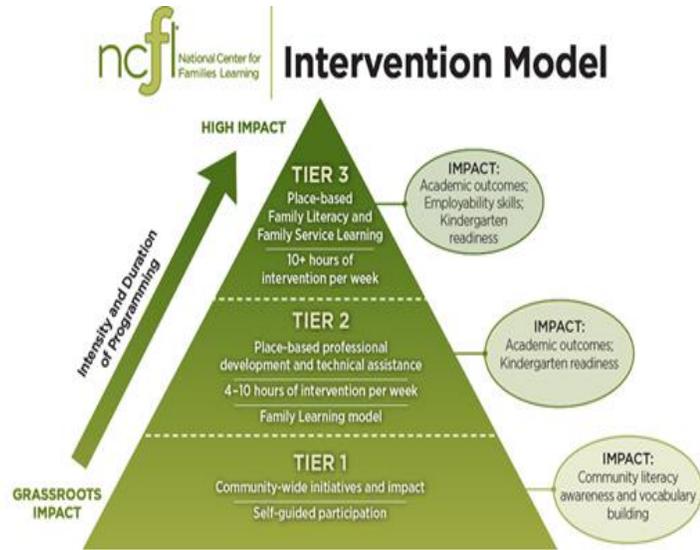
disadvantaged families through the

federal definition of family literacy

**(Priority 1b):** 1) interactive literacy

activities between parents and their

children (Parent and Child Together



[PACT] Time®) 2) training for parents on how to be the primary teacher for their children and full partners in their education (Parent Education) 3) parent literacy training that leads to economic self-sufficiency (Adult Education), and 4) developmentally appropriate education to prepare children for success in school and life (Child Education). Family engagement and involvement in education is developed throughout the model; as parents learn together with their children they: 1) strengthen their connections with school systems 2) are trained and can effectively engage in activities that will improve student academic achievement, and 3) are equipped to make academic choices that are most appropriate for their children. Research shows that parent involvement has helped to improve academic achievement for students from diverse cultural backgrounds (Henderson et. al, 2007). Further, programming engenders trust between families and schools, constructing the foundation for a strong partnership. This relational process is identified by the ED Dual Capacity Framework as essential to high impact family engagement (Kuttner & Mapp, 2013).

*Tier Two Solutions* build the capacity of professionals to support families by sharing research-based strategies, one of the five essential supports in the ED Dual Capacity Building Framework to developing effective family-school partnerships (Kuttner & Mapp, 2013). As staff connect student learning to family engagement, understand the needs of disadvantaged families, and foster an inclusive environment for parents, a bridge built from trust connects the home to the school.

*Tier One Programming* promotes community-wide awareness of family engagement and supports parental involvement in their children's education. Through a combination of free digital resources, community trainings, and self-guided participation, parents learn how to support the academic and developmental needs of their children, deeper family-school partnerships are formed, and learning expands into home and community. Research shows that children whose families are more involved in school display higher levels of achievement than children whose families are less involved in school (Fan & Chen, 2001; Jeynes, 2003, 2005; as cited in Dearing, Kreider, Simpkins, & Weiss, 2006).

NCFL's three-tiered framework builds the capacity of all stakeholders involved in increasing student achievement and school improvement through family engagement. It creates a robust collaboration of parents, students, schools, educators, and communities who learn together and share knowledge, resulting in a powerful collective of families engaged in education. This approach builds capacity and transfers knowledge through the generations, resulting in compounding returns that break the cycle of poverty and build economic self-sufficiency for marginalized populations (Cramer & Toso, 2016).

Through the SFEC initiative, NCFL and its partners will implement a sustainable family engagement and literacy continuum that is scaled statewide during the grant period and is aligned

to Nebraska's College and Career Ready Language Arts standards. Each goal outlined in the logic model corresponds to one or more tiers in NCFL's framework.

***GOAL ONE: Improve academic achievement for disadvantaged students through a Statewide Family Engagement Center:*** Goal one will utilize tier one (community initiatives/support), two (professional development), and three interventions (place-based programming) to produce outcomes that contribute to increased academic achievement of disadvantaged students.

**Addressing competitive priority 1b**, the NDE, NCFL, and NCFF will seed and support family literacy and engagement centers at three LEA model demonstration sites (**1.1**) in year one of funding that will act as family engagement and literacy "hubs," offering a menu of evidence-based services to support families. These include 1) direct services through NCFL's four-component family literacy model 2) additional high-impact, evidence-based family literacy activities and resources that connect the home, school, and community (**1.2**) 3) comprehensive professional development for site staff on interventions, and 4) additional family support services to mitigate barriers to participation (e.g. child care, transportation, food, technology). Year one LEA locations are: 1) Lincoln Public Schools (LPS), 2) Grand Island School District (GIPS), and 3) Lexington Public Schools (LXC). Site selection criteria is outlined in the logic model. Three model demonstration sites in selected LEAs will be added in years 2-4 of funding, resulting in a total of 12 sites by the end of the grant period.

***Objective 1.1: Place-based family literacy programming:*** NCFL's four-component model is explained below. Families spend a minimum of 10 hours per week in programming over the school year. Each site will enroll a cohort of 25 low-income families with children ages birth to young adulthood. Literacy improvement is a current priority for Nebraska—this year the state signed the Nebraska Reading Improvement Act (NRIA) (attached), which contains provisions to

help bolster the state's 4th and 8th grade reading results. (Retrieved online from:

<https://www.excelined.org/news/nebraska-reading-improvement-act-will-help-more-students-succeed-in-classroom-careers-and-life>) .

**Adult Education (3-4 hours per week)** The purpose of adult education is for parents to work with teachers to achieve education goals such as: 1) English language acquisition 2) high school equivalency 3) literacy education 4) financial literacy 5) college preparation for parents and for their children, and 6) building strong technology skills. This component fulfills the federal definition of family literacy by providing parent literacy training that leads to economic self-sufficiency.

**Children's Education (4 hours per day)** Children receive high quality, developmentally appropriate instruction during this component. Examples of goals include: 1) kindergarten readiness 2) improved language and literacy skills, and 3) family support to reach later academic achievement. This component fulfills the federal definition of family literacy by providing age-appropriate education to prepare children for success in school and life experiences.

**Parent Education (biweekly, one hour per session)** This component assists parents in effectively engaging in their children's education to help children meet academic goals and empowers parents to make choices about their children's education. Examples of goals include working with teachers to: 1) discuss topics on how to meet each child's unique learning needs 2) support learning in the classroom with activities at home and through school and extracurricular programs 3) understand school expectations and annual report cards 4) encourage participation in parent leadership programs, and 5) provide parents with opportunities to mentor other families.

This component fulfills the federal definition of family literacy by training parents to be the

primary teacher for their children and full partners in the education of their children. It also aligns with NRIA's provision to engage parents in helping their children to read.

**Parent-Child Intergenerational Literacy Experiences, Parent and Child Together (PACT)**

**Time® (1+ hours per week)** During this component, parents and children come together to learn. Goals of PACT Time are to: 1) assist parents in their role as first teacher of their children and 2) provide parents an opportunity to practice interacting with their children in a supportive environment. This component fulfills the federal definition of literacy by promoting interactive literacy activities between parents and their children. This also offers a time for parents to practice reading strategies with their children, a provision under the NRIA.

NCFL's certified training specialists will train LEA staff on how to implement the family literacy model, providing ongoing training and technical assistance.

*Objective 1.2 - Providing additional high-impact, evidence-based family literacy activities and resources that connect the home, school and community:* Additional NCFL strategies will be

piloted through family literacy programming. Based on evaluation outcomes, practices will be diffused to LEAs statewide through a practice guide (housed on NCFE's website) and

professional development (Goal 3). These include: 1) ***Dialogic Reading*** (see evidence form):

This strategy is based on three broad principles: (a) encourage the child to participate (b) provide feedback to the child, and (c) adapt the reading style to the child's growing linguistic abilities.

During dialogic reading, the adult uses a specific approach to prompt children while reading a

book. The adult becomes both an active listener and questioner, enabling the adult and child to

switch roles so that the child learns to become the storyteller. 2) ***Foundational skills to support***

***reading for understanding in kindergarten through 3rd grade*** (see evidence form): Strategies

include ensuring that students read connected text every day to support reading accuracy,

fluency, and comprehension, and teaching students to decode words, analyze word parts, and write and recognize words.

To expand programming reach beyond the family literacy cohort, long-time NCFL partner Unite for Literacy (UL) will provide book distribution through its **Unite Growing Readers Program**. Studies find that the only behavior measure that correlates significantly with reading scores is the number of books in the home. An analysis of a national data set of nearly 100,000 United States school children found that access to printed materials—and not poverty—is the “critical variable affecting reading acquisition” (McQuillan, 1998). Packages of four research-based, culturally relevant picture books (print and digital) will be distributed regularly to 250 families at model demonstration sites (100 books total per family). An additional 1,000 families statewide will receive one book package each, along with access to UL’s digital library. Packages contain parent information cards, which support a self-determined habit of reading. All materials are available in both English and Spanish. **NCFF’s Early Childcare Toolkit**, informed by the Strengthening Families Protective Factors Framework, will be distributed to all family literacy participants with young children. Each toolkit comes with *Making and Tinkering With STEM: Solving Design Challenges with Young Children* and seven books about family development, brain development, and social emotional competence.

Partners will execute a multi-media strategy, leveraging statewide networks to reach disadvantaged families that have a difficult time engaging with the school. Outreach tactics will be culturally and linguistically responsive to families and will include a combination of flyers, social media, and information sessions. For adults with limited English proficiency, these materials will be in their native language (GEPA section 427). The logic model includes a list of communications channels and vehicles leveraged for outreach. Three model demonstration sites

in selected LEAs will be added annually in **years 2-4** of funding, resulting in a total of 12 sites statewide by the end of the grant period. Sites will act as the central resource for family engagement and literacy initiatives in their respective regions. As new sites are added, a train-the-trainer approach will be utilized to create a supportive network. Third-party researchers will conduct a rigorous annual evaluation at each model demonstration site. In **year five**, NCFL will spend time producing and disseminating a report about the impact of tiered family literacy programming over the grant period. Please see logic model for outputs and outcomes.

***GOAL TWO: Empower parents of disadvantaged students with the information and tools to make good choices for their child's education: Addressing competitive priority two***, goal two leverages tier one and three solutions (community-wide initiatives and support/place-based family literacy programming) through four different strategies:

*Objective 2.1- Leveraging family literacy sites to build parent capacity to make positive school choices for their children: **Parent Time (NCFL)**.* The 25 families participating in programs at each model demonstration site will acquire the knowledge, tools, and resources needed to make informed decisions about their children's education during the model's Parent Education component. This will be particularly beneficial for Nebraska's growing number of English language learners and migrant families.

*2.2 Work with targeted LEAs to support parent choices that lead to their child's academic achievement and developmental progress:* NCFL will provide professional development (PD) to LEAs statewide 1-2 times per year on the best ways to engage parents in conversations about school choice, including a section on special education options. Offerings will be incorporated into the statewide practitioner PD system in goal three of the logic model. The NDE and NCFE

will connect NCFL to LEAs statewide to promote this PD topic. All digital resources will be made available on NCFE's website.

*2.3 - Establish and facilitate statewide special advisory committee to effect policy changes that enhance family learning and provide sustainability for the SFEC beyond the term of the grant:*

Entrenched in statewide initiatives focused on helping children and families, NCFE will guide the development of the SFEC's special advisory committee, a parent-majority group that will provide feedback on the SFEC initiative. They will leverage their Community Cafes group, a parent leadership committee that guides conversations about how to strengthen families and communities, to recruit special advisory committee members. There will be opportunities for networking and collaboration between the two entities to align and connect efforts. Coordination between these groups will break down silos, creating a unified, parent-led effort to school improvement by bringing key stakeholders together. Sustained parental leadership in these groups will yield greater representation of disadvantaged families and their educational needs on a district and state level, transferring critical knowledge about education institutions and policy-making. Through increased leadership opportunities and connections to community institutions and stakeholders, parents gain a sense of self-efficacy in their ability to influence decisions that affect their children, a key developmental capacity-building component for family-school partnerships (Kuttner & Mapp, 2013).

*2.4 - Establish and facilitate statewide parent-to-parent network to share best practices in family*

*literacy activities and increase social capital:* NCFE will leverage its website to develop and support a digital community for connecting parents and storing information as it relates to family engagement, family literacy, and school choice. Special advisory committee and PLC updates

will be included on this platform, with the potential for parent committee leaders to guide and train other parents on what they have learned.

*Outputs and Outcomes:* Please reference attached logic model.

***GOAL THREE: Increase the capacity of SEA, LEAs, and community-based organizations to provide high-quality family literacy and family engagement services.***

*3.1: Provide a comprehensive statewide training system for key stakeholders including the SEA, LEAs, and community organizations to support family literacy and engagement programming tied to school improvement plans.* By leveraging the tier two intervention (professional development), NCFL and its partners will embed a statewide professional development (PD) system for practitioners that is tied to school improvement plans and statewide education goals into the NDE's existing Education Services Delivery Unit (ESDU). ESDUs, created in 1965 by the Nebraska legislature, provide core services to regions across the state including distance education, instructional service materials, and staff development (Retrieved online from: <http://www.esucc.org/nebraska-esus/>). NCFE will draw upon its experience working with practitioners and families statewide as well as its prior operation of Parent Information Resource Centers to guide the design and delivery of the PD system. The design process will consider: 1) population distribution in regions across the state, 2) regions of need, and 3) delivery methods (in-person versus online trainings). At minimum, NCFL will host quarterly in-person PD sessions available in all regions as well as host six webinars per year.

*3.2: Provide digital family literacy and engagement resources to support professionals statewide.* All digital PD resources developed through the statewide system will be housed on NCFE's existing website. NCFL will contribute its digital family engagement and literacy resources to the catalog. Partners will participate in multiple statewide conferences, such as the

NDE State Conference, to share best practices and trends in the field of family engagement and literacy, discuss state and local policy and standards, promote its menu of resources, and encourage networking between districts, staff, and local schools.

*Outputs and Outcomes:* Please reference attached logic model.

A2. Research shows that two-generation family engagement and literacy programming improves parents' ability to support their children's education, which significantly impacts a child's academic and life success. One meta-analytic review found that children whose families are more involved in school by attending parent-teacher conferences, parent meetings, visiting and volunteering in the classroom, and participating in social events, display higher achievement than similar children whose families are less involved in school (Fan & Chen, 2001; Jeynes, 2003, 2005). These impacts can be greater for families from diverse cultural backgrounds, who frequently experience the most socioeconomic and academic disparities (Henderson et. al, 2017).

Trained professionals are crucial to executing high impact family engagement programming; through delivery of direct services to families, they can significantly influence families' levels of engagement. Research emphasizes providing ongoing PD that includes family-centered approaches to educating children, strategies for partnering with diverse families, and ways to encourage family involvement (Naughton, 2004). The ED's Dual Capacity Building Framework outlines the importance of administrators and staff to be culturally competent and capable of building trustworthy relationships with families (Kuttner & Mapp, 2013).

**Promising Evidence for NCFL's Family Literacy Model:** Levesque and Scordias (2018) conducted a study on the impacts of NCFL's four-component family literacy model in Detroit, Michigan. Eighty-Four Hispanic families participated in programming at Southwest Solutions. Data was gathered on both parental and child outcomes. The interaction between those outcomes

also was examined. An analysis of pre-test and post-test data found a significant positive change in the families' home literacy environments. The frequency of at home reading to or with children increased [ $t(32)=-2.233, p=0.033$ ] for families who regularly attended and fully participated in all four aspects of the family literacy model. Additionally, parents experienced an increase in self-efficacy in terms of their ability to support their children's education [ $F(136,104) = 5.31, p = 0.000$ ] (project year 2015-16 SIF annual report). In a quasi-experimental, between-groups design formed by matched pairs, children whose families participated in the program had significantly higher rates of school attendance [ $F(2,512) = 8.08572, p = 0.000$ ] and of reading growth rates [ $F(44,18)=2.67, p=0.027$ ] when compared to children in non-participating families.

A series of multivariate MANOVAs were utilized to examine the interaction between parental and child outcomes (Levesque and Scordia, 2018). Parents' level of attendance was significantly associated with students' attendance, academic mindset, and reading achievement. The calculated effect size ( $f = 0.0276$ ) indicates a small effect while the calculated power of 0.9287 suggests that this effect was likely a result of the intervention rather than occurring by chance. Further, adult participation in programming was significantly associated with education-related parenting behaviors, students' school actions, and reading level. An effect size of  $f=0.1381$  and a power of 0.9997 were calculated and suggest that the changes in parent behavior and student performance are related to program participation.

A3. Model demonstration sites create integrated, consistent delivery of services for disadvantaged families across the age spectrum (12 total sites by year 5). Through rigorous evaluation, best practices identified at model demonstration sites will be diffused to practitioners and families with children of all ages across Nebraska's distinct regions through the proposed PD

system in years 2-5. This train-the-trainer approach, embedded into the NDE’s existing infrastructure, will build internal capacity and transfer programming knowledge to more schools—further incorporating practices into statewide systems. The formation of the special advisory committee, the digital statewide parent-to-parent network, and participation in statewide conferences will help to sustain family engagement initiatives. These groups will 1) increase their visibility and leadership throughout the grant term 2) solidify a best practice of parental involvement in education, and 3) influence local and state education policies and systems after the grant term ends. The number of families served will increase with program expansion, resulting in more families who are learning, practicing, and adopting educational practices they can share with others. As more families and staff make intentional family engagement in education a regular habit, this practice becomes woven into the broader community fabric.

*Fiscal Sustainability:* NCFL will implement a financial model that provides front-end investments in capacity which, over the grant period, allows them to be sustained beyond the grant period at much lower costs and within available resources. As more staff receive PD on family engagement and family literacy programming and more families receive direct services through model demonstration sites, a “new normal” will be established. Sustaining this future state on an on-going basis can be done at significantly lower costs because investments in the costliest program components have already been made and can sustain the work.

NCFL commits to securing the required 15% non-federal match for years 2-5 of the grant through philanthropic support. NCFL’s annual budget includes private dollars with robust, longstanding support including, Toyota Corporation, the Dollar General Literacy Foundation, and the Bill & Melinda Gates Foundation. NCFL’s strong record of fundraising supports an annual budget of [REDACTED] and an endowment of [REDACTED]

## **B. Quality of the Management Plan and Project Personnel**

*BI.* A diversity of perspectives will contribute to the proposed project through:

***Management of cross-sector partner collaborations:*** NCFL will collaborate with its partners (Nebraska Children and Families Foundation, Nebraska Department of Education, LEAs) to guide the development and implementation of the proposed SFEC initiative throughout the grant period. This will entail reviewing and integrating state and local policies, existing family engagement initiatives, and state academic standards, and identifying parent needs to determine how to best to embed the SFEC into the state system.

***Formation of a special advisory committee:*** Including a variety of community stakeholders (parents, educators, students, SEA, LEA representatives, community business members), this parent majority committee will encompass a diverse array of perspectives, providing feedback and guidance on the SFEC initiative.

***Digital statewide parent-to-parent network:*** This interactive resource will act as a communications vehicle to solicit and collect parent needs and concerns regarding family engagement and literacy education initiatives and distribute information to a broader parent network.

***Parent training and information centers assisted under sections 671 and 672 of the***

***Individuals with Disabilities Education Act:*** NCFE will leverage its longstanding relationship with Parent and Information Training Nebraska to help actively recruit parents of children with disabilities for participation in family literacy programming as well as the special advisory committee. Parent participants will learn about communicating and collaborating effectively with their child's education team and participating in the development of individualized education

programs through Parent Time activities. Parent participants also will learn strategies for helping their children meet developmental and academic goals through Parent Time and PACT Time.

*B2. Management and Governance - National Center for Families Learning.*

The creation of this proposal reflects significant input from partners, drawing upon their areas of expertise and vast knowledge of the Nebraska education system to create an infrastructure that will meet the needs of the state's families. Please reference attached appendices 5 and 6 to view an SFEC organizational chart and a visual depiction of the statewide infrastructure.

***SFEC Project Director (.15 FTE)***: The project director will provide leadership and fiscal oversight of the grant over the funding period and will be based out of NCFL's headquarters.

Please see Selection Criteria B4 for full biographical details. ***SFEC Grant Coordinator (1.0***

***FTE)***: A full-time grant coordinator will provide operational and on-the-ground management of the project and will operate out of NCFE's offices. This role will work with partner site leads to coordinate and monitor the effective delivery of all SFEC services in the logic model.

Responsibilities will include support for training delivery. ***Budget Analyst (.05 FTE)***: A budget analyst will be hired to support the director and coordinator with fiscal oversight and will work

out of NCFL's headquarters. ***NCFL Administrative Assistant (0.5 FTE)***: An administrative assistant will be hired to provide essential administrative support to the director and coordinator

and will work out of NCFL's headquarters. ***NCFE Administrative Assistance (0.5 FTE)***: An additional administrative assistant will be hired by NCFE to help facilitate the special advisory committee.

**B3. Table 1: Project Milestones and Timelines**

<b>Goal One: Improve academic achievement for disadvantaged students through a Statewide Family Engagement Center.</b>							
<b>1.1</b>	<b>Milestones</b>	<b>School Year 1</b>	<b>School Year 2</b>	<b>School Year 3</b>	<b>School Year 4</b>	<b>School Year 5</b>	<b>Responsibility</b>
	Establishment of criteria for LEA demonstration sites	11/01/2018					NCFL, NDE NCFE
	Choose the model demonstration sites	12/01/2018	Spring 2019	Spring 2020	Spring 2021		NCFL, NDE, NCFE
	Selection of site staff	12/01/2018	Summer 2019	Summer 2020	Summer 2021		NDE, LEAs

Needs assessment for technology and support services	12/01/2018	Spring and summer 2019	Spring and summer 2020	Spring and summer 2021		NCFL, LEAs
Recruitment of families	12/01/2018-01/01/2019	Late summer- fall 2019	Late summer - fall 2020	Late summer - fall 2021		LEAs, NDE
Training of staff on the family literacy model	12/01/2018-01/01/2019	Summer 2019	Summer 2020	Summer 2021		NCFL
Implementation of evidence-based family literacy at chosen sites	Starts 01/01/2019	2019-2020 school year	2020-2021 school year	2021-2022 school year	2022- 2023 school year	LEAs

	Provide support services based on need	Starts 01/01/2019	2019-2020 school year	2020-2021 school year	2021-2022 school year	2022- 2023 school year	NCFL
	Professional development/training and technical assistance for staff at sites	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	NCFL
	Programming evaluation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	NCFL
<b>1.2</b>	Unite for Literacy Growing Readers Book Distribution	Starts 01/01/2019	Ongoing	Ongoing	Ongoing	Ongoing	UL
	Review evaluation results		11/2019	11/2020	11/2021	11/2022	NCFL, LEAs

	Based on evaluation results, select literacy strategies for dissemination		12/2019	12/2020	12/2021	12/2022	NCFL, LEAs, NDE
	Triangulate results with current literature		12/2019	12/2020	12/2021	12/2022	NCFL
	Create practice guide			2020-2021 school year	2021-2022 school year	08/2022 distribution	NCFL
<b>Goal Two: Empower parents of disadvantaged students with the information and tools to make good choices for their child's education.</b>							
2.1	Parent Time	Starts 01//2019 - 05/2019	08/2019 - 05/2020	08/2020- 05/2021	08/2021- 05/2022	08/2022- 05/2023	LEAs

	Creation of digital resources for parent choice		2019-2020 school year	2020-2021 school year			NCFL
<b>2.2</b>	Professional development for LEAs		2019-2020 school year	ongoing	ongoing	ongoing	NCFL
<b>2.3</b>	Creation of criteria for group members	11/01/2018					NCFL, NDE, LEAs, NCFE
	Recruit members for participation	11/01/2018-03/1/2019	Summer 2019	Summer 2020	Summer 2021	Summer 2022	NDE, LEAs, NCFE
	Set up meeting schedule	12/15/2018	Ongoing	Ongoing	Ongoing	Ongoing	NCFE
	Plan agendas	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	NCFE
<b>2.4</b>	Use of NCFE's digital platform		Fall 2019	Ongoing	Ongoing	Ongoing	NCFE

	Establish a digital community for storing information and connecting parents		Fall 2019	Ongoing	Ongoing	Ongoing	NDE, LEAs, NCFE
<b>Goal Three: Increase the capacity of SEA, LEAs, and community-based organizations to provide high-quality family literacy and family engagement services.</b>							
<b>3.1</b>	Design professional development delivery system		06/2019				NCFL, NDE, NCFE
	Design professional development focused on family engagement best practices		2019-2020 school year	Ongoing	Ongoing	Ongoing	NCFL

	Identify regions of interest	10/01/2018- 12/01/2018					NCFL, NDE, NCFF
	Host in-person professional development activities		Ongoing	Ongoing	Ongoing	Ongoing	NCFL
	Coaching/Webinars	05/01/2019	Ongoing	Ongoing	Ongoing	Ongoing	NCFL
	Participate in statewide family engagement conference		2019-2020 school year	2020-2021 school year	2021-2022 school year	2022-2023 school year	NCFL, NDE, LEAs, NCFF
<b>3.2</b>	Creation of new resources and selection of existing resources		Ongoing	Ongoing	Ongoing	Ongoing	NCFL
	Promotion of website	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	NDE, LEAs,

							NCFE
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B4. Appendix 4 includes resumes for key project personnel.

**Dr. Joshua Cramer (SFEC Project Director)** (NCFL Vice President) Relevant experience includes 1) 7 years’ experience directing federal grants for an LEA (including family literacy and family engagement grants) 2) 5 years’ experience leading national family literacy and family engagement efforts 3) Dissertation study completed on four-component family literacy 4) Leadership internship at ED in 2012 (as a part of doctoral study of federal education programs). **Jeff Cole (Lead, NCFE)** (NCFE Associate Vice President of Community and School Partnerships) Relevant experience includes 1) Network Lead, Beyond School Bells, Nebraska’s statewide afterschool program 2) Oversight, Nebraska Expanded Learning Opportunities (ELO) Design Challenge Grant focused on strengthening rural ELO programs 3) Director of Public Engagement, Lincoln Public Schools Foundation. **Kim Larson (Lead, NDE)** (Director, NDE 21st Century Community Learning Centers Program Quality) Relevant experience includes 1) Member, Family Engagement State Leaders collaborative 2) Reading/Writing Director for NDE, 2000-2008 3) Doctoral student, focusing on identifying the unique professional development needs of rural after-school program leaders and staff and improving the state-level system of support based on determined needs 4) Coordinator of Professional Development, NDE 21<sup>st</sup> Century Community Learning Centers program. **Dr. Linda Hix (Lead, LPS)** (LPS Director of Federal Programs) Relevant experience includes 1) Supervisor, ELL Program for LPS serving over 3,000 students in ELL programs 4) Director, federal, state, and local grants for LPS

(all Title I grants) 5) Director, three other ED grants (School Climate Transformation Grant, School Improvement Grant (current), High School Transformation Grant (past). **Mike McGuffee (Lead, UL)** (UL Founder and President) Relevant experience includes 20 years making engaging, low-cost books for distribution to disadvantaged communities.

### **C. Adequacy of Resources**

*CI.* The Nebraska SFEC proposed project is led by a deeply committed partner in NCFL, an organization that has led family-based education solutions for three decades. Lead partners include the NDE and the NCFE. Each partner has submitted MOUs and Letters of Support that indicate their commitment. The demonstrated commitment is detailed below.

#### **Applicant and Lead Partner: NCFL**

NCFL pioneered the creation of the four-component family literacy program defined in the SFEC RFP grant competition. For the last three decades, NCFL has seeded and supported effective family literacy programs across the U.S. and has continued to demonstrate their effectiveness through independent evaluation and research. NCFL was instrumental in developing the federal definition of family literacy services that informs the U.S. government today. This definition brings continuity to traditional four-component family literacy programs in federal legislation, such as the Elementary and Secondary Education Act, Head Start Act, Workforce Investment Act, and the Community Service Block Grant Act.

At its core, family literacy is an evidence-based, high-impact approach to family engagement services. Based on its experience providing training and technical assistance to LEAs for three decades, NCFL has developed a powerful treasure trove of family engagement resources for application in school systems beyond the evidence-based family literacy program. NCFL has an effective method for deploying high-impact family engagement systems across the state. NCFLs

commitment to this project is implicit in its mission, vision, and values which center on improving the academic achievement of disadvantaged students by building adult, child, and family capacity simultaneously. It is for these reasons that NCFL is serving as the lead, statewide applicant for the creation of the Nebraska Family Engagement Center.

**Primary Partner: The Nebraska Children and Families Foundation (NCFE)** (*Lincoln, Nebraska*) (Objectives 1.1, 1.2, 2.2, 2.4, 3.1, 3.2): NCFE was established as a 501c3 in 1997 and has been an important state-level grant-making and program facilitating organization since inception. NCFE serves as a strategy and funding vehicle capable of combining public and private interests and resources to strengthen systems and services responsible for keeping children safe while increasing protective factors to improve child and youth outcomes. Throughout its existence, NCFE has proven to be a state, regional, and national leader in developing, implementing, and evaluating community-based participatory approaches to community issues.

NCFE brings 20 years of experience—including the hosting of the ED’s Parent Information Resource Centers (PIRC) grant through completion in 2012. The PIRC project, in addition to current projects and initiatives across the state, positions NCFE well to host the Nebraska SFEC in collaboration with NCFL. NCFE is committed to providing office space, leadership, sustainability planning, and statewide networking capabilities to support the success of the proposed project.

**Primary Partner: The Nebraska Department of Education (NDE)** (*Lincoln, Nebraska*) (Objectives 1.1, 2.2, 2.3, 2.4, 3.1): NDE is committed to serving as the lead partner in the development and sustainability of the Nebraska SFEC. The Commissioner of Education for the NDE and his team have supported the proposed project through careful planning and

collaboration with NCFL, NCFE, and the LEAs identified in the first year. It is also notable that the Commissioner signed the Preliminary MOU and submitted a letter of support on a short timeline.

The NDE approach to planning for this project began with sustainability in mind. The Nebraska State Board of Education recently identified family engagement as a priority in their Education and Strategic Direction Plan. Because of their strategic direction, NDE has ramped up family engagement efforts by hiring a halftime employee to work on family and community engagement. This person will be a critical part of the planning and sustainability for the proposed project. NDE also reviewed their statewide literacy plan, current state family engagement policies, and identified regional training hubs for family engagement. NDE has also worked with NCFE and NCFL to identify key LEA partners across the state. Nebraska is committed to growing the reach of high-impact family engagement across the state, and the creation of the Nebraska SFEC would enhance and expand these efforts on behalf of children and families long after the completion of the grant project.

**Lincoln Public Schools** (Lincoln, Nebraska) (Model demonstration site) - LPS is the second largest public school district in Nebraska, serving over 40,000 students. LPS has two decades of experience implementing NCFL's family literacy model and operates 26 Title I designated schools, whose demographics include - 74% students free or reduced priced meals eligible; 18% English language learners; 20% special education.

**Grand Island Public Schools** (Grand Island, Nebraska) (Model demonstration site) - The district employs 870 certified staff to teach 9,900 students in grades PreK-12 at 20 schools. GIPS is a growing school district serving a diverse student population. The demographics are constantly changing. Currently, 70% of students are eligible for free and reduced priced meals

and the student population is comprised of several racial and ethnic groups. Data indicates that 38% of Grand Island's students score proficient in Reading measures on the statewide summative assessment and 61% score proficient in Mathematics. In Grand Island, 16.4% of families live below the poverty level, which is 5% higher than the state average.

**Lexington Public Schools** (Lexington, Nebraska) (Model demonstration site) - LXS serves 3,000 students in the Pre-K – 12 grade program. Following a period of rapid ethnic diversification, Lexington's schools and community are the recipients of rich cultural benefits. LXS serve over 250 students in early childhood programs, a thousand students whose first language is one other than English as well as 350 students in a Spanish/English Dual Language Program. English language learners (ELLs) comprise 36% of the total student population. Data indicates that 36% of Lexington's students score proficient in Reading measures on the statewide summative assessment, and 62% score proficient in Mathematics. In LXS, 20.4% of families live below the poverty level, which is 8% higher than the state average.

C2. Nebraska is the 16<sup>th</sup> largest state in the nation at 77,354 square feet with only the 38<sup>th</sup> largest population of total residents at just over 1.8 million. For every square mile of Nebraska territory, there is an average of 23.8 people. Overall, Nebraska is only the 43<sup>rd</sup> ranked state in terms of population density. With nearly a quarter of Nebraska families not speaking English as their home language today, and with some estimates indicating that Nebraska's Hispanic/Latino population will triple by 2050, the state continues to change dramatically in terms of ethnicity (Retrieved online from: <http://worldpopulationreview.com/states/nebraska-population/>).

Reaching an ethnically-diverse and primarily rural population with significant family engagement programming spread across a large geographic area is difficult on any budget. Through three comprehensive goals and subsequent objectives, and a budget under one million

dollars per year, the proposed project will improve academic outcomes in all 441 Nebraska school districts. Due to the strong partnerships outlined in the Quality of Program Design Section and the commitment by partners to continue this work beyond the project period, the proposed project is a cost-effective project.

*C3.* The proposed combination of family engagement strategies, professional development, and direct services to families represents a multi-pronged approach to reach tens of thousands of families with students of varying ages ranging across all regions. The budget fulfills funding requirements to spend not less than 65% each fiscal year to serve LEAs, schools, and community-based organizations that serve high concentrations of disadvantaged students and not less than 30% to establish or expand technical assistance for evidence-based parent education programs. The most intensive of services are structured to help those who are most in need, while a host of digital resources, book distribution activities, and in-person and digital PD opportunities extend family engagement practices even deeper into communities. By leveraging the hundreds of organizational networks through proposal partners to disseminate and promote SFEC resources, we estimate that our reach to children, families, practitioners and community members will touch 100,000 education stakeholders each year, which when divided by the annual grant is less than \$10 per individual. This is a nominal investment in a state with a rapidly increasing number of English language learners and migrant families. Further, the larger costs of being low-income—illiteracy, low high school graduation rates, and social isolation—have dire implications for the economic health of Nebraska and that of the nation.

#### **D. Quality of the Evaluation Plan**

*D1.* The project theory of change assumes that educators must build parents/caregivers' capabilities to support academic outcomes. Using a SMART framework (Specific, Measurable,

Achievable, Relevant, and Timely) to set goals, this mixed methods evaluation plan examines implementation (outputs) and outcomes for parents and their children. The implementation single group pre- and post-design documents annual fidelity to the proposal through evidence of outputs (ex., professional development) and participant (staff, parents) responses. Depending on the variable, adult data will be examined using a single group design or a between group design formed by criterion (cutoff). Child data will be examined using pre- and post-design.

**Impact Evaluation Question:** To what extent does parent engagement over one or more school years (Independent Variable - IV) increase education-related parent behaviors (Dependent Variable - DV), improve student school actions (DV), and increase student attendance and achievement (DV)?

**Implementation Evaluation Question.** At what level of fidelity was the program implemented? If fidelity level is not high (as measured by *Benchmarks* mean scores on seven indicators of program implementation), what strategies are used to get back on track and what was the result of those strategies?

Fidelity will assess the following: a) adherence to protocols (ex., research-driven professional development) outlined in the SFEC Evaluation Manual, b) sufficient opportunities for parents to engage with the school, c) adherence to implementation timelines, d) complete and timely data collection and management of data.

*Connection with Logic Model.* The logic model details programmatic systems, outputs, strategies, and outcomes that ground the evaluation plan. Objective clusters are noted in the Objectives section.

*Data definition of variables.* a) Participation in SFEC: Number of total hours of all activities over the course of a school year enrolled parents participate in SFEC, b) Education-related parenting

behaviors: Self-reported out of school parenting behavior and in school engagement, c)

Attendance rate: Percentage of students attending 90% of the time and the percentage of time attending school/time scheduled to attend school, School behavior and Post scores on *Teacher Report on Student Performance*, d) Reading Achievement: Pre-test and Post-test scores, end of year benchmark level for a standardized measure of reading benchmarks, state assessments.

**Informed Consent.** The *Family Consent Form* (NCFL) is required for all parents participating.

**Instrumentation.**

*Benchmarks for Program Improvement* (NCFL). Program quality and fidelity to the SFEC model is determined by number of indicators observed or not during a site visit by a technical assistant and evaluation annually to assess seven program elements; adult education, parent time, PACT Time, Component & Program Integration, Recruitment & Retention, School Climate & Facilities, and staffing/data requirements. (Fidelity)

*Parent Family Literacy Survey*. Monthly self-report survey of parenting supporting “out-of-school” activities/actions such as; the degree to which a parent feels confident to help with homework; the degree a parent feels comfortable talking to a teacher about their child’s progress; school activities attended. (Education-related parenting behaviors; parents components).

*Initial and Post Family Interview*. A questionnaire developed by the NCFL (2008) and used nationally across its family learning and family literacy programs. The Initial Interview collects essential demographic data. Other item clusters include; employment situation, home and out of school literacy support, perceptions about parents’ ability to help their child succeed in school, parents’ beliefs about their level of responsibility in their children’s education, family

social capital, and parents' self-efficacy. The post measure contains all the same items except for the demographic data. (Education-related parenting behaviors; parents components)

*Adult Academic Assessment Scores (Pre and Post).* Scores of English language and literacy on adult education standardized measures converted to National Reporting System (NRS) levels of adult literacy. (Education-related parenting behaviors; parents components)

*Teacher Report on Student Performance.* A pre/post questionnaire completed by PACT classroom teachers on all family literacy program (FLP) children and a selected matched set of comparison children (each participating child, the focus child, is paired with a child of the same gender, age, approximate achievement levels, and English language skills in the same classroom by his/her teacher at the beginning of the school year). (Student achievement, attendance, behavior, growth mindset; children)

*Professional Development Satisfaction Survey.* Multiple Likert and open-ended items given to participants after all professional development associated with SFEC.

*Technical Assistance Reports.* Standard template aligned with *Benchmarks*. Includes appraisal of strengths per program component and areas for action. Completed by NCFL staff after site visits.

*District-Compiled Data Records.* Attendance records as reported to the state education agency. (Student attendance; children)

*Standardized Reading Achievement Measure used by LEA TBA.* Pre and Post to determine whether students are performing below, at, or above grade level.

*DESSA-mini*: strength based nationally normed and reliable tool for screening and progress monitoring of children’s social and emotional competence completed by parent.

**Goals, Indicators, Project Objectives, Measures, and Timelines**

Table 2

Impact Evaluation Data Collection, Analysis and Time Line

Key: QT: Quantitative QL: Qualitative BOY: Beginning of Year MOY: Middle of Year EOY: End of Year (SO) Summative Outcome (DOC) Documentation for data needed  
 Collected by (T), (S) Supervisor, (AT) Adult Teacher, (PT) PACT Teacher, (P) Parent (SG) School Gathered; (E) Evaluator

**GOAL 1:** Improve academic achievement for disadvantaged students through a Statewide Family Engagement Center.

Data Collection	Data Analysis	Time Line
<b>Objective 1.1.</b> Place-based family literacy programming		
<b>Evaluation Strategy:</b> Frequency count number and descriptive statistics of established centers, of high-quality staff, and of parents who report use of at-home literacy practices		
QT: Name of sites (S)	QT: Comparison to Targets DOC: List of sites	BOY and EOY
QT: Name of staff and training level (S)	QT: Comparison to Targets DOC: List of staff and their level of training.	BOY and EOY
QT: List of at home literacy practices (S)	QT: Comparison to Targets DOC: List of at-home literacy activities.	Monthly
SO 1.1: Meets 80% of program indicators on Benchmarks (S)	QT: Descriptive Statistics DOC: Evaluation compared to Benchmarks for each site	BOY, MOY, and EOY

<p><b>Objective 1.2.</b> Number of parents and staff working to set attendance policy</p> <p><b>Evaluation Strategy:</b> Frequency count and descriptive statistics of the number of all students and whether they meet the criteria.</p>		
SO 1.2a: Individual students' attendance rates (present / possible) (T)	<p>QT: Comparison to Cut Score (&gt;90%)</p> <p>DOC: List of students with their attendance rates for the year and grade and school-wide rates</p>	EOY
SO 1.2b: Report of home literacy practices on reading to/with child (P)	<p>QT: Comparison to Cut Score (3 or more times per week)</p> <p>DOC: Parent survey of reading habits</p>	BOY, MOY, and EOY
<p><b>Objective 1.2.</b> Develop list of high-impact, evidence-based family literacy activities based on lessons learned from model demonstration sites for LEAs and community-based organizations that connect the home, school and community.</p> <p><b>Evaluation Strategy:</b> Frequency counts and descriptive statistics.</p>		
Catalog of family literacy, learning, and engagement strategies.	<p>QT: Number of strategies</p> <p>QL: Creation of document that is accessible and/or distributable.</p>	BOY, EOY
SO 1.2a: SFEC Staff is well qualified.	<p>QT: Number of certificates of completion earned by attending PD.</p>	BOY, EOY

<p>SO 1.2b: SFEC site mean score 80% on Benchmarks.</p>	<p>QT: Comparison to Criterion                      QL: Annual evaluation of implementation strength, areas for action, and fidelity                      DOC: Benchmark rubric for each site</p>	<p>BOY, MOY, and EOY</p>
<p>SO 1.2c: 80% of staff observed using strategies at the SFEC.</p>	<p>DOC: List of all staff, with observation notes including name, date, specific strategy observed for those in SFEC</p>	<p>BOY, MOY, and EOY</p>
<p><b>Objective 1.3.</b> Number of kindergarten students whose parents are full participants in the family literacy program (FLP) who make progress toward grade-level proficiency benchmarks by the end of the year.  <b>Evaluation Strategy:</b> Frequency count and descriptive statistics of students (all) and those meeting criterion.</p>		
<p>SO 1.3a: Percent of kindergarten students meeting grade- level proficiency</p>	<p>QT: Comparison to Cut Score (&gt;55%)                      DOC: List of students with their reading assessment data</p>	<p>BOY, MOY, and EOY</p>
<p>SO 1.3b: Percent of 3rd grade students who score in the proficiency level or above</p>	<p>QT: Comparison to Cut Score (&gt;35%)                      DOC: List of students with their reading assessment data or Communication Arts levels.</p>	<p>EOY</p>

**GOAL 2:** Empower parents of disadvantaged students with the information and tools to make

good choices for their child’s education.

Data Collection	Data Analysis	Time Line
<p><b>Objective 2.1.</b> Leverage family literacy sites to build parent capacity to make positive school choices for their children.</p> <p><b>Evaluation Strategy:</b> Single group Pre/Post</p>		
<p>SO 2.1a: 80% of parents report improved decision making relative to support of children’s learning, choice, and parental involvement in children’s education. (S)</p>	<p>QT: Single group pre/post</p> <p>QT: Parent Family Literacy Survey</p> <p>DOC: Parent Survey results</p>	<p>BOY, EOY</p>
<p>QL: SO 2.1b: 80% of parents’ decisions positively impact the school climate and provide optimal learning opportunities for their children.</p>	<p>QT: Single group pre/post</p> <p>QT: Parent Family Literacy Survey</p> <p>DOC: Parent Survey results</p>	<p>BOY and EOY</p>
<p>QL: SO 2.1c: Statewide network of parents drive a diverse range of parent interests and needs of disadvantaged families in school policy and program development and revision.</p>	<p>QT: Single group pre/post</p> <p>QT: Parent Family Literacy Survey</p> <p>DOC: Parent Survey results</p>	<p>BOY and EOY</p>

<p><b>Objective 2.2.</b> Work with targeted LEAs to support parent choices that lead to their child’s academic achievement and developmental progress.</p> <p><b>Evaluation Strategy:</b> Frequency counts, descriptive statistics and growth.</p>		
2.2a Number of teachers prepared to support parents with guidance and support (S)	QL: List of teachers and identify how they learned to provide support and guidance	EOY
2.2b Number of parents who receive guidance & support. (T)	QL: List of teachers and parents they supported (along with date)	Ongoing
SO 2.2: Increasing numbers of highly qualified teachers who can inform and support parent decisions about school choice. (S and T)	QL: Growth DOC: List of teachers in building and whether they were highly qualified	BOY, EOY
SO 2.2 Report of home literacy practices on reading to/with child (P)	QT: Growth (3 or more times per week) DOC: Parent survey of reading habits	BOY, MOY, and EOY
<p><b>Objective 2.3.</b> Establish and facilitate statewide special advisory committee to effect policy changes that enhance family learning and provide sustainability for the SFEC beyond the term of the grant.</p> <p><b>Evaluation Strategy:</b> Qualitative analysis of minutes, rosters related to special advisory.</p>		
SO 2.3: Effective family-school partnerships supporting student	QL: analysis of agendas and records	Within one week of

achievement and school improvement.	DOC: List of special advisory committee members, Meeting agendas, Meeting notes	contact/meetings upload documents
<p><b>Objective 2.4.</b> Establish and facilitate statewide parent-to-parent network to share best practices in family literacy activities and increase social capital.</p> <p><b>Evaluation Strategy:</b> Frequency count and descriptive statistics</p>		
2.4. Number of parents, service providers, and educators accessing digital platform and reporting school decision making and support of their children	<p>QT: Number of access provided</p> <p>QL: Name and description of statewide parent-to-parent networks</p> <p>DOC: Hits on website or copy of resources disseminated</p>	BOY, MOY, and EOY

**GOAL 3: Increase the capacity of SEA, LEAs, and community organizations to provide high-quality family literacy and family engagement services.**

Data Collection	Data Analysis	Time Line
<p><b>Objective 3.1.</b> Provide a statewide training system for key stakeholders (including the SEA, LEAs, parents, and community organizations) to support family literacy and engagement programming tied to school improvement plans.</p> <p><b>Evaluation Strategy:</b> Count number of trainings and participants in training by role.</p>		
QT: ID# and role of each person in SFEC training and professional development.	<p>QT: Growth</p> <p>DOC: Sign-up sheets with name and role, content description, Agendas,</p>	1 week after each training session

	Signed rosters, Online/social media hits	
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**Statistical Analysis of Impacts:** The impact evaluation focuses on the relationship among participation in the FLP and school-related parenting behaviors and indicators of student success in school (attendance, discipline, behavior and literacy achievement). Datasets will be analyzed for missing data. In situation of attrition, data procedures previously described in that section will be followed. For other missing data, a Monte Carlo procedure will be used.

Correlational analysis will be used to determine relationship between participation in the FLP and school-related parenting behaviors. A moderate to strong correlation is required to demonstrate that the FLP is having an impact on school-related parenting behaviors. This evidence is essential to demonstrating that family literacy can change parenting behaviors by addressing the parent's education (ex., English literacy issues), providing a better understanding of the schools and a specific role for the parents in the school, and by providing information and training on how to accomplish this.

Analysis will be conducted using MANOVA (Garson, 2012; Tabachnick, 2012) for three independent variable levels, and three dependent variables: SFEC participation (IV), education-related parenting behaviors (DV), student behavior attendance and discipline (DV), and student literacy achievement (DV). Based upon the initial results of the MANOVA, additional statistics and post hoc tests may be conducted.

Power analysis for a MANOVA with three levels and three dependent variables was conducted in G-POWER to determine a sufficient sample size using an alpha of 0.05, a power of 0.80, and a small effect size ( $f^2 = 0.25$ ) (Faul et al., 2008; Dattalo, 2008). Based on those

assumptions, the year 1 desired sample size is 70.

*D2.* Further analysis will be conducted per site to examine fidelity to implementation and to determine differences, if any. Qualitative and quantitative data will use a constant comparative analysis and discourse analysis to interpret the data and quantitative data will be analyzed with descriptive statistics and tests of significance. Beginning with the second year, information will be analyzed at both a single year of data and longitudinally for individual schools and the study population. Monthly (one hour) evaluation audio-video conference calls with the project director and invited staff will ensure a collaborative evaluation process with timely feedback and promote continuous improvement. The evaluator will provide a trained data collector responsible for each site. The evaluator will visit the sites at least once per year.

*D3.* The QED will explore correlations between indicators of literacy and parental engagement in schools with their children's learning. The project evaluation is grounded by evidence (Levesque & Scordias, 2017) using a QED to examine a family literacy program. The federal reviewers concluded that the study produced moderate evidence of a positive relationship between parents' sustained engagement in a family literacy program and increases in their children's reading growth rate and achievement, school attendance, and growth mindsets.

Results will be disseminated annually (formative findings will be shared monthly with project staff). Findings will build awareness for parents of their role in improving their children's education. Results will inform school staff of ways to support and cultivate environments welcoming to parents. Results will inform adult educators about the knowledge, skills, and abilities parents need to support children's learning. Implications will support school leaders as they work to build relationships that increase the capacity of parents to support their children's educational needs. Ongoing interactive evaluation strategies such as monthly phone conferences

with local staff and NCFL project leaders will ensure fidelity to both the intervention and evaluation models. Annual evaluation reports will be shared with key stakeholders. Annual progress will be reported with fidelity to the funder's protocol and reporting platform.

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## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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**Goal One: Improve academic achievement for disadvantaged students through a Statewide Family Engagement Center.**

**Objective 1.1:** Seed and support 3 new family literacy and engagement sites in each years 1-4 of funding (12 sites by the end of year 5) in rural, suburban, and urban locations across the state through effective partnerships with the SEA, LEAs, and community-based organizations. Model-demonstration sites will provide a continuum of cradle-to-career services that promote literacy and family engagement in education. Services will include NCFL family literacy curriculum, technology, training and technical assistance, and stipends for essential services (parent education, child care, transportation, food, program integration).

<b>INPUTS</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>Short-term Outcomes (Years 1-4)</b>	<b>Mid-term Outcomes (Year 5 Summative)</b>	<b>Long-term Outcomes (Impact Beyond Funding Stream)</b>
NCFL staff -NCFF staff -Nebraska DOE staff -LEA leadership -Population demographics -School academic achievement data	Establishment of criteria for LEA demonstration sites (serving disadvantaged families in urban, suburban, and rural locations)	Criteria establishment: -85% of families served by the LEA meet the federal government’s definition of low-income	-Staff prepared via PD to provide high quality services as measured by Benchmarks. -75 (family literacy + 50 other services)	-Program components meet 80% of program indicators on NCFL Benchmarks -80% of participating parents report use of literacy supportive practices with their children during out of school time	-High quality sites sustain services beyond funding.
-NCFL staff -NCFF staff -Nebraska DOE staff	Choose the model demonstration sites	Staffing of programs: - 1 PT parent facilitator	parents enrolled per year		

		<ul style="list-style-type: none"> <li>- 1 PT adult educator (community member who represents population served)</li> <li>- # child teachers as needed</li> <li>- Supportive child care staff</li> <li>- 1 NCFL technical assistance staff</li> </ul>	<p>(N= 375- 625 over grant) set and make progress towards parenting goals</p> <p>Parents work with staff to set attendance policy</p> <p>Parents' children meet or exceed LEA</p>	<p>Programs meet annual recruitment and retention goals.</p> <p>60% of parents attend regularly</p> <p>90% of children attend regularly chronic absenteeism decreases</p>
<p>-LEA staff</p> <p>-NCFL staff</p> <p>-Print and digital recruitment materials created by Nebraska DOW and LEAs</p>	<p>Recruitment of families to participate in family engagement and literacy programming</p>	<p>25 families per site</p> <p>75 families per grant year</p> <p>300 families by year 5</p> <p>3 new sites years 1-4</p> <p>12 sites by year 5</p>	<p>daily attendance rate</p> <p>90% of enrolled families read to/with their child at least 3 times per week</p>	<p>80% of parents reach academic and life goals</p>

<p>-Nebraska DOE and LEA communications channels and vehicles (Educational service units, Bring Up NE Community Coalitions, Beyond School Bells, Connected Youth Initiative, early childhood care and education programs and coalitions)</p>					
<p>-Model demonstration site staff</p>	<p>Implementation of evidence-based family literacy</p>	<p>Evidence of high-quality family literacy site based on benchmark indicators:</p>			

<p>-Evidence-based NCFL Family Literacy model programming materials</p> <p>-Cohorts of families at each site</p> <p>-Technology needed for program implementation</p>	<p>programming at chosen sites</p>	<p>adult education, parent time, PACT Time, Component &amp; Program Integration, Recruitment &amp; Retention, School Climate &amp; Facilities, and staffing/data requirements.</p>			
<p>-Model demonstration site staff</p> <p>-PD delivered by NCFL staff on the NCFL Family Literacy Model</p>	<p>Professional development/training and technical assistance for staff at model site</p>	<p>Initial in-person training - 2 days; 2 annual visits per site, with observation/feedback</p> <p>Ongoing desk technical assistance</p> <p>6 webinars annually</p>			

-NCFL staff -Model demonstration site staff	Needs assessment of technology requirements at selected sites	Need determined, technology acquired			
-Child care staff at sites -Bus transportation for families -Food donations from local vendors	Provide support services based on need (child care, transportation, food)	High-quality support services in place			
-Center of Effort - Dr. Jeri Levesque -site based data collectors	Evaluation of site-based programming	Mixed methods evaluation to include child academic outcomes and parent/staff interviews			Summative evaluation collaboration with national project evaluator

**Objective 1.2:** Providing additional high-impact, evidence-based family literacy activities and resources that connect the home, school and community.

<b>INPUTS</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>Short-term Outcomes</b>	<b>Mid-term Outcomes</b>	<b>Long-term Outcomes</b>
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<p>-Unite for Literacy digital and print book platform</p>	<p>Unite for Literacy Growing Readers Book Distribution</p>	<p>- 250 families receive 100 books each year; 25 distributions of 4 books biweekly. - 1,250 families by year five ( 125,000 books distributed). - 1,000 families statewide each year to receive 4 books and access to online library; 5,000 families by year five ( 20,000 books distributed)</p>	<p>-100% of Families sign up for book distribution -Families participate in parent workshops/family events on reading and sharing books with children. -Families begin to receive book deliveries</p>	<p>-Families read 50% (50 books) of their book distribution. -Families read together 3 or more times per week</p>	<p>-90% of families received 100% of the book distribution – 100 new books in their homes. -80% of the families report building new habits around reading together and sharing books.</p>
<p>-NCFL staff -LEAs -Third party evaluator, Center of Effort</p>	<p>Review of evaluation results</p>	<p>Catalogue of family school and community literacy strategies used by SFEC Annual implementation and performance outcomes</p>	<p>-Staff receiving project PD and TA are well qualified to parent engagement educators (adult</p>	<p>-Students whose parents engage in SFEC family literacy will be rated equal or higher equal to their</p>	<p>-55% of kindergarten students whose parents participate meet or exceed grade level proficiency in reading</p>

		evaluation, QED of Family literacy sub-study	learning, Parent Time, component integration)	peers on growth mindset criteria	or meet or exceed the match group.
-NCFL staff -LEAs -Nebraska DOE staff	Based on evaluation results, select strategies	List of high impact family engagement and family literacy strategies for practice guide			-50% of first grade students whose parents participants will meet or exceed grade level proficiency in reading
-NCFL -Current literature	Triangulate results with current literature	List of high impact family engagement and family literacy strategies for practice guide that align with practice guide			or meet or exceed the match group.  -40% of second grade students whose parents are considered full
-NCFL staff -Materials and digital properties needed for practice guide	Create practice guide	Practice guide for statewide dissemination to LEAs, the Nebraska DOE, and CBO practitioners			participants will meet or exceed grade level proficiency in reading

					<p>or meet or exceed the match group.</p> <p>-33% of third grade students whose parents are considered full participants will meet or exceed grade level proficiency in reading or meet or exceed the match group, state communication arts assessment</p>
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**Goal 2: Empower parents of disadvantaged students with the information and tools to make good choices for their child’s education.**

**Objective 2.1:** Leverage family literacy sites to build parent capacity to make positive school choices for their children.

<b>INPUTS</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>Short-term Outcomes</b>	<b>Mid-term Outcomes</b>	<b>Long-term Outcomes</b>
-LEA Parent Time staff -Each cohort of 25 families	Parent Time	-High quality program based on benchmark indicators	-80 % of parents report improved adult decision making relative to support of children’s learning, choice, and parental involvement in children’s education. -Parents’ decisions and actions positively impact the school climate and provide optimal learning opportunities for their children.		
-NCFL staff -Digital platform -Statewide resources	Creation of digital resources for parent choice	-Digital resources for parent choice	-Parents achieve their goals such as becoming a better teacher of their child, GED attainment, English language acquisition, and citizenship attainment. -Parents report greater family wellbeing (economic security wellness, etc.) -School improvement efforts are maximized and increasing percentages of students succeed academically		

**Objective 2.2:** Work with targeted LEAs to support parent choices that lead to their child’s academic achievement and developmental progress.

<b>INPUTS</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>Short-term Outcomes</b>	<b>Mid-term Outcomes</b>	<b>Long-term Outcomes</b>
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-NCFL staff -LEA staff -Curriculum materials	-Professional development for LEAS	-1 to 2 in-person sessions per year Needs assessment	Based on needs assessment, professional development is created targeting need.	Increasing numbers of highly qualified teachers who can inform parents about school choice	Increasing numbers of children in optimal learning environments
-Digital platform	-Resources	-Digital menu of resources housed on the SFEC initiative's digital platform (NCFE website)			

**Objective 2.3:** Establish and facilitate statewide special advisory committee to effect policy changes that enhance family learning and provide sustainability for the SFEC beyond the term of the grant.

<b>INPUTS</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>Short-term Outcomes</b>	<b>Mid-term Outcomes</b>	<b>Long-term Outcomes</b>
-Nebraska DOE -NCFL -NCFE -LEAs	Creation of criteria for group members (parents, education professionals who have worked with disadvantaged children, SEA and	Criteria for group members	-Special Advisory Committee is convened to promote family engagement and learning policies.	-Special Advisory Committee is sustained to promote family engagement and learning policies.	-Effective family-school partnerships supporting student achievement and school improvement.

	LEA representatives, community representatives, and local schools, % of parents, ethnic breakdown, etc.)		-Enhanced family and school capacity for family engagement.	-LEA family engagement policy and program goals reflect and support those identified by the committee.	
-Nebraska DOE and NCFE existing communications channels and vehicles  -Existing parent leaders from NCFE's Community Cafes group	Recruit members for participation.	Committee of 15 members with over 50% of committee comprised of parents			
-Grants coordinator  -NCFE administrative assistant	Set up meeting schedule	Meeting schedule and attendance sheets			

-Special advisory committee -NCFF	Plan agendas focused on the improvement of family engagement policies for the inclusion of family literacy and deep family engagement	Agenda format			
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**Objective 2.4:** Establish and facilitate statewide parent-to-parent network to share best practices in family literacy activities and increase social capital.

<b>INPUTS</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>Short-term Outcomes</b>	<b>Mid-term Outcomes</b>	<b>Long-term Outcomes</b>
-NCFF website -NCFF staff -NCFL staff	Use of NCFF's digital platform	Digital platform established	-Parents, service providers, and educators access	-Enhanced collaboration via information sharing	-Effective and sustainable LEA and family partnerships to
-NCFL staff -Parents -Special advisory committee	Establish a digital community for storing information and connecting parents	Virtual Community with metrics of engagement (likes, comments)	digital platform and report school decision making and support of their children	among partners and families	insure digital literacy supportive of program goals and social capital

**Goal Three: Increase the capacity of SEA, LEAs, and community-based organizations to provide high-quality family literacy and family engagement services.**

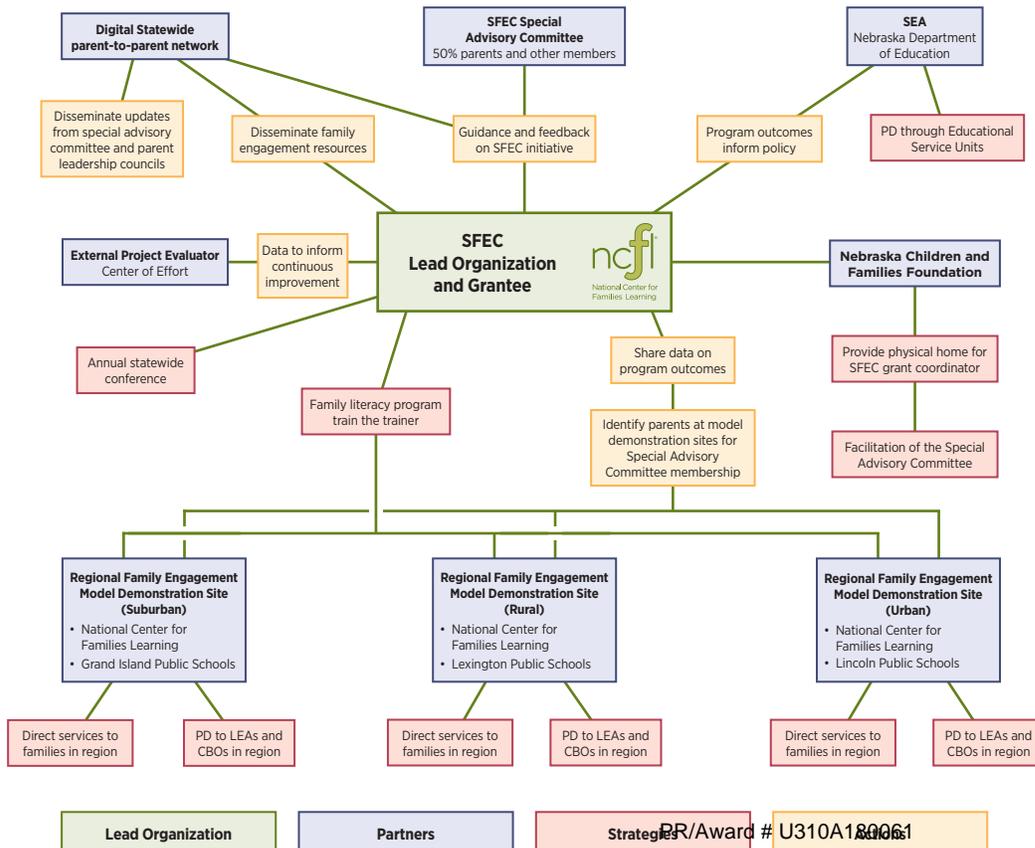
**Objective 3.1: Provide a comprehensive statewide training system for key stakeholders including the SEA, LEAs, and community organizations to support family literacy and engagement programming tied to school improvement plans.**

INPUTS	ACTIVITIES	OUTPUTS	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
-NCFL staff -Nebraska DOE and its Educational Services Unit (ESU)	-Design professional development delivery system	-Regional system based on population distribution that operates out of ESU.	- Increasing numbers of well prepared key stakeholders to support and advance program goals.	-Increased capacity for collaboration across LEAs to share professional development and to advance practitioners' knowledge and skills.	-LEAs have sufficient numbers of highly qualified practitioners to staff the Statewide Family Resource Center and LEAs.
-NCFL staff -Materials and digital properties - Curriculum	-Design professional development focused on family engagement best practices	-Quarterly professional development series			A coordinated statewide network of parents represent and drive a diverse range of parent interests and needs of disadvantaged families in
-NCFL staff -LEAs -NCFF staff	Identify regions of interest	Regions identified			

-Nebraska DOE					school policy and program development.
-NCFL staff -LEA staff -Physical location for in-person trainings	Host in-person professional development activities	Quarterly in-person professional development sessions available in all regions			
-NCFL staff -LEA staff -Digital platform	Coaching/Webinars	Host six webinars per year			
-NCFL staff -LEA staff -NCFF staff -Nebraska DOE -Physical location for conference	Participate in a statewide conference with a focus on family engagement	Annual statewide family engagement conference			
<b>Objective 3.2:</b> Create digital family literacy and engagement resources to support professionals statewide.					
<b>INPUTS</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>Short-term Outcomes</b>	<b>Mid-term Outcomes</b>	<b>Long-term Outcomes</b>
-NCFL staff -NCFF staff	Use of NCFF's digital platform.	Digital platform		-Families spend more time on site.	-Strong family-to-family and family to school

-NCFE website			-Professionals		networks for information
-Existing family resources	Creation of new resources and selection of existing resources	Resources focused on family literacy and engagement	awareness of digital family network.		sharing
-Materials needed to create new resources				-Increasing numbers of parent users each year	-Families share resources
-Practice guide outlining best practices and lessons learned from programming at model demonstration sites			-Establish baseline for users.		
-Existing Nebraska DOE, NCFE, and LEA communications channels and vehicles	Promote website	Metrics of use			

## SFEC Nebraska Infrastructure



### Roles and Responsibilities

#### National Center for Families Learning

- Operational and fiscal oversight of the SFEC
- Reporting and evaluation of programming
- Place-based family literacy programming at regional model demonstration sites
- PD on the family literacy model and ongoing training and technical assistance to staff
- Creation of digital family engagement and parent choice resources, including a practice guide, for families and practitioners
- Support SEA, LEAs and CBOs statewide in providing high-quality family engagement programming through training/TA, resource dissemination, and professional development

#### Nebraska Department of Education (SEA)

- Ensure SFEC programming is aligned with NDE's strategic plan
- Assist with selection of LEAs to serve as model demonstration site family literacy hubs each for each year of the grant
- Serve on the special advisory committee
- Leverage existing communications channels and vehicles to help recruit families to programming, promote professional development opportunities to practitioners statewide, and share online all resources developed and disseminated by the SFEC.
- Engage with special advisory group to determine the best method to deliver family engagement programming to disadvantaged families.
- Leverage existing Educational Services Unit (ESU) for enhanced family engagement professional development and localized technical assistance
- Provide access to relevant data for program and evaluation purposes

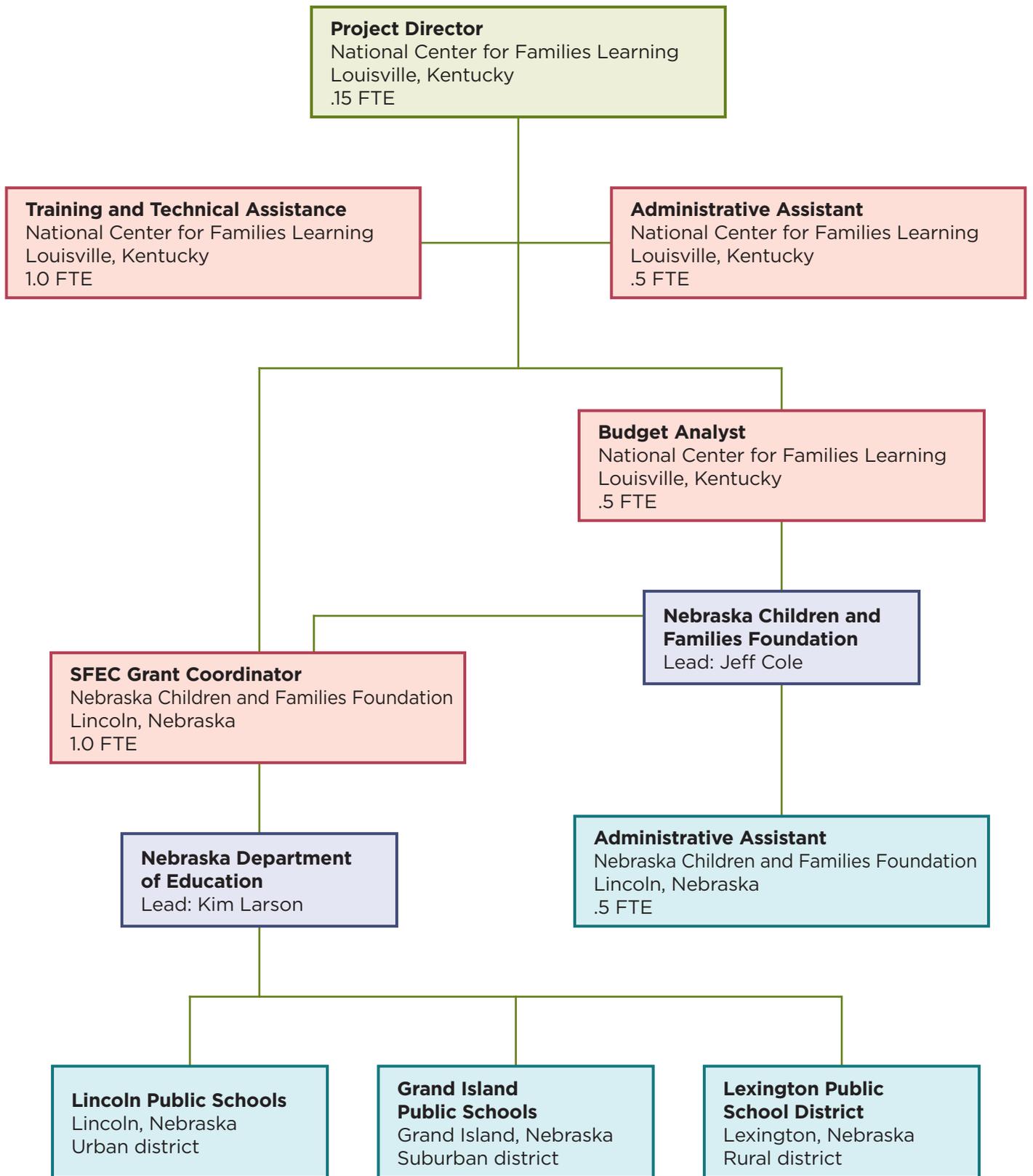
#### Nebraska Children and Families Foundation

- Lead strategic partner
- Provide physical home for SFEC grant coordinator
- Membership on and facilitation of the Special Advisory Committee
- Assist in the identification and selection of model demonstration sites
- Leverage existing cross-sector networks and partnerships to disseminate family engagement and parent choice resources statewide to families and practitioners
- Leverage existing digital properties to store existing and new family engagement resources and tools for families and practitioners
- Leverage existing website to establish and facilitate an interactive, online statewide parent-to-parent network

#### Regional Family Engagement Model Demonstration sites

- Provide direct services to families by implementing NCFL's evidence-based family literacy program
- Pilot and disseminate additional family literacy strategies through the practice guide
- Share outcomes of programming
- Provide additional support services for families participating in family literacy programming
- Provide access to relevant data for program and evaluation purposes

# SFEC Nebraska Organization Chart



LEGISLATURE OF NEBRASKA  
ONE HUNDRED FIFTH LEGISLATURE  
SECOND SESSION

**LEGISLATIVE BILL 1081**

FINAL READING

Introduced by Education Committee: Groene, 42, Chairperson; Ebke, 32;  
Kolowski, 31; Linehan, 39; Morfeld, 46; Pansing Brooks, 28.

Read first time January 17, 2018

Committee: Education

1 A BILL FOR AN ACT relating to schools; to amend sections 79-262, 79-293,  
2 79-2,136, 79-408, 79-529, 79-760.07, 79-870, 79-1007.08, and  
3 79-1007.09, Reissue Revised Statutes of Nebraska, sections 79-528,  
4 79-760.06, 79-1007.06, 79-1007.07, 79-11,155, 79-2104, 79-2104.02,  
5 and 79-2117, Revised Statutes Cumulative Supplement, 2016, and  
6 section 79-1003, Revised Statutes Supplement, 2017; to require an  
7 annual financial report for learning communities; to provide  
8 penalties; to change requirements for reporting student conduct to  
9 law enforcement; to clarify residency requirements for part-time  
10 enrollment; to change provisions regarding Class IV school district  
11 boundaries; to remove certain powers of Class IV school districts;  
12 to eliminate certain reporting requirements regarding learning  
13 communities; to change a reporting date; to change provisions for  
14 priority schools as prescribed; to change provisions related to  
15 subpoena authority as prescribed; to eliminate poverty plan  
16 requirements; to eliminate limited English proficiency plan  
17 requirements; to adopt the Nebraska Reading Improvement Act; to  
18 harmonize provisions; to repeal the original sections; and to  
19 outright repeal section 79-1014, Reissue Revised Statutes of  
20 Nebraska, and section 79-1013, Revised Statutes Cumulative  
21 Supplement, 2016.

1 Be it enacted by the people of the State of Nebraska,

1           Section 1. (1) On or before January 31 of each year, each learning  
2 community coordinating council shall submit to the Commissioner of  
3 Education a report described as the annual financial report showing (a)  
4 the amount of money received from all sources during the year and the  
5 amount of money expended by the learning community during the year, (b)  
6 other information as necessary to fulfill the requirements of section  
7 79-1241.03, and (c) such other information as the commissioner directs.

8           (2) The coordinating council of each learning community shall cause  
9 a complete and comprehensive annual audit to be made of the books,  
10 accounts, records, and affairs of the learning community. The audits  
11 shall be conducted annually, except that the Auditor of Public Accounts  
12 may determine an audit of less frequency to be appropriate, but not less  
13 than once in any three-year period. The coordinating council of each  
14 learning community may contract with the Auditor of Public Accounts or  
15 select a licensed public accountant or certified public accountant or  
16 firm of such accountants to conduct the audit and shall be responsible  
17 for the cost of the audit pursuant to the contract. Such audit shall be  
18 conducted in the same manner as audits of county officers. The original  
19 copy of the audit shall be filed in the office of the Auditor of Public  
20 Accounts.

21           (3) When any learning community coordinating council fails to submit  
22 its annual financial report by January 31, the commissioner shall, after  
23 notice to the learning community and an opportunity to be heard, direct  
24 that (a) any learning community funds granted pursuant to section 79-2103  
25 and (b) core services and technology infrastructure funds granted  
26 pursuant to section 79-1241.03 be withheld until such time as the report  
27 is received by the State Department of Education. In addition, the  
28 commissioner shall direct the county treasurer of each county with  
29 territory in such learning community to withhold all levy receipts  
30 belonging to the learning community until such time as the commissioner  
31 notifies the county treasurer of receipt of such report. The county

1 treasurer shall withhold such money.

2 (4) The State Department of Education may adopt and promulgate rules  
3 and regulations to carry out the purposes of this section.

4 Sec. 2. Section 79-262, Reissue Revised Statutes of Nebraska, is  
5 amended to read:

6 79-262 (1) The school board or board of education shall establish  
7 and promulgate rules and standards concerning student conduct which are  
8 reasonably necessary to carry out or to prevent interference with  
9 carrying out any educational function, if such rules and standards are  
10 clear and definite so as to provide clear notice to the student and his  
11 or her parent or guardian as to the conduct prescribed, prohibited, or  
12 required under the rules and standards. Notwithstanding any other  
13 provisions contained in the Student Discipline Act, the school board or  
14 board of education may by rule specify a particular action as a sanction  
15 for particular conduct. Any such action must be otherwise authorized by  
16 section 79-258, 79-265, or 79-267. Any such rule shall be binding on all  
17 students, school officials, board members, and hearing examiners.  
18 Expulsion may be specified as a sanction for particular conduct only if  
19 the school board or board of education finds that the type of conduct for  
20 which expulsion is specified has the potential to seriously affect the  
21 health, safety, or welfare of the student, other students, staff members,  
22 or any other person or to otherwise seriously interfere with the  
23 educational process. On or before August 1 of each year, all school  
24 boards shall annually review in collaboration with the county attorney of  
25 the county in which the principal office of the school district is  
26 located the rules and standards concerning student conduct adopted by the  
27 school board and the provisions of section 79-267 to define conduct which  
28 the principal or designee is required to report to law enforcement under  
29 section 79-293.

30 (2) All rules and standards established by school officials, other  
31 than the board, applicable to students shall not conflict with rules and

1 standards adopted by the board. The board may change any rule or standard  
2 in accordance with policies which it may from time to time adopt.

3 (3) Rules or standards which form the basis for discipline,  
4 including the conduct required to be reported to law enforcement, shall  
5 be distributed to each student and his or her parent or guardian at the  
6 beginning of each school year, or at the time of enrollment if during the  
7 school year, and shall be posted in conspicuous places in each school  
8 during the school year. Changes in rules and standards shall not take  
9 effect until reasonable effort has been made to distribute such changes  
10 to each student and his or her parent or guardian.

11 Sec. 3. Section 79-293, Reissue Revised Statutes of Nebraska, is  
12 amended to read:

13 79-293 (1) The principal of a school or the principal's designee  
14 shall notify as soon as possible the appropriate law enforcement  
15 authorities, of the county or city in which the school is located, of any  
16 act of the student as provided in subsection (1) of section 79-262  
17 ~~described in section 79-267~~ which the principal or designee knows or  
18 suspects is a violation of the Nebraska Criminal Code.

19 (2) The principal, the principal's designee, or any other school  
20 employee reporting an alleged violation of the Nebraska Criminal Code  
21 shall not be civilly or criminally liable as a result of any report  
22 authorized by this section unless (a) such report was false and the  
23 person making such report knew or should have known it was false or (b)  
24 the report was made with negligent disregard for the truth or falsity of  
25 the report.

26 Sec. 4. Section 79-2,136, Reissue Revised Statutes of Nebraska, is  
27 amended to read:

28 79-2,136 Each school board shall allow the part-time enrollment of  
29 students who are residents of the school district pursuant to subsections  
30 (1) and (2) of section 79-215 and who are also enrolled in a private,  
31 denominational, or parochial school or in a school which elects pursuant

1 to section 79-1601 not to meet accreditation or approval requirements and  
2 shall establish policies and procedures for such part-time enrollment.  
3 Such policies and procedures may include provisions permitting the part-  
4 time enrollment of such students who are not residents of such school  
5 districts to the extent permitted pursuant to section 79-215 and may  
6 require part-time students to follow school policies that apply to other  
7 students at any time the part-time student is present on school grounds  
8 or at a school-sponsored activity or athletic event. Part-time enrollment  
9 shall not entitle a student to transportation or transportation  
10 reimbursements pursuant to section 79-611. Nothing in this section shall  
11 be construed to exempt any student from the compulsory attendance  
12 provisions of sections 79-201 to 79-207.

13 Sec. 5. Section 79-408, Reissue Revised Statutes of Nebraska, is  
14 amended to read:

15 79-408 The territory now or hereafter embraced within each  
16 incorporated city of the metropolitan class or city of the primary class  
17 in the State of Nebraska that is not in part within the boundaries of a  
18 learning community, such adjacent territory as now or hereafter may be  
19 included therewith for school purposes, and such territory not adjacent  
20 thereto as may have been added thereto by law shall constitute a Class IV  
21 school district, except that nothing in this section shall be construed  
22 to change the boundaries of any school district that is a member of a  
23 learning community. A Class IV school district shall be a body corporate  
24 and possess all the usual powers of a corporation for public purposes,  
25 may sue and be sued, and may purchase, hold, and sell such personal and  
26 real estate and contract such obligations as are authorized by law. ~~The  
27 powers of a Class IV district include, but are not limited to, the power  
28 to adopt, administer, and amend from time to time such retirement,  
29 annuity, insurance, and other benefit plans for its present and future  
30 employees after their retirement, or any reasonable classification  
31 thereof, as may be deemed proper by the board of education. The board of~~

1 ~~education shall not establish a retirement system for new employees~~  
2 ~~supplemental to the School Employees Retirement System of the State of~~  
3 ~~Nebraska.~~

4       The title to all real or personal property owned by such school  
5 district shall, upon the organization of the school district, vest  
6 immediately in the school district so created. The board of education  
7 shall have exclusive control of all property belonging to the school  
8 district.

9       ~~In the discretion of the board of education, funds accumulated in~~  
10 ~~connection with a retirement plan may be transferred to and administered~~  
11 ~~by a trustee or trustees to be selected by the board of education, or if~~  
12 ~~the retirement plan is in the form of annuity or insurance contracts,~~  
13 ~~such funds, or any part thereof, may be paid to a duly licensed insurance~~  
14 ~~carrier or carriers selected by the board of education. Funds accumulated~~  
15 ~~in connection with any such retirement plan, and any other funds of the~~  
16 ~~school district which are not immediately required for current needs or~~  
17 ~~expenses, may be invested and reinvested by the board of education or by~~  
18 ~~its authority in securities of a type permissible either for the~~  
19 ~~investment of funds of a domestic legal reserve life insurance company or~~  
20 ~~for the investment of trust funds, according to the laws of the State of~~  
21 ~~Nebraska.~~

22       Sec. 6. Section 79-528, Revised Statutes Cumulative Supplement,  
23 2016, is amended to read:

24       79-528 (1)(a) On or before July 20 in all school districts, the  
25 superintendent shall file with the State Department of Education a report  
26 showing the number of children from five through eighteen years of age  
27 belonging to the school district according to the census taken as  
28 provided in sections 79-524 and 79-578. ~~On or before August 31, the~~  
29 ~~department shall issue to each learning community coordinating council a~~  
30 ~~report showing the number of children from five through eighteen years of~~  
31 ~~age belonging to the learning community based on the member school~~

1 ~~districts according to the school district reports filed with the~~  
2 ~~department.~~

3 (b) Each Class I school district which is part of a Class VI school  
4 district offering instruction (i) in grades kindergarten through five  
5 shall report children from five through ten years of age, (ii) in grades  
6 kindergarten through six shall report children from five through eleven  
7 years of age, and (iii) in grades kindergarten through eight shall report  
8 children from five through thirteen years of age.

9 (c) Each Class VI school district offering instruction (i) in grades  
10 six through twelve shall report children who are eleven through eighteen  
11 years of age, (ii) in grades seven through twelve shall report children  
12 who are twelve through eighteen years of age, and (iii) in grades nine  
13 through twelve children who are fourteen through eighteen years of age.

14 (d) Each Class I district which has affiliated in whole or in part  
15 shall report children from five through thirteen years of age.

16 (e) Each Class II, III, IV, or V district shall report children who  
17 are fourteen through eighteen years of age residing in Class I districts  
18 or portions thereof which have affiliated with such district.

19 (f) The board of any district neglecting to take and report the  
20 enumeration shall be liable to the school district for all school money  
21 which such district may lose by such neglect.

22 (2) On or before June 30 the superintendent of each school district  
23 shall file with the Commissioner of Education a report described as an  
24 end-of-the-school-year annual statistical summary showing (a) the number  
25 of children attending school during the year under five years of age, (b)  
26 the length of time the school has been taught during the year by a  
27 qualified teacher, (c) the length of time taught by each substitute  
28 teacher, and (d) such other information as the Commissioner of Education  
29 directs. ~~On or before July 31, the commissioner shall issue to each~~  
30 ~~learning community coordinating council an end-of-the-school-year annual~~  
31 ~~statistical summary for the learning community based on the member school~~

1 ~~districts according to the school district reports filed with the~~  
2 ~~commissioner.~~

3       (3) ~~(3)(a)~~ On or before November 1 the superintendent of each school  
4 district shall submit to the Commissioner of Education a report described  
5 as the annual financial report showing (i) the amount of money received  
6 from all sources during the year and the amount of money expended by the  
7 school district during the year, (ii) the amount of bonded indebtedness,  
8 (iii) such other information as shall be necessary to fulfill the  
9 requirements of the Tax Equity and Educational Opportunities Support Act  
10 and section 79-1114, and (iv) such other information as the Commissioner  
11 of Education directs.

12       ~~(b) On or before December 15, the commissioner shall issue to each~~  
13 ~~learning community coordinating council an annual financial report for~~  
14 ~~the learning community based on the member school districts according to~~  
15 ~~the annual financial reports filed with the commissioner, showing (i) the~~  
16 ~~aggregate amount of money received from all sources during the year for~~  
17 ~~all member school districts and the aggregate amount of money expended by~~  
18 ~~member school districts during the year, (ii) the aggregate amount of~~  
19 ~~bonded indebtedness for all member school districts, (iii) such other~~  
20 ~~aggregate information as shall be necessary to fulfill the requirements~~  
21 ~~of the Tax Equity and Educational Opportunities Support Act and section~~  
22 ~~79-1114 for all member school districts, and (iv) such other aggregate~~  
23 ~~information as the Commissioner of Education directs for all member~~  
24 ~~school districts.~~

25       (4)(a) On or before October 15 of each year, the superintendent of  
26 each school district shall file with the commissioner the fall school  
27 district membership report, which report shall include the number of  
28 children from birth through twenty years of age enrolled in the district  
29 on October 1 ~~the last Friday in September~~ of a given school year. The  
30 report shall enumerate (i) students by grade level, (ii) school district  
31 levies and total assessed valuation for the current fiscal year, (iii)

1 students enrolled in the district as option students, resident students  
2 enrolled in another district as option students, students enrolled in the  
3 district as open enrollment students, and resident students enrolled in  
4 another district as open enrollment students, and (iv) such other  
5 information as the Commissioner of Education directs.

6 (b) On or before October 15 of each year prior to 2017, each  
7 learning community coordinating council shall issue to the department a  
8 report which enumerates the learning community levies pursuant to  
9 subdivision (2)(b) of section 77-3442 and total assessed valuation for  
10 the current fiscal year.

11 ~~(c) On or before November 15 of each year, the department shall~~  
12 ~~issue to each learning community coordinating council the fall learning~~  
13 ~~community membership report, which report shall include the aggregate~~  
14 ~~number of children from birth through twenty years of age enrolled in the~~  
15 ~~member school districts on the last Friday in September of a given school~~  
16 ~~year for all member school districts. The report shall enumerate (i) the~~  
17 ~~aggregate students by grade level for all member school districts, (ii)~~  
18 ~~school district levies and total assessed valuation for the current~~  
19 ~~fiscal year, (iii) students enrolled in the district as option students,~~  
20 ~~resident students enrolled in another district as option students,~~  
21 ~~students enrolled in the district as open enrollment students, and~~  
22 ~~resident students enrolled in another district as open enrollment~~  
23 ~~students, and (iv) such other information as the Commissioner of~~  
24 ~~Education directs for all member school districts.~~

25 (c) ~~(d)~~ When any school district fails to submit its fall membership  
26 report by November 1, the commissioner shall, after notice to the  
27 district and an opportunity to be heard, direct that any state aid  
28 granted pursuant to the Tax Equity and Educational Opportunities Support  
29 Act be withheld until such time as the report is received by the  
30 department. In addition, the commissioner shall direct the county  
31 treasurer to withhold all school money belonging to the school district

1 until such time as the commissioner notifies the county treasurer of  
2 receipt of such report. The county treasurer shall withhold such money.

3 Sec. 7. Section 79-529, Reissue Revised Statutes of Nebraska, is  
4 amended to read:

5 79-529 (1) When the superintendent of a school district fails to  
6 file the annual financial report on or before the date required by  
7 subsection (3) ~~subdivision (3)(a)~~ of section 79-528, the State Department  
8 of Education shall use the annual financial report from the immediately  
9 preceding fiscal year for purposes of the Tax Equity and Educational  
10 Opportunities Support Act.

11 (2) For purposes of the final calculation of state aid pursuant to  
12 section 79-1065, the annual financial report for the most recently  
13 available complete data year shall be used.

14 Sec. 8. Section 79-760.06, Revised Statutes Cumulative Supplement,  
15 2016, is amended to read:

16 79-760.06 (1) On or before August 1, 2012, the State Board of  
17 Education shall establish an accountability system to be used to measure  
18 the performance of individual public schools and school districts. The  
19 accountability system shall combine multiple indicators, including, but  
20 not limited to, graduation rates, student growth and student improvement  
21 on the assessment instruments provided in section 79-760.03, and other  
22 indicators of the performance of public schools and school districts as  
23 established by the state board.

24 (2) Beginning with the reporting of data from school year 2014-15,  
25 the indicators selected by the state board for the accountability system  
26 shall be combined into a school performance score and district  
27 performance score. The state board shall establish levels of performance  
28 based upon school performance scores and district performance scores in  
29 order to classify the performance of public schools and school districts  
30 beginning with the reporting of data from school year 2014-15. The state  
31 board shall designate priority schools based on such classification.

1 Schools designated as priority schools shall be at the lowest performance  
2 level at the time of the initial priority school designation. Schools  
3 designated as priority schools shall remain priority schools until such  
4 designation is removed by the state board. No less ~~more~~ than three  
5 schools may have a priority school designation at one time. Schools  
6 designated as priority schools shall be subject to the requirements of  
7 section 79-760.07. ~~Progress plans for the initial schools designated as~~  
8 ~~priority schools shall be approved by the state board no later than~~  
9 ~~August 15, 2016.~~ The State Department of Education shall annually report  
10 the performance level of individual public schools and school districts  
11 as part of the statewide assessment and reporting system.

12 Sec. 9. Section 79-760.07, Reissue Revised Statutes of Nebraska, is  
13 amended to read:

14 79-760.07 (1) For each school designated as a priority school, the  
15 Commissioner of Education shall appoint an intervention team. The  
16 intervention team shall assist the school district with diagnosing issues  
17 that negatively affect student achievement in the priority school,  
18 designing and implementing strategies to address such issues through the  
19 progress plan, and developing measurable indicators of progress.

20 (2) The intervention team shall be composed of up to five people  
21 with the education and experience to carry out the responsibilities of  
22 the team. Any member of the intervention team may receive pay for work  
23 performed in conjunction with his or her duties as a member of such team.  
24 Such pay shall be determined and provided (a) by the State Department of  
25 Education for any member of the intervention team who is not an employee  
26 of the school district containing the priority school for which such  
27 intervention team is appointed or (b) by the school district containing  
28 the priority school for which the intervention team is appointed for any  
29 member of the intervention team who is an employee of such school  
30 district. Any member of the intervention team who is eligible to receive  
31 pay from the department pursuant to subdivision (a) of this subsection

1 shall also be eligible for reimbursement of actual and necessary expenses  
2 incurred in carrying out his or her duties as a member of such team as  
3 provided in sections 81-1174 to 81-1177. Reimbursement of actual and  
4 necessary expenses for any member of the intervention team who is an  
5 employee of the school district containing the priority school for which  
6 the intervention team is appointed shall be provided in accordance with  
7 the policies and procedures of such school district.

8 (3) The intervention team, in collaboration with the priority school  
9 staff and the administration and school board of the school district with  
10 control of the priority school, shall develop a progress plan for  
11 approval by the State Board of Education. Any progress plan shall include  
12 specific actions required by the school and the district in order to  
13 remove its classification as a priority school, including any required  
14 level of progress as indicated by the measurable indicators.

15 (4) Compliance with progress plans shall be a requirement to  
16 maintain accreditation for any school district that contains a priority  
17 school. The state board shall annually review any progress plans and  
18 determine whether any modifications are needed. If a school has been  
19 designated as a priority school for the third ~~fifth~~ consecutive school  
20 year, the state board shall reevaluate the progress plan to determine if  
21 (a) a significant revision of the progress plan is necessary, (b) an  
22 entirely new progress plan is developed, or (c) an alternative  
23 administrative structure is warranted.

24 (5) The school board of a school district containing a priority  
25 school as designated pursuant to section 79-760.06 shall provide the  
26 intervention team with full access to the priority school, priority  
27 school staff, the school district, school district staff, academic  
28 information, financial information, and any other requested information.

29 (6) The Commissioner of Education shall annually report to the  
30 Governor and electronically to the Clerk of the Legislature and the  
31 chairperson of the Education Committee of the Legislature on all schools

1 designated as priority schools. The report shall include the name of the  
2 school, the grades included in the priority school designation, the name  
3 of the school district, the years for which the school was designated a  
4 priority school, a summary of the progress plan, and the level of  
5 progress as indicated by the measurable indicators.

6 Sec. 10. Section 79-870, Reissue Revised Statutes of Nebraska, is  
7 amended to read:

8 79-870 In the performance of their functions under sections 79-859  
9 to 79-871, ~~the commissioner,~~ the commission~~r,~~ and the board may subpoena  
10 witnesses and place them under oath. The commissioner may issue writs of  
11 subpoena, including subpoena duces tecum, requiring the attendance of  
12 witnesses and the production of books, records, and documents, and place  
13 witnesses under oath to take sworn testimony as part of any  
14 investigation. The board may modify or quash any subpoena issued by the  
15 commissioner.

16 Sec. 11. Section 79-1003, Revised Statutes Supplement, 2017, is  
17 amended to read:

18 79-1003 For purposes of the Tax Equity and Educational Opportunities  
19 Support Act:

20 (1) Adjusted general fund operating expenditures means (a) for  
21 school fiscal years 2013-14 through 2015-16, the difference of the  
22 general fund operating expenditures as calculated pursuant to subdivision  
23 (23) of this section increased by the cost growth factor calculated  
24 pursuant to section 79-1007.10, minus the transportation allowance,  
25 special receipts allowance, poverty allowance, limited English  
26 proficiency allowance, distance education and telecommunications  
27 allowance, elementary site allowance, summer school allowance,  
28 instructional time allowance, teacher education allowance, and focus  
29 school and program allowance, (b) for school fiscal years 2016-17 through  
30 2018-19, the difference of the general fund operating expenditures as  
31 calculated pursuant to subdivision (23) of this section increased by the

1 cost growth factor calculated pursuant to section 79-1007.10, minus the  
2 transportation allowance, special receipts allowance, poverty allowance,  
3 limited English proficiency allowance, distance education and  
4 telecommunications allowance, elementary site allowance, summer school  
5 allowance, and focus school and program allowance, and (c) for school  
6 fiscal year 2019-20 and each school fiscal year thereafter, the  
7 difference of the general fund operating expenditures as calculated  
8 pursuant to subdivision (23) of this section increased by the cost growth  
9 factor calculated pursuant to section 79-1007.10, minus the  
10 transportation allowance, special receipts allowance, poverty allowance,  
11 limited English proficiency allowance, distance education and  
12 telecommunications allowance, elementary site allowance, summer school  
13 allowance, community achievement plan allowance, and focus school and  
14 program allowance;

15 (2) Adjusted valuation means the assessed valuation of taxable  
16 property of each local system in the state, adjusted pursuant to the  
17 adjustment factors described in section 79-1016. Adjusted valuation means  
18 the adjusted valuation for the property tax year ending during the school  
19 fiscal year immediately preceding the school fiscal year in which the aid  
20 based upon that value is to be paid. For purposes of determining the  
21 local effort rate yield pursuant to section 79-1015.01, adjusted  
22 valuation does not include the value of any property which a court, by a  
23 final judgment from which no appeal is taken, has declared to be  
24 nontaxable or exempt from taxation;

25 (3) Allocated income tax funds means the amount of assistance paid  
26 to a local system pursuant to section 79-1005.01 as adjusted, for school  
27 fiscal years prior to school fiscal year 2017-18, by the minimum levy  
28 adjustment pursuant to section 79-1008.02;

29 (4) Average daily membership means the average daily membership for  
30 grades kindergarten through twelve attributable to the local system, as  
31 provided in each district's annual statistical summary, and includes the

1 proportionate share of students enrolled in a public school instructional  
2 program on less than a full-time basis;

3 (5) Base fiscal year means the first school fiscal year following  
4 the school fiscal year in which the reorganization or unification  
5 occurred;

6 (6) Board means the school board of each school district;

7 (7) Categorical funds means funds limited to a specific purpose by  
8 federal or state law, including, but not limited to, Title I funds, Title  
9 VI funds, federal vocational education funds, federal school lunch funds,  
10 Indian education funds, Head Start funds, and funds from the Education  
11 Innovation Fund;

12 (8) Consolidate means to voluntarily reduce the number of school  
13 districts providing education to a grade group and does not include  
14 dissolution pursuant to section 79-498;

15 (9) Converted contract means an expired contract that was in effect  
16 for at least fifteen school years beginning prior to school year 2012-13  
17 for the education of students in a nonresident district in exchange for  
18 tuition from the resident district when the expiration of such contract  
19 results in the nonresident district educating students, who would have  
20 been covered by the contract if the contract were still in effect, as  
21 option students pursuant to the enrollment option program established in  
22 section 79-234;

23 (10) Converted contract option student means a student who will be  
24 an option student pursuant to the enrollment option program established  
25 in section 79-234 for the school fiscal year for which aid is being  
26 calculated and who would have been covered by a converted contract if the  
27 contract were still in effect and such school fiscal year is the first  
28 school fiscal year for which such contract is not in effect;

29 (11) Department means the State Department of Education;

30 (12) District means any Class I, II, III, IV, V, or VI school  
31 district or unified system as defined in section 79-4,108;

1 (13) Ensuing school fiscal year means the school fiscal year  
2 following the current school fiscal year;

3 (14) Equalization aid means the amount of assistance calculated to  
4 be paid to a local system pursuant to sections 79-1007.11 to 79-1007.23,  
5 79-1007.25, 79-1008.01 to 79-1022, and 79-1022.02;

6 (15) Fall membership means the total membership in kindergarten  
7 through grade twelve attributable to the local system as reported on the  
8 fall school district membership reports for each district pursuant to  
9 section 79-528;

10 (16) Fiscal year means the state fiscal year which is the period  
11 from July 1 to the following June 30;

12 (17) Formula students means:

13 (a) For state aid certified pursuant to section 79-1022, the sum of  
14 the product of fall membership from the school fiscal year immediately  
15 preceding the school fiscal year in which the aid is to be paid  
16 multiplied by the average ratio of average daily membership to fall  
17 membership for the second school fiscal year immediately preceding the  
18 school fiscal year in which the aid is to be paid and the prior two  
19 school fiscal years plus sixty percent of the qualified early childhood  
20 education fall membership plus tuitioned students from the school fiscal  
21 year immediately preceding the school fiscal year in which aid is to be  
22 paid minus the product of the number of students enrolled in kindergarten  
23 that is not full-day kindergarten from the fall membership multiplied by  
24 0.5; and

25 (b) For the final calculation of state aid pursuant to section  
26 79-1065, the sum of average daily membership plus sixty percent of the  
27 qualified early childhood education average daily membership plus  
28 tuitioned students minus the product of the number of students enrolled  
29 in kindergarten that is not full-day kindergarten from the average daily  
30 membership multiplied by 0.5 from the school fiscal year immediately  
31 preceding the school fiscal year in which aid was paid;

1 (18) Free lunch and free milk calculated students means, using the  
2 most recent data available on November 1 of the school fiscal year  
3 immediately preceding the school fiscal year in which aid is to be paid,  
4 (a) for schools that did not provide free meals to all students pursuant  
5 to the community eligibility provision, students who individually  
6 qualified for free lunches or free milk pursuant to the federal Richard  
7 B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq., and the  
8 federal Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq., as such acts  
9 and sections existed on January 1, 2015, and rules and regulations  
10 adopted thereunder, plus (b) for schools that provided free meals to all  
11 students pursuant to the community eligibility provision, (i) for school  
12 fiscal year 2016-17, the product of the students who attended such school  
13 multiplied by the identified student percentage calculated pursuant to  
14 such federal provision or (ii) for school fiscal year 2017-18 and each  
15 school fiscal year thereafter, the greater of the number of students in  
16 such school who individually qualified for free lunch or free milk using  
17 the most recent school fiscal year for which the school did not provide  
18 free meals to all students pursuant to the community eligibility  
19 provision or one hundred ten percent of the product of the students who  
20 qualified for free meals at such school pursuant to the community  
21 eligibility provision multiplied by the identified student percentage  
22 calculated pursuant to such federal provision, except that the free lunch  
23 and free milk students calculated for any school pursuant to subdivision  
24 (18)(b)(ii) of this section shall not exceed one hundred percent of the  
25 students qualified for free meals at such school pursuant to the  
26 community eligibility provision;

27 (19) Free lunch and free milk student means, for school fiscal years  
28 prior to school fiscal year 2016-17, a student who qualified for free  
29 lunches or free milk from the most recent data available on November 1 of  
30 the school fiscal year immediately preceding the school fiscal year in  
31 which aid is to be paid;

1 (20) Full-day kindergarten means kindergarten offered by a district  
2 for at least one thousand thirty-two instructional hours;

3 (21) General fund budget of expenditures means the total budget of  
4 disbursements and transfers for general fund purposes as certified in the  
5 budget statement adopted pursuant to the Nebraska Budget Act, except that  
6 for purposes of the limitation imposed in section 79-1023 and the  
7 calculation pursuant to subdivision (2) of section 79-1027.01, the  
8 general fund budget of expenditures does not include any special grant  
9 funds, exclusive of local matching funds, received by a district;

10 (22) General fund expenditures means all expenditures from the  
11 general fund;

12 (23) General fund operating expenditures means for state aid  
13 calculated for school fiscal years 2012-13 and each school fiscal year  
14 thereafter, as reported on the annual financial report for the second  
15 school fiscal year immediately preceding the school fiscal year in which  
16 aid is to be paid, the total general fund expenditures minus (a) the  
17 amount of all receipts to the general fund, to the extent that such  
18 receipts are not included in local system formula resources, from early  
19 childhood education tuition, summer school tuition, educational entities  
20 as defined in section 79-1201.01 for providing distance education courses  
21 through the Educational Service Unit Coordinating Council to such  
22 educational entities, private foundations, individuals, associations,  
23 charitable organizations, the textbook loan program authorized by section  
24 79-734, federal impact aid, and levy override elections pursuant to  
25 section 77-3444, (b) the amount of expenditures for categorical funds,  
26 tuition paid, transportation fees paid to other districts, adult  
27 education, community services, redemption of the principal portion of  
28 general fund debt service, retirement incentive plans authorized by  
29 section 79-855, and staff development assistance authorized by section  
30 79-856, (c) the amount of any transfers from the general fund to any bond  
31 fund and transfers from other funds into the general fund, (d) any legal

1 expenses in excess of fifteen-hundredths of one percent of the formula  
2 need for the school fiscal year in which the expenses occurred, (e)(i)  
3 for state aid calculated for school fiscal years prior to school fiscal  
4 year 2018-19, expenditures to pay for sums agreed to be paid by a school  
5 district to certificated employees in exchange for a voluntary  
6 termination occurring prior to July 1, 2009, occurring on or after the  
7 last day of the 2010-11 school year and prior to the first day of the  
8 2013-14 school year, or, to the extent that a district has demonstrated  
9 to the State Board of Education pursuant to section 79-1028.01 that the  
10 agreement will result in a net savings in salary and benefit costs to the  
11 school district over a five-year period, occurring on or after the first  
12 day of the 2013-14 school year or (ii) for state aid calculated for  
13 school fiscal year 2018-19 and each school fiscal year thereafter,  
14 expenditures to pay for incentives agreed to be paid by a school district  
15 to certificated employees in exchange for a voluntary termination of  
16 employment for which the State Board of Education approved an exclusion  
17 pursuant to subdivision ~~subdivisions~~ (1)(h), (i), (j), or (k) of section  
18 79-1028.01, (f)(i) expenditures to pay for employer contributions  
19 pursuant to subsection (2) of section 79-958 to the School Employees  
20 Retirement System of the State of Nebraska to the extent that such  
21 expenditures exceed the employer contributions under such subsection that  
22 would have been made at a contribution rate of seven and thirty-five  
23 hundredths percent or (ii) expenditures to pay for school district  
24 contributions pursuant to subdivision (1)(c)(i) of section 79-9,113 to  
25 the retirement system established pursuant to the Class V School  
26 Employees Retirement Act to the extent that such expenditures exceed the  
27 school district contributions under such subdivision that would have been  
28 made at a contribution rate of seven and thirty-seven hundredths percent,  
29 and (g) any amounts paid by the district for lobbyist fees and expenses  
30 reported to the Clerk of the Legislature pursuant to section 49-1483.

31 For purposes of this subdivision (23) of this section, receipts from

1 levy override elections shall equal ninety-nine percent of the difference  
2 of the total general fund levy minus a levy of one dollar and five cents  
3 per one hundred dollars of taxable valuation multiplied by the assessed  
4 valuation for school districts that have voted pursuant to section  
5 77-3444 to override the maximum levy provided pursuant to section  
6 77-3442;

7 (24) High school district means a school district providing  
8 instruction in at least grades nine through twelve;

9 (25) Income tax liability means the amount of the reported income  
10 tax liability for resident individuals pursuant to the Nebraska Revenue  
11 Act of 1967 less all nonrefundable credits earned and refunds made;

12 (26) Income tax receipts means the amount of income tax collected  
13 pursuant to the Nebraska Revenue Act of 1967 less all nonrefundable  
14 credits earned and refunds made;

15 (27) Limited English proficiency students means the number of  
16 students with limited English proficiency in a district from the most  
17 recent data available on November 1 of the school fiscal year preceding  
18 the school fiscal year in which aid is to be paid plus the difference of  
19 such students with limited English proficiency minus the average number  
20 of limited English proficiency students for such district, prior to such  
21 addition, for the three immediately preceding school fiscal years if such  
22 difference is greater than zero;

23 (28) Local system means a learning community for purposes of  
24 calculation of state aid for each school fiscal year prior to school  
25 fiscal year 2017-18, a unified system, a Class VI district and the  
26 associated Class I districts, or a Class II, III, IV, or V district and  
27 any affiliated Class I districts or portions of Class I districts. The  
28 membership, expenditures, and resources of Class I districts that are  
29 affiliated with multiple high school districts will be attributed to  
30 local systems based on the percent of the Class I valuation that is  
31 affiliated with each high school district;

1 (29) Low-income child means (a) for school fiscal years prior to  
2 2016-17, a child under nineteen years of age living in a household having  
3 an annual adjusted gross income for the second calendar year preceding  
4 the beginning of the school fiscal year for which aid is being calculated  
5 equal to or less than the maximum household income that would allow a  
6 student from a family of four people to be a free lunch and free milk  
7 student during the school fiscal year immediately preceding the school  
8 fiscal year for which aid is being calculated and (b) for school fiscal  
9 year 2016-17 and each school fiscal year thereafter, a child under  
10 nineteen years of age living in a household having an annual adjusted  
11 gross income for the second calendar year preceding the beginning of the  
12 school fiscal year for which aid is being calculated equal to or less  
13 than the maximum household income pursuant to sections 9(b)(1) and 17(c)  
14 (4) of the Richard B. Russell National School Lunch Act, 42 U.S.C.  
15 1758(b)(1) and 42 U.S.C. 1766(c)(4), respectively, and sections 3(a)(6)  
16 and 4(e)(1)(A) of the Child Nutrition Act of 1966, 42 U.S.C. 1772(a)(6)  
17 and 42 U.S.C. 1773(e)(1)(A), respectively, as such acts and sections  
18 existed on January 1, 2015, for a household of that size that would have  
19 allowed the child to meet the income qualifications for free meals during  
20 the school fiscal year immediately preceding the school fiscal year for  
21 which aid is being calculated;

22 (30) Low-income students means the number of low-income children  
23 within the district multiplied by the ratio of the formula students in  
24 the district divided by the total children under nineteen years of age  
25 residing in the district as derived from income tax information;

26 (31) Most recently available complete data year means the most  
27 recent single school fiscal year for which the annual financial report,  
28 fall school district membership report, annual statistical summary,  
29 Nebraska income tax liability by school district for the calendar year in  
30 which the majority of the school fiscal year falls, and adjusted  
31 valuation data are available;

1 (32) Poverty students means (a) for school fiscal years prior to  
2 2016-17, the number of low-income students or the number of students who  
3 are free lunch and free milk students in a district plus the difference  
4 of the number of low-income students or the number of students who are  
5 free lunch and free milk students in a district, whichever is greater,  
6 minus the average number of poverty students for such district, prior to  
7 such addition, for the three immediately preceding school fiscal years if  
8 such difference is greater than zero and (b) for school fiscal year  
9 2016-17 and each school fiscal year thereafter, the unadjusted poverty  
10 students plus the difference of such unadjusted poverty students minus  
11 the average number of poverty students for such district, prior to such  
12 addition, for the three immediately preceding school fiscal years if such  
13 difference is greater than zero;

14 (33) Qualified early childhood education average daily membership  
15 means the product of the average daily membership for school fiscal year  
16 2006-07 and each school fiscal year thereafter of students who will be  
17 eligible to attend kindergarten the following school year and are  
18 enrolled in an early childhood education program approved by the  
19 department pursuant to section 79-1103 for such school district for such  
20 school year multiplied by the ratio of the actual instructional hours of  
21 the program divided by one thousand thirty-two if: (a) The program is  
22 receiving a grant pursuant to such section for the third year; (b) the  
23 program has already received grants pursuant to such section for three  
24 years; or (c) the program has been approved pursuant to subsection (5) of  
25 section 79-1103 for such school year and the two preceding school years,  
26 including any such students in portions of any of such programs receiving  
27 an expansion grant;

28 (34) Qualified early childhood education fall membership means the  
29 product of membership on October 1 of the last Friday in September 2006  
30 ~~and each school year thereafter~~ of students who will be eligible to  
31 attend kindergarten the following school year and are enrolled in an

1 early childhood education program approved by the department pursuant to  
2 section 79-1103 for such school district for such school year multiplied  
3 by the ratio of the planned instructional hours of the program divided by  
4 one thousand thirty-two if: (a) The program is receiving a grant pursuant  
5 to such section for the third year; (b) the program has already received  
6 grants pursuant to such section for three years; or (c) the program has  
7 been approved pursuant to subsection (5) of section 79-1103 for such  
8 school year and the two preceding school years, including any such  
9 students in portions of any of such programs receiving an expansion  
10 grant;

11 (35) Regular route transportation means the transportation of  
12 students on regularly scheduled daily routes to and from the attendance  
13 center;

14 (36) Reorganized district means any district involved in a  
15 consolidation and currently educating students following consolidation;

16 (37) School year or school fiscal year means the fiscal year of a  
17 school district as defined in section 79-1091;

18 (38) Sparse local system means a local system that is not a very  
19 sparse local system but which meets the following criteria:

20 (a)(i) Less than two students per square mile in the county in which  
21 each high school is located, based on the school district census, (ii)  
22 less than one formula student per square mile in the local system, and  
23 (iii) more than ten miles between each high school attendance center and  
24 the next closest high school attendance center on paved roads;

25 (b)(i) Less than one and one-half formula students per square mile  
26 in the local system and (ii) more than fifteen miles between each high  
27 school attendance center and the next closest high school attendance  
28 center on paved roads;

29 (c)(i) Less than one and one-half formula students per square mile  
30 in the local system and (ii) more than two hundred seventy-five square  
31 miles in the local system; or

1 (d)(i) Less than two formula students per square mile in the local  
2 system and (ii) the local system includes an area equal to ninety-five  
3 percent or more of the square miles in the largest county in which a high  
4 school attendance center is located in the local system;

5 (39) Special education means specially designed kindergarten through  
6 grade twelve instruction pursuant to section 79-1125, and includes  
7 special education transportation;

8 (40) Special grant funds means the budgeted receipts for grants,  
9 including, but not limited to, categorical funds, reimbursements for  
10 wards of the court, short-term borrowings including, but not limited to,  
11 registered warrants and tax anticipation notes, interfund loans,  
12 insurance settlements, and reimbursements to county government for  
13 previous overpayment. The state board shall approve a listing of grants  
14 that qualify as special grant funds;

15 (41) State aid means the amount of assistance paid to a district  
16 pursuant to the Tax Equity and Educational Opportunities Support Act;

17 (42) State board means the State Board of Education;

18 (43) State support means all funds provided to districts by the  
19 State of Nebraska for the general fund support of elementary and  
20 secondary education;

21 (44) Statewide average basic funding per formula student means the  
22 statewide total basic funding for all districts divided by the statewide  
23 total formula students for all districts;

24 (45) Statewide average general fund operating expenditures per  
25 formula student means the statewide total general fund operating  
26 expenditures for all districts divided by the statewide total formula  
27 students for all districts;

28 (46) Teacher has the definition found in section 79-101;

29 (47) Temporary aid adjustment factor means (a) for school fiscal  
30 years before school fiscal year 2007-08, one and one-fourth percent of  
31 the sum of the local system's transportation allowance, the local

1 system's special receipts allowance, and the product of the local  
2 system's adjusted formula students multiplied by the average formula cost  
3 per student in the local system's cost grouping and (b) for school fiscal  
4 year 2007-08, one and one-fourth percent of the sum of the local system's  
5 transportation allowance, special receipts allowance, and distance  
6 education and telecommunications allowance and the product of the local  
7 system's adjusted formula students multiplied by the average formula cost  
8 per student in the local system's cost grouping;

9 (48) Tuition receipts from converted contracts means tuition  
10 receipts received by a district from another district in the most  
11 recently available complete data year pursuant to a converted contract  
12 prior to the expiration of the contract;

13 (49) Tuitioned students means students in kindergarten through grade  
14 twelve of the district whose tuition is paid by the district to some  
15 other district or education agency;

16 (50) Unadjusted poverty students means, for school fiscal year  
17 2016-17 and each school fiscal year thereafter, the greater of the number  
18 of low-income students or the free lunch and free milk calculated  
19 students in a district; and

20 (51) Very sparse local system means a local system that has:

21 (a)(i) Less than one-half student per square mile in each county in  
22 which each high school attendance center is located based on the school  
23 district census, (ii) less than one formula student per square mile in  
24 the local system, and (iii) more than fifteen miles between the high  
25 school attendance center and the next closest high school attendance  
26 center on paved roads; or

27 (b)(i) More than four hundred fifty square miles in the local  
28 system, (ii) less than one-half student per square mile in the local  
29 system, and (iii) more than fifteen miles between each high school  
30 attendance center and the next closest high school attendance center on  
31 paved roads.

1           Sec. 12. Section 79-1007.06, Revised Statutes Cumulative Supplement,  
2 2016, is amended to read:

3           79-1007.06 (1) For ~~school fiscal year 2008-09 and~~ each school fiscal  
4 year ~~thereafter~~, the department shall determine the poverty allowance for  
5 each school district that meets the requirements of this section and  
6 section 79-1007.07. Each school district shall designate a maximum  
7 poverty allowance on a form prescribed by the department on or before  
8 October 15 of the school fiscal year immediately preceding the school  
9 fiscal year for which aid is being calculated. The school district may  
10 decline to participate in the poverty allowance by providing the  
11 department with a maximum poverty allowance of zero dollars on such form  
12 on or before October 15 of the school fiscal year immediately preceding  
13 the school fiscal year for which aid is being calculated. ~~Each school~~  
14 ~~district designating a maximum poverty allowance greater than zero~~  
15 ~~dollars shall submit a poverty plan pursuant to section 79-1013.~~

16           (2) The poverty allowance for each school district shall equal the  
17 lesser of:

18           (a) The maximum amount designated pursuant to subsection (1) of this  
19 section by the school district in the local system, if such school  
20 district designated a maximum amount, for the school fiscal year for  
21 which aid is being calculated; or

22           (b) The sum of:

23           (i) The statewide average general fund operating expenditures per  
24 formula student multiplied by 0.0375 then multiplied by the poverty  
25 students comprising more than five percent and not more than ten percent  
26 of the formula students in the school district; plus

27           (ii) The statewide average general fund operating expenditures per  
28 formula student multiplied by 0.0750 then multiplied by the poverty  
29 students comprising more than ten percent and not more than fifteen  
30 percent of the formula students in the school district; plus

31           (iii) The statewide average general fund operating expenditures per

1 formula student multiplied by 0.1125 then multiplied by the poverty  
2 students comprising more than fifteen percent and not more than twenty  
3 percent of the formula students in the school district; plus

4 (iv) The statewide average general fund operating expenditures per  
5 formula student multiplied by 0.1500 then multiplied by the poverty  
6 students comprising more than twenty percent and not more than twenty-  
7 five percent of the formula students in the school district; plus

8 (v) The statewide average general fund operating expenditures per  
9 formula student multiplied by 0.1875 then multiplied by the poverty  
10 students comprising more than twenty-five percent and not more than  
11 thirty percent of the formula students in the school district; plus

12 (vi) The statewide average general fund operating expenditures per  
13 formula student multiplied by 0.2250 then multiplied by the poverty  
14 students comprising more than thirty percent of the formula students in  
15 the school district.

16 Sec. 13. Section 79-1007.07, Revised Statutes Cumulative Supplement,  
17 2016, is amended to read:

18 79-1007.07 (1)(a) The annual financial report required pursuant to  
19 section 79-528 shall include:

20 (i) The amount of the poverty allowance used in the certification of  
21 state aid pursuant to section 79-1022 for such school fiscal year;

22 (ii) The amount of federal funds received based on poverty as  
23 defined by the federal program providing the funds; and

24 (iii) The expenditures and sources of funding for each program  
25 related to poverty ~~with a narrative description of the program, the~~  
26 method used to allocate money to the program and within the program, and  
27 the program's relationship to the poverty plan submitted pursuant to  
28 ~~section 79-1013 for such school fiscal year;~~ (iv) The expenditures and  
29 sources of funding for support costs directly attributable to  
30 ~~implementing the district's poverty plan; and~~

31 ~~(v) An explanation of how any required elements of the poverty plan~~

1 ~~for such school fiscal year were met.~~

2 (b) The department shall set up accounting codes for the receipts  
3 and expenditures required to be reported on the annual financial report  
4 pursuant to this subsection.

5 (2) The department shall determine the poverty allowance  
6 expenditures using the reported expenditures on the annual financial  
7 report for the most recently available complete data year that would  
8 include in the poverty allowance expenditures only those expenditures  
9 that are not included in other allowances, that were used to specifically  
10 address issues related to the education of students living in poverty ~~or~~  
11 ~~to the implementation of the poverty plan,~~ that do not replace  
12 expenditures that would have occurred if the students involved in the  
13 program did not live in poverty, and that are paid for with  
14 noncategorical funds generated by state or local taxes ~~or funds~~  
15 ~~distributed through the Tax Equity and Educational Opportunities Support~~  
16 ~~Act pursuant to the federal American Recovery and Reinvestment Act of~~  
17 ~~2009 or the federal Education Jobs Fund created pursuant to Public Law~~  
18 ~~111-226.~~ The department shall establish a procedure to allow school  
19 districts to receive preapproval for categories of expenditures that  
20 could be included in poverty allowance expenditures.

21 (3) If the poverty allowance expenditures do not equal 117.65  
22 percent or more of the poverty allowance for the most recently available  
23 complete data year, the department shall calculate a poverty allowance  
24 correction. The poverty allowance correction shall equal the poverty  
25 allowance minus eighty-five percent of the poverty allowance  
26 expenditures. ~~For aid calculated for school fiscal years prior to school~~  
27 ~~fiscal year 2016-17, if the poverty allowance expenditures do not equal~~  
28 ~~fifty percent or more of the allowance for such school fiscal year, the~~  
29 ~~school district shall also be disqualified from receiving a poverty~~  
30 ~~allowance for the school fiscal year for which aid is being calculated.~~

31 (4)(a)(i) ~~For aid calculated for school fiscal years prior to school~~

1 ~~fiscal year 2016-17, if the department determines that the school~~  
2 ~~district did not meet the required elements of the poverty plan for the~~  
3 ~~most recently available complete data year, the department shall~~  
4 ~~calculate a poverty allowance correction equal to fifty percent of the~~  
5 ~~poverty allowance for such school fiscal year and the school district~~  
6 ~~shall also be disqualified from receiving a poverty allowance for the~~  
7 ~~school fiscal year for which aid is being calculated.~~

8 ~~(ii) For aid calculated for school fiscal year 2016-17 and each~~  
9 ~~school fiscal year thereafter, if the department determines that the~~  
10 ~~school district did not meet the required elements of the poverty plan~~  
11 ~~for the most recently available complete data year, the department shall~~  
12 ~~calculate a poverty allowance correction equal to five percent of the~~  
13 ~~poverty allowance for such school fiscal year.~~

14 ~~(b) Any poverty allowance correction calculated pursuant to this~~  
15 ~~subsection shall be added to any poverty allowance correction calculated~~  
16 ~~pursuant to subsection (3) of this section to arrive at the total poverty~~  
17 ~~allowance correction.~~

18 ~~(4) (5) The department may request additional information from any~~  
19 ~~school district to assist with calculations and determinations pursuant~~  
20 ~~to this section. If the school district does not provide information upon~~  
21 ~~the request of the department pursuant to this section, the school~~  
22 ~~district shall be disqualified from receiving a poverty allowance for the~~  
23 ~~school fiscal year for which aid is being calculated.~~

24 ~~(6) The department shall provide electronically an annual report to~~  
25 ~~the Legislature containing a general description of the expenditures and~~  
26 ~~funding sources for programs related to poverty statewide and specific~~  
27 ~~descriptions of the expenditures and funding sources for programs related~~  
28 ~~to poverty for each school district.~~

29 ~~(7) The state board shall establish a procedure for appeal of~~  
30 ~~decisions of the department to the state board for a final determination.~~

31 Sec. 14. Section 79-1007.08, Reissue Revised Statutes of Nebraska,

1 is amended to read:

2 79-1007.08 (1) For ~~school fiscal year 2008-09 and~~ each school fiscal  
3 year ~~thereafter~~, the department shall determine the limited English  
4 proficiency allowance for each school district that meets the  
5 requirements of this section ~~and has not been disqualified pursuant to~~  
6 ~~section 79-1007.09~~. Each school district shall designate a maximum  
7 limited English proficiency allowance on or before October 15 of the  
8 school fiscal year immediately preceding the school fiscal year for which  
9 aid is being calculated. The school district may decline to participate  
10 in the limited English proficiency allowance by providing the department  
11 with a maximum limited English proficiency allowance of zero dollars on  
12 such form on or before October 15 of the school fiscal year immediately  
13 preceding the school fiscal year for which aid is being calculated. ~~Each~~  
14 ~~school district designating a maximum limited English proficiency~~  
15 ~~allowance greater than zero dollars shall submit a limited English~~  
16 ~~proficiency plan pursuant to section 79-1014.~~

17 (2) The limited English proficiency allowance for each school  
18 district that has not been disqualified pursuant to section 79-1007.09  
19 shall equal the lesser of:

20 (a) The amount designated pursuant to subsection (1) of this section  
21 by the school district, if such school district designated a maximum  
22 amount, for the school fiscal year for which aid is being calculated; or

23 (b) The statewide average general fund operating expenditures per  
24 formula student multiplied by 0.25 then multiplied by:

25 (i) The number of students in the school district who are limited  
26 English proficient as defined under 20 U.S.C. 7801, as such section  
27 existed on January 1, 2006, if such number is greater than or equal to  
28 twelve;

29 (ii) Twelve, if the number of students in the school district who  
30 are limited English proficient as defined under 20 U.S.C. 7801, as such  
31 section existed on January 1, 2006, is greater than or equal to one and

1 less than twelve; or

2 (iii) Zero, if the number of students in the school district who are  
3 limited English proficient as defined under 20 U.S.C. 7801, as such  
4 section existed on January 1, 2006, is less than one.

5 Sec. 15. Section 79-1007.09, Reissue Revised Statutes of Nebraska,  
6 is amended to read:

7 79-1007.09 (1)(a) The annual financial report required pursuant to  
8 section 79-528 shall include:

9 (i) The amount of the limited English proficiency allowance used in  
10 the certification of state aid pursuant to section 79-1022 for such  
11 school fiscal year;

12 (ii) The amount of federal funds received based on students who are  
13 limited English proficient as defined by the federal program providing  
14 the funds; and

15 (iii) The expenditures and sources of funding for each program  
16 related to limited English proficiency ~~with a narrative description of~~  
17 ~~the program~~, the method used to allocate money to the program and within  
18 the program, and the ~~program's relationship to the limited English~~  
19 ~~proficiency plan submitted pursuant to section 79-1014 for such school~~  
20 ~~fiscal year;~~ (iv) The expenditures and sources of funding for support  
21 costs directly attributable to ~~implementing the district's limited~~  
22 ~~English proficiency plan;~~ and

23 ~~(v) An explanation of how any required elements of the limited~~  
24 ~~English proficiency plan for such school fiscal year were met.~~

25 (b) The department shall set up accounting codes for the receipts  
26 and expenditures required to be reported on the annual financial report  
27 pursuant to this subsection.

28 (2) The department shall determine the limited English proficiency  
29 allowance expenditures using the reported expenditures on the annual  
30 financial report for the most recently available complete data year that  
31 would only include in the limited English proficiency allowance

1 expenditures those expenditures that are not included in other  
2 allowances, that were used to specifically address issues related to the  
3 education of students with limited English proficiency ~~or to the~~  
4 ~~implementation of the limited English proficiency plan~~, that do not  
5 replace expenditures that would have occurred if the students involved in  
6 the program did not have limited English proficiency, and that are paid  
7 for with noncategorical funds generated by state or local taxes ~~or funds~~  
8 ~~distributed through the Tax Equity and Educational Opportunities Support~~  
9 ~~Act pursuant to the federal American Recovery and Reinvestment Act of~~  
10 ~~2009 or the federal Education Jobs Fund created pursuant to Public Law~~  
11 ~~111-226. The department shall establish a procedure to allow school~~  
12 ~~districts to receive preapproval for categories of expenditures that~~  
13 ~~could be included in limited English proficiency allowance expenditures.~~

14 (3) If the limited English proficiency allowance expenditures do not  
15 equal 117.65 percent or more of the limited English proficiency allowance  
16 for the most recently available complete data year, the department shall  
17 calculate a limited English proficiency allowance correction. The limited  
18 English proficiency allowance correction shall equal the limited English  
19 proficiency allowance minus eighty-five percent of the limited English  
20 proficiency allowance expenditures. If the limited English proficiency  
21 allowance expenditures do not equal fifty percent or more of the  
22 allowance for such school fiscal year, the school district shall also be  
23 disqualified from receiving a limited English proficiency allowance for  
24 the school fiscal year for which aid is being calculated.

25 ~~(4) If the department determines that the school district did not~~  
26 ~~meet the required elements of the limited English proficiency plan for~~  
27 ~~the most recently available complete data year, the department shall~~  
28 ~~calculate a limited English proficiency allowance correction equal to~~  
29 ~~fifty percent of the limited English proficiency allowance for such~~  
30 ~~school fiscal year and the school district shall also be disqualified~~  
31 ~~from receiving a limited English proficiency allowance for the school~~

~~1 fiscal year for which aid is being calculated. Any limited English  
2 proficiency allowance correction calculated pursuant to this subsection  
3 shall be added to any limited English proficiency allowance correction  
4 calculated pursuant to subsection (3) of this section to arrive at the  
5 total limited English proficiency allowance correction.~~

6       (4) ~~(5)~~ The department may request additional information from any  
7 school district to assist with calculations and determinations pursuant  
8 to this section. If the school district does not provide information upon  
9 the request of the department pursuant to this section, the school  
10 district shall be disqualified from receiving a limited English  
11 proficiency allowance for the school fiscal year for which aid is being  
12 calculated.

13       ~~(6) The department shall annually provide the Legislature with a  
14 report containing a general description of the expenditures and funding  
15 sources for programs related to limited English proficiency statewide and  
16 specific descriptions of the expenditures and funding sources for  
17 programs related to limited English proficiency for each school district.~~

18       ~~(7) The state board shall establish a procedure for appeal of  
19 decisions of the department to the state board for a final determination.~~

20       Sec. 16. Section 79-11,155, Revised Statutes Cumulative Supplement,  
21 2016, is amended to read:

22       79-11,155 The Commissioner of Education shall appoint a student  
23 achievement coordinator, subject to confirmation by a majority vote of  
24 the members of the State Board of Education. The coordinator shall have a  
25 background and training in addressing the unique educational needs of  
26 low-achieving students, including students in poverty, limited English  
27 proficient students, and highly mobile students.

28       The coordinator shall evaluate and coordinate existing resources for  
29 effective programs to increase achievement for such students across the  
30 state and shall review poverty plans submitted to the State Department of  
31 Education pursuant to section 79-1013 and limited English proficiency

1 ~~plans submitted to the department pursuant to section 79-1014 to~~  
2 ~~ascertain successful practices being used by school districts in Nebraska~~  
3 ~~and to assist school districts in improving their poverty and limited~~  
4 ~~English proficiency plans, including the evaluation components. The~~  
5 ~~coordinator need not review the poverty and limited English proficiency~~  
6 ~~plans of each school district on an annual basis but shall develop a~~  
7 ~~review schedule which assures that plans are reviewed periodically.~~

8 The coordinator or other department staff designated by the  
9 Commissioner of Education shall also consult with learning communities,  
10 educational service units, and school districts on the development,  
11 implementation, and evaluation of community achievement plans. In  
12 addition, the coordinator or other department staff designated by the  
13 commissioner shall conduct an initial review of submitted community  
14 achievement plans and return the plans with any suggestions or comments  
15 prior to the final submission of the plan for approval by the State Board  
16 of Education.

17 Sec. 17. Section 79-2104, Revised Statutes Cumulative Supplement,  
18 2016, is amended to read:

19 79-2104 A learning community coordinating council shall have the  
20 authority to:

21 (1) For fiscal years prior to fiscal year 2017-18, levy a common  
22 levy for the general funds of member school districts pursuant to  
23 sections 77-3442 and 79-1073;

24 (2) Levy for elementary learning center facility leases, for  
25 remodeling of leased elementary learning center facilities, and for up to  
26 fifty percent of the estimated cost for focus school or program capital  
27 projects approved by the learning community coordinating council pursuant  
28 to subdivision (2)(f) of section 77-3442 and section 79-2111;

29 (3) Levy for early childhood education programs for children in  
30 poverty, for elementary learning center employees, for contracts with  
31 other entities or individuals who are not employees of the learning

1 community for elementary learning center programs and services, and for  
2 pilot projects pursuant to subdivision (2)(g) of section 77-3442, except  
3 that not more than ten percent of such levy may be used for elementary  
4 learning center employees;

5 (4) Develop, submit, administer, and evaluate community achievement  
6 plans in collaboration with the advisory committee, educational service  
7 units serving member school districts, member school districts, and the  
8 student achievement coordinator or other department staff designated by  
9 the Commissioner of Education;

10 (5) Collect, analyze, and report data and information, including,  
11 but not limited to, information provided by a school district pursuant to  
12 subsection (5) of section 79-201;

13 (6) Approve focus schools and focus programs to be operated by  
14 member school districts;

15 (7) Adopt, approve, and implement a diversity plan pursuant to  
16 sections 79-2110 and 79-2118;

17 (8) Through school year 2016-17, administer the open enrollment  
18 provisions in section 79-2110 for the learning community as part of a  
19 diversity plan developed by the council to provide educational  
20 opportunities which will result in increased diversity in schools across  
21 the learning community;

22 (9) Annually conduct school fairs to provide students and parents  
23 the opportunity to explore the educational opportunities available at  
24 each school in the learning community and develop other methods for  
25 encouraging access to such information and promotional materials;

26 (10) Develop procedures for determining best practices for  
27 addressing student achievement barriers and for disseminating such  
28 practices within the learning community and to other school districts;

29 (11) Establish and administer elementary learning centers through  
30 achievement subcouncils pursuant to sections 79-2112 to 79-2114;

31 (12) Administer the learning community funds distributed to the

1 learning community pursuant to section 79-2111;

2 ~~(13) Approve or disapprove poverty plans and limited English~~  
3 ~~proficiency plans for member school districts through achievement~~  
4 ~~subcouncils established under section 79-2117;~~

5 (13) ~~(14)~~ Establish a procedure for receiving community input and  
6 complaints regarding the learning community;

7 (14) ~~(15)~~ Establish a procedure to assist parents, citizens, and  
8 member school districts in accessing an approved center pursuant to the  
9 Dispute Resolution Act to resolve disputes involving member school  
10 districts or the learning community. Such procedure may include payment  
11 by the learning community for some mediation services;

12 (15) ~~(16)~~ Establish and administer pilot projects related to  
13 enhancing the academic achievement of elementary students, particularly  
14 students who face challenges in the educational environment due to  
15 factors such as poverty, limited English skills, and mobility;

16 (16) ~~(17)~~ Provide funding to public or private entities engaged in  
17 the juvenile justice system providing pre-filing and diversion programming  
18 designed to reduce excessive absenteeism and unnecessary involvement with  
19 the juvenile justice system; and

20 (17) ~~(18)~~ Hold public hearings at its discretion in response to  
21 issues raised by residents regarding the learning community, a member  
22 school district, and academic achievement.

23 Sec. 18. Section 79-2104.02, Revised Statutes Cumulative Supplement,  
24 2016, is amended to read:

25 79-2104.02 Each learning community coordinating council shall use  
26 any funds received pursuant to section 79-1241.03 for evaluation of  
27 programs related to the community achievement plan developed with the  
28 assistance of the student achievement coordinator or other department  
29 staff designated by the Commissioner of Education and evaluation and  
30 research regarding the progress of the learning community pursuant to  
31 plans developed by the learning community coordinating council with

1 assistance from the Educational Service Unit Coordinating Council and  
2 adjusted on an ongoing basis. ~~The evaluation of programs related to the~~  
3 ~~community achievement plan shall be connected to the evaluation~~  
4 ~~components of the member district poverty and limited English proficiency~~  
5 ~~plans.~~ The evaluation regarding the progress of the learning community  
6 shall be conducted by one or more other entities or individuals who are  
7 not employees of the learning community and shall measure progress toward  
8 the goals and objectives of the learning community, which goals and  
9 objectives shall include reduction of excessive absenteeism of students  
10 in the member school districts of the learning community and closing  
11 academic achievement gaps based on socioeconomic status, and the  
12 effectiveness of the approaches used by the learning community or pilot  
13 project to reach such goals and objectives. Any research conducted  
14 pursuant to this section shall also be related to such goals and  
15 objectives or programs related to the community achievement plan. Each  
16 learning community shall report evaluation and research results  
17 electronically to the Education Committee of the Legislature on or before  
18 January 1 of each year.

19 Sec. 19. Section 79-2117, Revised Statutes Cumulative Supplement,  
20 2016, is amended to read:

21 79-2117 Each learning community coordinating council shall have an  
22 achievement subcouncil for each subcouncil district. Through January 4,  
23 2017, each achievement subcouncil shall consist of the three voting  
24 coordinating council members representing the subcouncil district plus  
25 any nonvoting coordinating council members choosing to participate who  
26 represent a school district that has territory within the subcouncil  
27 district. The voting coordinating council members shall also be the  
28 voting members on the achievement subcouncil. On and after January 5,  
29 2017, each achievement subcouncil shall consist of the two learning  
30 community coordinating council members representing the subcouncil  
31 district. Each achievement subcouncil shall meet as necessary but shall

1 meet and conduct a public hearing within its subcouncil district at least  
2 once each school year. Each achievement subcouncil shall:

3 (1) Develop a diversity plan recommendation for the territory in its  
4 subcouncil district that will provide educational opportunities which  
5 will result in increased diversity in schools in the subcouncil district;

6 (2) Administer elementary learning centers in cooperation with the  
7 elementary learning center executive director;

8 ~~(3) Review the poverty plans and limited English proficiency plans~~  
9 ~~for the schools located in its subcouncil district and offer suggestions~~  
10 ~~to improve the plans and the coordination between such plans and the~~  
11 ~~community achievement plan;~~

12 (3) ~~(4)~~ Receive community input and complaints regarding the  
13 learning community and academic achievement in the subcouncil district;  
14 and

15 (4) ~~(5)~~ Hold public hearings at its discretion in its subcouncil  
16 district in response to issues raised by residents of the subcouncil  
17 district regarding the learning community, a member school district, and  
18 academic achievement in the subcouncil district.

19 Sec. 20. Sections 20 to 26 of this act shall be known and may be  
20 cited as the Nebraska Reading Improvement Act.

21 Sec. 21. It is the intent of the Legislature that:

22 (1) School boards develop policies to facilitate reading instruction  
23 and intervention services to address student reading needs, including,  
24 but not limited to, dyslexia;

25 (2) All teachers for kindergarten through grade three should be  
26 effective reading teachers as evidenced by (a) evaluations based on  
27 classroom observations and student improvement on reading assessments or  
28 (b) specialized training in reading improvement;

29 (3) Each student and his or her parents or guardians be informed of  
30 the student's reading progress; and

31 (4) Each student in a public school be able to read at or above

1 grade level by third grade.

2 Sec. 22. (1) For school year 2019-20 and each school year  
3 thereafter, each school district shall administer an approved reading  
4 assessment three times during the school year to all students in  
5 kindergarten through grade three, except for any student receiving  
6 specialized instruction for limited English proficiency who has been  
7 receiving such instruction for less than two years, any student receiving  
8 special education services for whom such assessment would conflict with  
9 the individualized education plan, and any student receiving services  
10 under a plan pursuant to the requirements of section 504 of the federal  
11 Rehabilitation Act of 1973, 29 U.S.C. 794, or Title II of the federal  
12 Americans with Disabilities Act of 1990, 42 U.S.C. 12131 to 12165, as  
13 such acts and sections existed on January 1, 2018, for whom such  
14 assessment would conflict with such section 504 or Title II plan. The  
15 first administration of such assessment for each such school year shall  
16 occur within the first thirty days of the school year.

17 (2) For purposes of the Nebraska Reading Improvement Act, an  
18 approved reading assessment means an assessment of student reading skills  
19 approved by the State Department of Education which:

20 (a) Measures progress toward proficiency in the reading skills  
21 assessed pursuant to subsection (5) of section 79-760.03 on the statewide  
22 assessment of reading for grade three;

23 (b) Is valid and reliable;

24 (c) Is aligned with academic content standards for reading adopted  
25 by either the State Board of Education pursuant to section 79-760.01 or  
26 the school district administering such assessment pursuant to section  
27 79-760.02;

28 (d) Allows teachers access to results in a reasonable time period as  
29 established by the department, not to exceed fifteen working days; and

30 (e) Is commercially available and complies with requirements  
31 established by the department.

1       (3) On or before March 1, 2019, and on or before each March 1  
2 thereafter, the department shall make public the list of approved reading  
3 assessments for the subsequent school year and the threshold level of  
4 performance for each such assessment. A student performing below the  
5 threshold level shall be identified as having a reading deficiency for  
6 purposes of the Nebraska Reading Improvement Act.

7       (4) Diagnostic assessments used within a supplemental reading  
8 intervention program do not require department approval.

9       Sec. 23. (1) Any student in kindergarten, grade one, grade two, or  
10 grade three shall be identified as having a reading deficiency if such  
11 student performs below the threshold level determined pursuant to section  
12 22 of this act on an approved reading assessment. A student who is  
13 identified as having a reading deficiency pursuant to this subsection  
14 shall remain identified as having a reading deficiency until the student  
15 performs at or above the threshold level on an approved reading  
16 assessment.

17       (2) Nothing in the Nebraska Reading Improvement Act shall prohibit a  
18 school district from identifying any other student as having a reading  
19 deficiency.

20       Sec. 24. (1) Each school district shall provide a supplemental  
21 reading intervention program for the purpose of ensuring that students  
22 can read at or above grade level at the end of third grade. School  
23 districts may work collaboratively with a reading specialist at the State  
24 Department of Education, with educational service units, with learning  
25 communities, or through interlocal agreements to develop and provide such  
26 supplemental reading intervention programs. Each supplemental reading  
27 intervention program shall:

28       (a) Be provided to any student identified as having a reading  
29 deficiency;

30       (b) Be implemented during regular school hours in addition to  
31 regularly scheduled reading instruction unless otherwise agreed to by a

1 parent or guardian; and

2 (c) Make available a summer reading program each summer for any  
3 student who has been enrolled in grade one or higher and is identified as  
4 continuing to have a reading deficiency at the conclusion of the school  
5 year preceding such summer reading program. Such summer reading program  
6 may be held in conjunction with existing summer programs in the school  
7 district or in a community reading program not affiliated with the school  
8 district or may be offered online.

9 (2) The supplemental reading intervention program may also include:

10 (a) Reading intervention techniques that are based on scientific  
11 research and best practices;

12 (b) Diagnostic assessments to frequently monitor student progress  
13 throughout the school year and adjust instruction accordingly;

14 (c) Intensive intervention using strategies selected from the  
15 following list to match the weaknesses identified in the diagnostic  
16 assessment:

17 (i) Development in phonemic awareness, phonics, fluency, vocabulary,  
18 and reading comprehension;

19 (ii) Explicit and systematic instruction with detailed explanations,  
20 extensive opportunities for guided practice, and opportunities for error  
21 corrections and feedback; or

22 (iii) Daily targeted individual or small-group reading intervention  
23 based on student needs as determined by diagnostic assessment data  
24 subject to planned extracurricular school activities;

25 (d) Strategies and resources to assist with reading skills at home,  
26 including parent-training workshops and suggestions for parent-guided  
27 home reading; or

28 (e) Access to before-school or after-school supplemental reading  
29 intervention with a teacher or tutor who has specialized training in  
30 reading intervention.

31 Sec. 25. (1) The school of any student who is identified as having

1 a reading deficiency shall notify such student's parents or guardians  
2 either in writing or by electronic communication no later than fifteen  
3 working days after the identification of the reading deficiency that the  
4 student has been identified as having a reading deficiency and that an  
5 individual reading improvement plan will be established and shared with  
6 the parents or guardians.

7 (2) Any student who is identified as having a reading deficiency  
8 shall receive an individual reading improvement plan no later than thirty  
9 days after the identification of such reading deficiency. The reading  
10 improvement plan may be created by the teacher, the principal, other  
11 pertinent school personnel, and the parents or guardians of the student  
12 and shall describe the reading intervention services the student will  
13 receive through the supplemental reading intervention program pursuant to  
14 section 24 of this act to remedy such reading deficiency. Each such  
15 student shall receive reading intervention services through the  
16 supplemental reading intervention program pursuant to section 24 of this  
17 act until the student is no longer identified as having a reading  
18 deficiency.

19 Sec. 26. (1) The State Department of Education may provide  
20 technical assistance as needed to assist school boards in carrying out  
21 the Nebraska Reading Improvement Act.

22 (2) The department may adopt and promulgate rules and regulations to  
23 carry out the act.

24 Sec. 27. Original sections 79-262, 79-293, 79-2,136, 79-408,  
25 79-529, 79-760.07, 79-870, 79-1007.08, and 79-1007.09, Reissue Revised  
26 Statutes of Nebraska, sections 79-528, 79-760.06, 79-1007.06, 79-1007.07,  
27 79-11,155, 79-2104, 79-2104.02, and 79-2117, Revised Statutes Cumulative  
28 Supplement, 2016, and section 79-1003, Revised Statutes Supplement, 2017,  
29 are repealed.

30 Sec. 28. The following sections are outright repealed: Section  
31 79-1014, Reissue Revised Statutes of Nebraska, and section 79-1013,

1 Revised Statutes Cumulative Supplement, 2016.





















































JEFF FORTENBERRY  
1ST DISTRICT, NEBRASKA



WASHINGTON OFFICE:  
1514 LONGWORTH HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) 225-4806

COMMITTEE ON APPROPRIATIONS  
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ENERGY AND WATER DEVELOPMENT,  
AND RELATED AGENCIES

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VETERANS AFFAIRS,  
AND RELATED AGENCIES

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301 SOUTH 13TH STREET, SUITE 100  
LINCOLN, NE 68508  
(402) 438-1598

FREMONT OFFICE:  
641 NORTH BROAD STREET  
FREMONT, NE 68026  
(402) 727-0888

NORFOLK OFFICE:  
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125 SOUTH 4TH STREET  
NORFOLK, NE 68701  
(402) 379-2064

[www.fortenberry.house.gov](http://www.fortenberry.house.gov)

## Congress of the United States House of Representatives

July 24, 2018

Ms. Jane Hodgdon  
Education Program Specialist  
U.S. Department of Education  
400 Maryland Avenue Southwest  
Room 4w248  
Washington, DC 20202-0001

Dear Ms. Hodgdon:

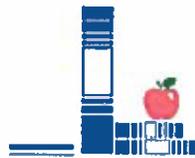
I am writing to request your earnest consideration of the National Center for Families Learning application to establish the Nebraska Statewide Family Engagement Center through the U.S. Department of Education's grant competition for such centers.

The Lincoln Public School system has been successfully engaging in high-impact family literacy and family engagement for nearly two decades, which has led to increased student achievement, adult capacity-building, family self-sufficiency, and increased family engagement in education. The proposed Nebraska Statewide Family Engagement grant would expand upon that success through three goals: to improve academic achievement for disadvantaged students; to empower parents of disadvantaged students to make good choices for their child's education; and, to increase state and local capacity to provide high-quality family literacy and family engagement services. I believe Nebraska is ideally positioned to receive this grant and build upon the accomplishments in Lincoln.

Thank you for considering the National Center for Families Learning application to expand family literacy and family engagement statewide in Nebraska. I believe such an investment would make a positive impact on students and families across the state.

Sincerely,

Member of Congress



July 27, 2018

Betsy DeVos, Secretary  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

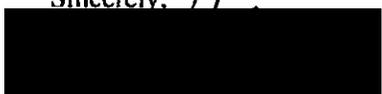
As Superintendent for Lincoln Public Schools, I write this letter in support of the National Center for Families Learning's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

NCFL is a strong lead applicant, having viewed high quality family engagement in early literacy as paramount to improving our nation's education system since its inception in 1989. Over the last three decades, they have developed winning solutions and leading resources that influence practices in education across the country for children and families. NCFL's three-tiered, evidence-based approach to family engagement in education will drive proposal objectives and accompanying activities carried out by its strategic partners across the state.

Lincoln Public Schools has now partnered with NCFL for almost a decade, administering comprehensive family literacy services to our district's most vulnerable families. This has been, by far, our district's most effective family engagement strategy. Expanding our program and the professional development opportunities through an SFEC will further elevate the role families play within LPS.

The 2018 State Family Engagement Center opportunity provides an excellent and timely opportunity to accelerate the significant investments that our state has made in family engagement efforts in recent years. The goals of NCFL's proposal closely align with Nebraska's current goals and objectives for the education and care of its students and families, including promoting strategies that foster high-impact cradle-to-career family, school, and community engagement. This project will result in a robust statewide continuum of high impact family literacy and engagement programming driven by effective partnerships of families, SEAs, LEAs, and community-based organizations to support student achievement and school improvement, increasing the number of high-quality educational options available to families. We look forward to a successful partnership.

Sincerely, 

  
Steve Joel  
Superintendent



Matthew L. Blomstedt, Ph.D., Commissioner

# NEBRASKA

## DEPARTMENT OF EDUCATION

[www.education.ne.gov](http://www.education.ne.gov)  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, NE 68509-4987  
TEL 402.471.2295  
FAX 402.471.0117

July 24, 2018

Betsy DeVos, Secretary  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

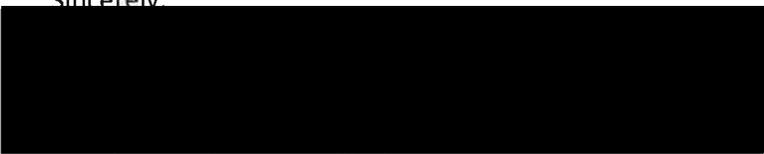
Dear Secretary DeVos,

As Commissioner of the Nebraska Department of Education, I write this letter in support of the National Center for Families Learning's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

NCFL is a strong lead applicant, having viewed high quality family engagement in early literacy as paramount to improving our nation's education system since its inception in 1989. Over the last three decades, they have developed winning solutions and leading resources that influence practices in education across the country for children and families. NCFL's three-tiered, evidence-based approach to family engagement in education will drive proposal objectives and accompanying activities carried out by its strategic partners across the state.

The 2018 State Family Engagement Center opportunity provides an excellent and timely opportunity to accelerate the significant investments that our state has made in family engagement efforts in recent years. The goals of NCFL's proposal closely align with Nebraska's current goals and objectives for the education and care of its students and families, including promoting strategies that foster high-impact cradle-to-career family, school, and community engagement. This project will result in a robust statewide continuum of high impact family literacy and engagement programming driven by effective partnerships of families, SEAs, LEAs, and community-based organizations to support student achievement and school improvement, increasing the number of high-quality educational options available to families. We look forward to a successful partnership.

Sincerely,

  
Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

# Kneale Administration Building

Dr. Grover, Superintendent



July 26, 2018

Betsy DeVos, Secretary  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

As Superintendent of Grand Island Public Schools, I write this letter in support of the National Center for Families Learning's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

NCFL is a strong lead applicant, having viewed high quality family engagement in early literacy as paramount to improving our nation's education system since its inception in 1989. Over the last three decades, they have developed winning solutions and leading resources that influence practices in education across the country for children and families. NCFL's three-tiered, evidence-based approach to family engagement in education will drive proposal objectives and accompanying activities carried out by its strategic partners across the state.

Grand Island Public Schools serves 10,814 students. Sixty-nine percent are low-income; 54% are students of color; and 19% are English Learners. In addition, a 2014 Competitive Assessment developed by Market Street Services shows that Hall County adults have the lowest educational attainment of all comparison cities. This grant would allow the district to utilize a two-generational approach to increase literacy for students and their parents. This grant also supports the district strategic plan goals of increasing the percentage of students meeting or exceeding grade level expectations, decreasing the achievement gap, and increasing parent engagement.

The 2018 State Family Engagement Center opportunity provides an excellent and timely opportunity to accelerate the significant investments that our state has made in family engagement efforts in recent years. The goals of NCFL's proposal closely align with Nebraska's current goals and objectives for the education and care of its students and families, including promoting strategies that foster high-impact cradle-to-career family, school, and community engagement. This project will result in a robust statewide continuum of high impact family literacy and engagement programming driven by effective partnerships of families, SEAs, LEAs, and community-based organizations to support student achievement and school improvement, increasing the number of high-quality educational options available to families. We look forward to a successful partnership.



Dr. Tawana Grover  
Superintendent

123 South Webb Road • P.O. Box 4904, Grand Island, NE 68802

• Fax [REDACTED] • [REDACTED] • www.gips.org

Every Student, Every Day, a Success

PR/Award # U310A180061

Page e153



**ADMINISTRATION**

Dr. John Hakonson, Superintendent  
Mrs. Julie Myers, Curriculum Director  
Mrs. Angela Kovarik, Student Services Director  
Ms. Erin Heineman, Finance Director  
Mrs. Kristi Jergensen, Technology Director  
Mr. Bo Berry, Buildings, Grounds & Transportation Supervisor

300 S Washington Street P.O. Box 890 Lexington, NE 68850 P: (308) [REDACTED] F: (308) [REDACTED]

26 July 2018

Betsy DeVos, Secretary  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

As Superintendent of the Lexington Public School District, I write this letter in support of the National Center for Families Learning’s proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

NCFL is a strong lead applicant, having viewed high quality family engagement in early literacy as paramount to improving our nation’s education system since its inception in 1989. Over the last three decades, they have developed winning solutions and leading resources that influence practices in education across the country for children and families. NCFL’s three-tiered, evidence-based approach to family engagement in education will drive proposal objectives and accompanying activities carried out by its strategic partners across the state.

Lexington Public Schools serves a high needs student population in which 75% of students qualify for free or reduced price meals, 70% live in households that speak a language other than English, and over one-third of students qualify as English learners. A district goal is to improve student literacy across all grades and we see this partnership with NCFL to be a great opportunity to engage parents in achieving that goal.

**BOARD OF EDUCATION**

Mrs. Cindy Benjamin      Mr. Mike Dowling      Mr. Travis Maloley  
Mr. Roger Reutlinger      Mr. Carlos Saiz      Mr. Larry Steinberger

[www.lexschools.org](http://www.lexschools.org)

“...to develop capable and responsible lifelong learners.”

PR/Award # U310A180061

The 2018 State Family Engagement Center opportunity provides an excellent and timely opportunity to accelerate the significant investments that our state has made in family engagement efforts in recent years. The goals of NCFL's proposal closely align with Nebraska's current goals and objectives for the education and care of its students and families, including promoting strategies that foster high-impact cradle-to-career family, school, and community engagement. This project will result in a robust statewide continuum of high impact family literacy and engagement programming driven by effective partnerships of families, SEAs, LEAs, and community-based organizations to support student achievement and school improvement, increasing the number of high-quality educational options available to families. We look forward to a successful partnership.

Sincerely,

14



John Hakonson, Ed.D.  
Superintendent  
Lexington Public Schools



July 26, 2018

Betsy DeVos, Secretary  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

As President and CEO of Nebraska Children and Families Foundation, I write this letter to assure commitment to the National Center for Families Learning's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

NCFL is a strong lead applicant, having viewed high quality family engagement in early literacy as paramount to improving our nation's education system since its inception in 1989. Over the last three decades, they have developed winning solutions and leading resources that influence practices in education across the country for children and families. NCFL's three-tiered, evidence-based approach to family engagement in education will drive proposal objectives and accompanying activities carried out by its strategic partners across the state.

Since our inception in 1997, our organization has focused on partnering across systems, with public and private stakeholders to support children, young adults and families at risk with the overall goal of giving our state's most vulnerable kids what they need to reach their full potential from cradle to career. We do this through engaging families, schools, and communities in collective work on a common agenda.

The 2018 State Family Engagement Center opportunity would allow Nebraska to accelerate the significant investments that our state has made in family engagement efforts in recent years. Nebraska Children will provide office space to the Project Coordinator hired through NCFL and will provide in-kind strategic support from our Vice President of School and Community Partnerships. Grant funds will support a .5 FTE Administrative Assistant, committed to assisting the Project Coordinator with implementation of the goals of this project. Additionally, funds will support creating and maintaining a digital platform which supports communication and resources supporting parents and partners across the state.

Having the Project Coordinator working within the Nebraska Children office, allows for greater integration among the larger Nebraska Children team and therefore increases impact and sustainability of efforts initiated through this grant opportunity. These staff are working across the state on coalition building, implementation of strategies known to improve outcomes in early childhood, quality expanded learning opportunities, school community partnerships for accessing

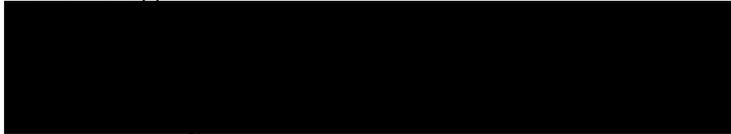


nebraskachildren  
AND FAMILIES FOUNDATION

health and mental health care for children, public health initiatives focused on pregnant and parenting young adults, improving community response to support families at risk for child welfare or juvenile justice involvement, increasing access to affordable housing and developing career pathways for young adults, and leadership development efforts focused on youth and families to increase voice and choice for service development, access, and policy.

This project will result in a robust statewide continuum of high impact family literacy and engagement programming driven by effective partnerships of families, SEAs, LEAs, and community-based organizations to support student achievement and school improvement, increasing the number of high-quality educational options available to families. We look forward to a successful partnership.

Sincerely,



Mary Jo Pankoke,  
President and CEO



July 28, 2019

Betsy DeVos, Secretary  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

As CEO of Unite for Literacy, I write this letter in support of the National Center for Families Learning's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

NCFL is a strong lead applicant, having viewed high quality family engagement in early literacy as paramount to improving our nation's education system since its inception in 1989. Over the last three decades, they have developed winning solutions and leading resources that influence practices in education across the country for children and families. NCFL's three-tiered, evidence-based approach to family engagement in education will drive proposal objectives and accompanying activities carried out by its strategic partners across the state.

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Sincerely,



Michael McGuffee  
CEO, Unite for Literacy

July 25, 2018

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) contains all of the items of agreement between the National Center for Families Learning (NCFL, the “Consortium” and “Party”) and Grand Island Public Schools (“Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the proposed region. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

**1. Objective and Strategies:**

- a. Implementation of the United States Department of Education CFDA No. 84.310A , for the formation of the proposed NCFL State Family Engagement Center (SFEC).
- b. Develop long-term strategies to provide technical assistance and training to SEAs and LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in students’ development and academic achievement.
- c. Co-construct methodologies and dissemination plans for the implementation of the long-term strategies.
- d. Build cross State SEA and within State LEA systemic collaborations to facilitate both strategy development and methods of implementation while recognizing individual SEA and LEA needs.

**2. Financial Commitment:** The Partner agrees to make its staff available for participation in this project, administer educational programs, and work with NCFL to secure matching funds (years 2-5 only) throughout the term of the project.

**3. Programmatic Commitment:** The Parties shall fully cooperate and collaborate in the production of the Scope of Work deliverables and the development and implementation of MOU Products and Services. Cooperation and collaboration shall include, but not be limited to, timely (1) compliance with all program requirements provided they are consistent with Partner’s statutory requirements and overall mission, and (2) satisfaction of all external evaluator requirements necessary to monitor, evaluate, and report on the progress of the Program.

4. **Long Term Commitment:** The Partner warrants that it is entering into this MOU with the commitment to implement the long-term strategies and methodologies developed.

*By signing below, each signatory binds the Party he/she is representing to every statement, commitment, duty, warranty, and representation the signatory has made in the MOU.*

NATIONAL CENTER FOR FAMILIES LEARNING

Grand Island Public Schools

by:

Sharon Darling, President

Dr. Tawana Grover, Superintendent

Date: July 25, 2018

Date: July 25, 2018

July 25, 2018

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) contains all of the items of agreement between the National Center for Families Learning (NCFL, the “Consortium” and “Party”) and Lexington Public Schools (“Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the proposed region. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

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**NATIONAL CENTER FOR FAMILIES LEARNING**

**Lexington Public Schools**

by:

  
Sharon Darling, President

  
Dr. John Hakonson, Superintendent

Date: July 25, 2018

Date: July 25, 2018

July 17, 2018

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) contains all of the items of agreement between the National Center for Families Learning (NCFL, the “Consortium” and “Party”) and Nebraska Children and Families Foundation (“Nebraska Children”, “Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the proposed region. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

1. **Objective and Strategies:**
  - a. Implementation of the United States Department of Education CFDA No. 84.310A , for the formation of the proposed NCFL State Family Engagement Center (SFEC).
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**NATIONAL CENTER FOR FAMILIES LEARNING**

**NEBRASKA CHILDREN AND FAMILIES  
FOUNDATION**

by:

Sharon Darling, President

Mary Jo Pankoke, President and CEO

Date: July 17, 2018

Date: July 23, 2018

July 17, 2018

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) contains all of the items of agreement between the National Center for Families Learning (NCFL, the “Consortium” and “Party”) and Lincoln Public Schools (“Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the proposed region. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

1. **Objective and Strategies:**
  - a. Implementation of the United States Department of Education CFDA No. 84.310A , for the formation of the proposed NCFL State Family Engagement Center (SFEC).
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  - d. Build cross State SEA and within State LEA systemic collaborations to facilitate both strategy development and methods of implementation while recognizing individual SEA and LEA needs.
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4. **Long Term Commitment:** The Partner warrants that it is entering into this MOU with the commitment to implement the long-term strategies and methodologies developed.

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**NATIONAL CENTER FOR FAMILIES LEARNING**

**[LINCOLN PUBLIC SCHOOLS]**

by:

Sharon Darling, President

[Steve Joe, Superintendent]

Date: July 17, 2018

Date: July 27, 2018

July 28, 2018

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) contains all of the items of agreement between the National Center for Families Learning (NCFL, the “Consortium” and “Party”) and Unite for Literacy (“Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the proposed region. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

**1. Objective and Strategies:**

- a. Implementation of the United States Department of Education CFDA No. 84.310A , for the formation of the proposed NCFL State Family Engagement Center (SFEC).
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**2. Financial Commitment:** The Partner agrees to make its staff available for participation in this project, administer educational programs, and work with NCFL to secure matching funds (years 2-5 only) throughout the term of the project.

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***By signing below, each signatory binds the Party he/she is representing to every statement, commitment, duty, warranty, and representation the signatory has made in the MOU.***

**NATIONAL CENTER FOR FAMILIES LEARNING**

**Unite for Literacy**

  
by: Sharon Darling, President 

by: Michael McGuffee, CEO

Date: July 28, 2018

Date: July 28, 2018

July 17, 2018

## PRELIMINARY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) contains all of the items of agreement between the National Center for Families Learning (NCFL, the “Consortium” and “Party”) and the Nebraska Department of Education (“Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the proposed region. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

**1. Objective and Strategies:**

- a. Implementation of the United States Department of Education CFDA No. 84.310A , for the formation of the proposed NCFL State Family Engagement Center (SFEC).
- b. Develop long-term strategies to provide technical assistance and training to SEAs and LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in students’ development and academic achievement.
- c. Co-construct methodologies and dissemination plans for the implementation of the long-term strategies.
- d. Build cross State SEA and within State LEA systemic collaborations to facilitate both strategy development and methods of implementation while recognizing individual SEA and LEA needs.

- 2. Financial Commitment:** The Partner agrees to make its staff available for participation in this project, administer educational programs, and work with NCFL to secure matching funds (years 2-5 only) throughout the term of the project.

- 3. Programmatic Commitment:** The Parties shall fully cooperate and collaborate in the production of the Scope of Work deliverables and the development and implementation of MOU Products and Services. Cooperation and collaboration shall include, but not be limited to, timely (1) compliance with all program requirements provided they are consistent with Partner’s statutory requirements and overall mission, and (2) satisfaction of all external evaluator requirements necessary to monitor, evaluate, and report on the progress of the Program.

- 4. **Long Term Commitment:** The Partner warrants that it is entering into this MOU with the commitment to implement the long-term strategies and methodologies developed.

***By signing below, each signatory binds the Party he/she is representing to every statement, commitment, duty, warranty, and representation the signatory has made in the MOU.***

**NATIONAL CENTER FOR FAMILIES LEARNING**

**NEBRASKA DEPARTMENT OF EDUCATION**

by:



Sharon Darling, President

Deborah Frison  
Deputy Commissioner of School  
Improvement & Support

Date: July 17, 2018

Date: July 24, 2018

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

## Section C – Budget Narrative

**Overview:** As a leader in the field of two-generation education with an evidence-based approach to family engagement, the National Center for Families Learning (NCFL) seeks funding from the U.S. Department of Education to establish the Nebraska Statewide Family Engagement Centers to improve academic achievement for disadvantaged students; empower parents with information to make good choices for their child’s education; and increase the capacity of the SEA and LEAs to provide high-quality family literacy and family engagement services. The proposed budget includes at least 65 percent of the funds received to serve LEAs, schools, and community-based organizations that serve high concentrations of disadvantaged students and will use not less than 30 percent of the funds received under this competition for each fiscal year to establish or expand technical assistance for evidence-based parent education programs.

### 1. Itemized Budget Breakdown

**Personnel:** This line item is for staff at the National Center for Families Learning (NCFL) to direct and operate the overall project as lead partner and fiscal agent. These responsibilities and FTEs will remain the same for Years 1-5 and NCFL will provide some of this expense as part of NCFL’s match in Years 2-5 – see section #2 for matching detail. A cost of living increase of 3% annually in Years 2-5 is accounted for in this line item. Total personnel salary expenses by grant

- Years 1-5: The **Project Director** will oversee the project in its entirety and will be responsible for hiring and supervising the SFEC Grant Coordinator as well as providing guidance on overall implementation and evaluation. (15% FTE in Years 1-2, 10% FTE in Years 3-5).

- Years 1-5: The **SFEC Grant Coordinator** will serve as Project Manager providing general oversight of the project and compliance with rules of the grant, as well as provide day-to-day management of the project, including oversight of partner activity; regular contact with partner contacts; regular interaction with program evaluator; adherence to program and budget goals/targets. (100% FTE).
- Years 1-5: An **NCFL Certified Trainer** will support overall training and technical assistance of family literacy and engagement services to LEA partners and statewide educator networks. This includes providing training to teachers, support for school administration, design of materials, implementation of activities, support to grant coordinator, etc. (100% FTE in Years 1-2, 50% FTE in Years 3-5).
- Years 1-5: The **Administrative Assistant** will facilitate communication between project partners, a third-party evaluator, and NCFL as well as file reports and conduct other administrative duties (50% FTE).
- Years 1-5: A **Budget Analyst** will serve as the lead coordinator of all financial components of the grant including overall compliance, contract delivery and management, receivables and payables, and all financial reporting (50% FTE).

**Fringe Benefits:** Fringe benefits for the above personnel are calculated at 21.0% of employee's total gross pay being contributed to the project in Years 1-5. These costs include FICA,



**Travel:** The travel line item includes costs for 20 annual trips by various NCFL staff members and evaluation contractor to Nebraska partner locations for grant activities including: training and technical assistance, statewide conferences to share SFEC findings and best practices, and

evaluation services. Visits are estimated at \$1,500 each including: round trip air fare and associated fees (\$500), lodging (\$250/night x 3 nights), per diem (\$50/day x 3 days), and ground transportation (\$100).

- Three technical assistance visits annually by two project staff to support LEA's implementation of Tier 3 family literacy services. Year 1: \$9,000; Year 2: \$9,000; Year 3: \$9,000; Year 4: \$9,000; Year 5: \$9,000.
- Two annual visits for NCFL staff to deliver statewide professional development services. Year 1: \$6,000; Year 2: \$6,000; Year 3: \$6,000; Year 4: \$6,000; Year 5: \$6,000.
- Two annual visits by overall Project Director to support implementation and partner activities: Year 1: \$3,000; Year 2: \$3,000; Year 3: \$3,000; Year 4: \$3,000; Year 5: \$3,000.
- Attendance at two statewide education conferences in Nebraska each year for two NCFL project staff. Year 1: \$6,000; Year 2: \$6,000; Year 3: \$6,000; Year 4: \$6,000; Year 5: \$6,000.
- Two annuals visit for evaluation team (2 contractors). Year 1: \$6,000; Year 2: \$6,000; Year 3: \$6,000; Year 4: \$6,000; Year 5: \$6,000.

**Supplies:**

- A family literacy and family engagement Practice Guide will be developed in Years 1 and 2 to be disseminated statewide to LEAs and Community Based Organizations in Nebraska. A print run of 1,000 Practice Guides (estimated at \$12/per) will be completed annually Years 3-5 to support dissemination at statewide conferences and other appropriate convenings and locations. Part of this cost will be covered by NCFL in #2 matching section below. Year 3: \$5,000; Year 4: \$5,000; Year 5: \$10,000.

- Early childhood kits will be used at model demonstration sites and are designed to be used in a family literacy setting. Costs for kits include eight books, a flash drive containing information for parents, and other educational materials (\$105/kit). Kits will be distributed to cohorts of 25 families participating at each site in Years 1-5. Year 1: \$7,875; Year 2: \$15,750; Year 3: \$23,625; Year 4: \$15,750; Year 5: \$7,875.
- NCFL PACT Time® kits will be used at model demonstration sites and are designed to be used in a family literacy setting among families during PACT Time. Costs for kits include 29 printed educational activities with all materials needed to complete the activities (\$30/kit). Kits will be distributed to cohorts of 25 families participating at each site in Years 1-5. Year 1: \$2,250; Year 2: \$4,500; Year 3: \$6,750; Year 4: \$4,500; Year 5: \$2,250.

**Contractual:**

- Evaluation/Data Collection: expert evaluation contractor (Center of Effort, LLC) to provide tools, analysis, and reporting based on data collected and entered by project staff. Year 1: \$100,000; Year 2: \$100,000; Year 3: \$100,000; Year 4: \$100,000; Year 5: \$150,000.
- Nebraska Department of Education (SEA) will support SFEC activities including ensuring programming is aligned to state's strategic plan, assisting with selection of LEAs, serving on special advisory committee, disseminating information through existing channels, providing statewide professional development and access to relevant data. Contractual costs include 10% FTE and 5% FTE to support project (\$59,527 over five years), supplies and printing over five years (\$1,250), and travel (\$9,000 over five

years). Costs by year include: Year 1: \$13,955; Year 2: \$13,955; Year 3: \$13,955; Year 4: \$13,955; Year 5: \$13,955.

- Nebraska Children and Families Foundation will support the project as a lead strategic partner. NCFE will also leverage existing networks, digital properties, and communications channels to support statewide PD and resource dissemination. NCFE's contributions will require a 50% FTE administrative assistant, 10% FTE supervisory support for the SFEC Grant Coordinator, office space, office supplies, and marketing costs. Year 1: \$38,796; Year 2: \$38,796; Year 3: \$38,796; Year 4: \$38,796; Year 5: \$38,796.
- Unite for Literacy will provide book distribution for 250 families at each LEA and 1,000 additional families statewide annually. Year 1: \$50,750; Year 2: \$50,750; Year 3: \$50,750; Year 4: \$50,750; Year 5: \$50,750.
- LEA Partner Sites (12 school districts determined by project partners): Each LEA will receive [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED],

updated, and maintained for the purposes of this project and used throughout the grant period. Year 1: \$20,000; Year 2: \$20,000.

**Indirect Costs:** NCFL does not currently possess an approved indirect cost rate, therefore for this purpose an allowable rate of 10% of salaries and wages was used. Stipends to LEAs were

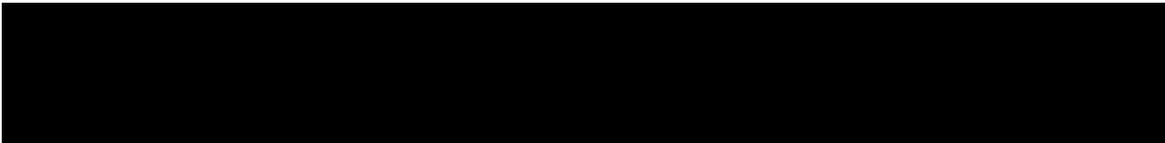
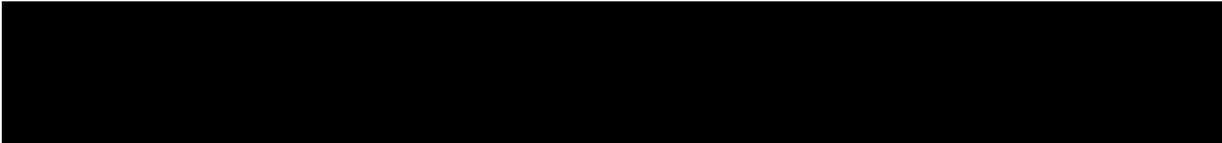
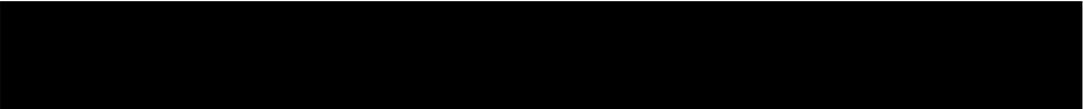


**Training Stipends:** Annual stipends of \$1,000 will be provided to each LEA to mitigate barriers to participation faced by families including transportation, meals, child care, etc. Each LEA will partner with the SFEC for three consecutive years. Year 1: \$3,000 (3 LEAS operating); Year 2: \$6,000 (6 LEAS operating); Year 3: \$9,000 (9 LEAS operating); Year 4: \$9,000 (9 LEAS operating); Year 5: \$6,000 (6 LEAS operating).

**2. Non-Federal funds or resources to meet required 15% match in Years 2-5.**

**Personnel:** This line item is for staff at the National Center for Families Learning (NCFL) to support overall project implementation as lead partner and fiscal agent. These responsibilities and FTEs will remain the same for Years 2-5. A cost of living increase of 3% annually in Years 3-5 is accounted for in this line item. Total personnel salary expenses by grant year are:

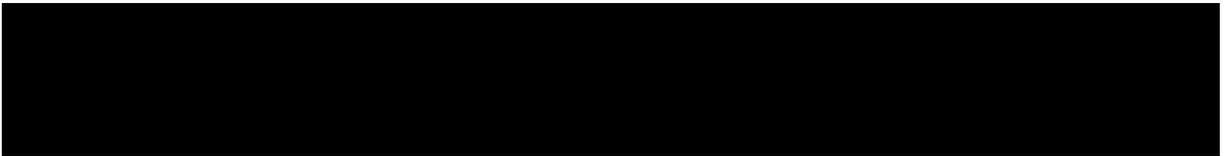


- An Instructional Designer will support statewide professional development instructional  

- A Director of Community Development will provide partnership support to ensure  

- A Director of Communications will aid in the overall dissemination plan (15% FTE).  


- The Project Director will oversee the project in its entirety and will be responsible for hiring and supervising the SFEC Grant Coordinator as well as providing guidance on



- An NCFL Certified Trainer will support overall training and technical assistance of family literacy and engagement services to LEA partners and statewide educator networks. This includes providing training to teachers, support for school administration,



**Fringe Benefits:** Fringe benefits for the above personnel are calculated at 21.0% of employee's total gross pay in Years 2-5. These costs include FICA, unemployment, retirement, and health



**Supplies:** A print run of 1,000 Practice Guides (estimated at \$12/per) will be completed annually Years 3-5 to support dissemination at statewide conferences and other appropriate convenings and locations. Year 3: \$7,000; Year 4: \$7,000; Year 5: \$2,000.

**Other:**

- In Years 2-4, technology-based educational materials and platforms will be created, updated, and maintained for the purposes of this project and used throughout the grant period. Year 2: \$35,000; Year 3: \$35,000; Year 4: \$35,000; Year 5: \$35,000.
- In Years 2-5, NCFL will provide scholarships (\$500/each) for 50 Nebraska professionals to attend its annual national conference as a form of professional development and to

highlight results of the Nebraska SFEC. Year 2: \$25,000; Year 3: \$25,000; Year 4: \$25,000; Year 5: \$25,000.

**Contractual Services:** Nebraska Children and Families Foundation will contribute \$33,372 of in-kind expenses (e.g. staffing, facilities, supplies) to the SFEC project in Years 2-5. A signed MOU included in this application indicate partners' understanding of supporting procurement of these matching funds in years 2-5 (see #2: financial commitment). Year 2= \$8,343; Year 3= \$8,343; Year 4= \$8,343; Year 5= \$8,343.

### **3. Rate and base on which Fringe Benefits are Calculated**

Fringe benefits for the NCFL personnel included in this budget are calculated at 21.0% of employee's total gross pay being contributed to the project.

### **4. Indirect Cost Rate**

NCFL has received a federal grant in its history but does not have a current Indirect Cost Rate Agreement approved by the Federal government, therefore a temporary rate of 10 percent of salaries and wages has been included in the budget. NCFL will submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification.



**U.S. Department of Education  
Evidence Form**

OMB Number: 1894-0001  
Expiration Date: 07/31/2019

**1. Level of Evidence**

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions.

- Promising Evidence     
  Moderate Evidence     
  Strong Evidence

**2. Citation and Relevance**

Fill in the chart below with the appropriate information about the studies that support your application.

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2007, February). Dialogic reading intervention report. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Dialogic_Reading_020807.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Dialogic_Reading_020807.pdf</a></p>	<p>Dialogic Reading was found to have positive effects on students' oral language skills with an average improvement index of +19 percentile points (Table 1, p. 1).</p>	<p>The studies that contributed to the effectiveness rating were conducted with two- to five-year old children who were enrolled in day care centers, child care centers, or preschool programs. The majority of children in the sample were from economically disadvantaged families. The studies represent urban areas in Florida, Tennessee, and Maryland as a suburban area in New York. The study samples overlap with both population and setting for children in NCFL's place-based preschool programs, one element of the proposed Family Literacy model.</p>
<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., &amp; Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/21">https://ies.ed.gov/ncee/wwc/PracticeGuide/21</a></p>	<p>Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words is supported by "strong evidence" (Table I.1, p. 3). The practices described in Recommendation 3 were found to have positive impacts on both word reading and encoding outcomes (p. 23). Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension is supported by "moderate evidence" (Table I.1, p. 3). The practices described in Recommendation 4 were found to have "positive effects on word reading, oral reading accuracy, oral reading fluency, and/or reading comprehension outcomes" (p. 33).</p>	<p>The 13 studies supporting the practice of direct instruction in decoding, word analysis, and word recognition were conducted with diverse samples of students enrolled in kindergarten through third grade classrooms. The 15 studies supporting the practice of reading connected text daily were conducted with diverse samples of students enrolled in kindergarten through third grade classrooms. The majority of these studies were conducted in the United States. These study samples overlap with both population and setting in NCFL's place-based elementary school</p>

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programs, one element of the proposed Family Literacy model. Additionally, this practice guide is accompanied by a companion piece with tips for taking these recommendations into the home which supports the use of these practices as part of the Parent Time and Parent and Child Together time that are components in the proposed Family Literacy model.


## Instructions for Evidence Form

1. **Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
2. **Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
  - a. **Citation.** Provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
  - b. **Relevant Finding(s).** Describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
  - c. **Overlap of Population and/or Settings.** Explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

*EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)*

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
<p><i>Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., &amp; Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/22">https://ies.ed.gov/ncee/wwc/PracticeGuide/22</a>. This report was prepared under Version 3.0 of the WWC Handbook (p. 72).</i></p>	<p><i>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</i></p> <p><i>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</i></p>	<p><i>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.</i></p>

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/Intervention/1043">https://ies.ed.gov/ncee/wwc/Intervention/1043</a>. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., &amp; Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at <a href="https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf">https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</a></p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (<a href="http://ies.ed.gov/ncee/wwc/Study/72030">http://ies.ed.gov/ncee/wwc/Study/72030</a>).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

**Paperwork Burden Statement:** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202