
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

June 19, 2014

Wayne State College
Student Center, Niobrara Room
1111 Main Street
Wayne, Nebraska

Public notice of meeting

Public notice of time and place of regular meeting was given to Commission members, institutional representatives, news media, the Legislative Fiscal Office and the Department of Administrative Services.

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JUNE 19, 2014. THE MEETING WILL BEGIN AT 9:30 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

AN AGENDA IS MAINTAINED IN THE COMMISSION OFFICE, 140 N. 8TH STREET, SUITE 300, LINCOLN, NEBRASKA.

COLLEEN ADAM, CHAIR

Chair Adam called the meeting to order at 9:30 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Colleen Adam called the meeting to order at 9:30 a.m. and asked for introductions.

Commissioners Present

Colleen Adam
Dr. Deborah Frison
Mary Lauritzen

Dwayne Probyn
Dr. Joyce Simmons
W. Scott Wilson

Commissioners Absent

Dr. Ron Hunter
Eric Seacrest

Lori Warner
Carol Zink

Commission Staff Present

Dr. Kathleen Fimple
Jill Heese
Jason Keese

Dr. Carna Pfeil
Helen Pope
Gary Timm

Dr. Michael Anderson, Vice
President of Academic Affairs at
WSC

GREETING BY DR. MICHAEL ANDERSON OF WAYNE STATE COLLEGE

Dr. Michael Anderson, Vice President of Academic Affairs at Wayne State College, welcomed the Commissioners, staff, and guests on behalf of President Curt Frye. He stated after WWII his parents met at Wayne State College. This is the type of school that changes lives, as did his family history

being part of this institution. He commented on new projects that are going on at the campus, including the track and field area and a three-year project to update the Conn Library. He introduced three students to speak about their experience at Wayne State College. Lindsay Wolken, Hannah Meyer, and Jacob Barry each spoke about their majors and their involvement on campus and in the community. The students will provide a campus tour following the Commission meeting.

Minutes of May 1, 2014
Commission meeting approved

MINUTES OF MAY 1, 2014 COMMISSION MEETING

Commissioner Wilson moved that the May 1, 2014 minutes be approved. Commissioner Lauritzen seconded the motion. A roll call vote was taken. Commissioner Simmons abstained. All other Commissioners present voted yes.

CHAIR'S REPORT

Chair Adam did not have a report.

NOMINATING COMMITTEE

Commissioner Lauritzen presents the slate of nominations for Commission officers for 2014-2015

Commissioner Lauritzen stated that she along with Commissioners Simmons and Frison made up the nominating committee for Commission officers for 2014-2015. She presented the Committee's slate of nominations for Commission Chair, Vice Chair, and two other members of the 2014-2015 Executive Committee.

The Nominating Committee proposed approval of Colleen Adam to serve as Commission Chair from July 1, 2014 through June 30, 2015.

Chair Adam approved to serve as Commission Chair

Commissioner Lauritzen, on behalf of the Nominating Committee, moved to approve Commissioner Colleen Adam to serve as Commission Chair from July 1, 2014 through June 30, 2015. A roll call vote was taken with all Commissioners present voting yes.

The Nominating Committee proposed approval of Carol Zink to serve as Vice Chair from July 1, 2014 through June 30, 2015.

Commissioner Zink approved to serve as Commission Vice Chair

Commissioner Lauritzen, on behalf of the Nominating Committee, moved to approve Commissioner Carol Zink to serve as Commission Vice Chair from July 1, 2014 through June 30, 2015. A roll call vote was taken with all Commissioners present voting yes.

The Nominating Committee proposed approval of Commissioners Dr. Ron Hunter and W. Scott Wilson to serve on the Executive Committee along with the Chair and Vice Chair from July 1, 2014 through June 30, 2015.

Commissioners Hunter and Wilson approved to serve on the Executive Committee along with the Chair and Vice Chair

Commissioner Lauritzen, on behalf of the Nominating Committee, moved to approve Commissioners Dr. Ron Hunter and W. Scott Wilson to serve on the Executive Committee, along with the Chair and Vice

Chair, from July 1, 2014 through June 30, 2015. A roll call vote was taken with all Commissioners present voting yes.

EXECUTIVE DIRECTOR SEARCH UPDATE

Chair Adam, in Commissioner Seacrest's absence, reported that reference checks have been made on several candidates to be the new executive director. No additional applications are being accepted at this point. The time frame has been shortened as it is planned to bring the top candidates to Lincoln for interviews the middle of July. The entire Commission will be part of the interviews and final decision to hire an executive director

INTERIM EXECUTIVE DIRECTOR'S REPORT

Dr. Pfeil speaks about out-of-service area applications

Dr. Carna Pfeil, Interim Executive Director, reported that the following out-of-service area applications have been authorized:

1. Offered by Northeast Community College
Traditional Delivery at North Bend High School
 - NURA 1110 – Basic Nurse Aide (3 cr.)
Summer 2014
2. Offered by Central Community College
Traditional Delivery at CLAAS office building in Omaha, NE
 - HVAC Update (non-credit)
5/29/14 – 5/30/14
3. Offered by Mid-Plains Community College
Traditional Delivery at Axtel Fire Department in Axtel, NE
 - CFET 6194B Grain Bin Rescue (non-credit)
6/20/14 – 6/21/14
4. Offered by Mid-Plains Community College
Traditional Delivery at Syracuse Fire Department in Syracuse, NE
 - CFET 6194C Grain Bin Rescue (non-credit)
6/27/14 – 6/28/14

Dr. Pfeil discusses Agency 83 audit

Dr. Pfeil noted that the Coordinating Commission was involved in an audit of Agency 83, which is the Community College funding. There were no findings and the audit has been completed.

Dr. Pfeil comments on requesting a full audit of the Coordinating Commission

Dr. Pfeil asked the state auditor's office to perform a full audit at the Coordinating Commission for 2013-2014. Dr. Pfeil requested the audit because she is retiring after 22 years and felt the agency should be accredited fully at the time of her departure. The auditors will look at expenditures and if state rules are being followed. They will check travel expenses and other items we approve and make sure internal controls are in place.

Dr. Pfeil will attend SHEEO meeting July 8 – 11, 2014

Dr. Pfeil stated that she will be attending a SHEEO meeting in Idaho July 8-11, 2014. Dues and rule changes will be discussed. She will pass that information on to the new executive director.

Dr. Pfeil talks about the Nebraska Department of Education ACT pilot project

Dr. Pfeil met with the Nebraska Department of Education on the ACT pilot project. The CCPE research staff may be involved with the Department of Education research projects going forward.

Mr. Timm discusses the budget

Dr. Pfeil introduced Gary Timm, Chief Finance and Administrative Officer, who briefed the Commissioners on the budget.

Public Comment on Matters of General Concern

PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

Commissioner Lauritzen speaks about their former foreign exchange student

Commissioner Lauritzen spoke about a foreign exchange student from Denmark her family hosted in the '90's who has remained a part of her family. Soren Peter Dalby Andersen is a 1998 graduate of West Point Catholic School. He currently is administrator of a Danish middle school region. Recently, he proposed for his master's dissertation a paper that responds to a challenge put out by the Danish government through a mandate that introduces a resource approach to waste management. Called "Generation Green", the mandate is geared toward recycling food waste, fuel, and various things of that nature. Generation Green has been awarded the best project in Denmark through his paper, by the royal prince of Denmark. Commissioner Lauritzen shared his paper with the Commissioners.

Chair Adam closed the public hearing on Matters of General Concern.

Public Hearing on Academic Programs Committee Items

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. Ron Rosati, Dean at NCTA

Dr. Ron Rosati, Dean of the Nebraska College of Technical Agriculture, came forward in support of and spoke briefly on the proposal for Equine Training Management. He gave background information on the program, discussing the need and demand. He offered to answer questions from the Commissioners.

Chair Adam closed the public hearing on Academic Programs Committee Items.

ACADEMIC PROGRAMS COMMITTEE

NCTA Equine Training Management – certificate

Proposal for a New Instructional Program – Nebraska College of Technical Agriculture - Equine Training Management (certificate)

Dr. Fimple presents the proposal

Commissioner Lauritzen, in Commissioner Zink's absence, thanked Dr. Rosati for attending the meeting to provide additional information on this proposal. She introduced Dr. Kathleen Fimple, Academic Programs Officer, to present the proposal. Dr. Fimple reported that there are no certificate programs like this in Nebraska, and NCTA is the only institution that works

NCTA Equine Training
Management – certificate
approved

with horses. Existing resources are in place, as is faculty, and a livestock teaching center appropriate for this program.

Commissioner Simmons moved to approve Nebraska College of Technical Agriculture's new instructional program: Equine Training Management (certificate), with the additional information provided. Commissioner Wilson seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

NCTA Irrigation Technology –
certificate

Dr. Fimple presents the proposal

Proposal for a New Instructional Program – Nebraska College of Technical Agriculture – Irrigation Technology (certificate)

Dr. Fimple presented the program, stating there are no certificate programs in irrigation technology in Nebraska. With the importance of irrigation in Nebraska, the demand is high for technicians. She also noted many workers in that field are trained on the job.

Dr. Rosati discusses the
program proposal

Dr. Rosati stated that there are four major irrigation companies worldwide that are located in Nebraska, and no center pivot training in Nebraska. Reinke Manufacturing has offered to provide scholarships to students interested in the Irrigation Technology program if the students will guarantee they will work for Reinke when they graduate. They would also like to bring in their factory experts to conduct specialized workshops geared at training current employees. Commissioner Probyn displayed and discussed a recent article of interest from the Omaha World-Herald showing students assembling an irrigation system.

NCTA Irrigation Technology –
certificate approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve Nebraska College of Technical Agriculture's new instructional program: Irrigation Technology (certificate). A roll call vote was taken, with all Commissioners present voting yes.

UNMC Center for Reducing
Health Disparities

Dr. Dejun Su, Director of UNMC
for Reducing Health Disparities
in the College of Public Health
briefs the Commissioners on the
proposal

Proposal for a New Organizational Unit – University of Nebraska Medical Center – Center for Reducing Health Disparities

Dr. Dejun Su, Director of the University of Nebraska Medical Center's Center for Reducing Health Disparities in the College of Public Health, requested to be teleconferenced in for this proposal. Dr. Fimple contacted Dr. Su via speaker phone. Dr. Su gave background information on the center, noting they have two faculty members, eight staff members, and two graduate assistants. The mission of the center is to work with underserved and minority communities to promote health. Service, education, and research are the three components of the center. Dr. Su answered questions from the Commissioners.

Dr. Fimple added that the center evolved from a UNMC community partnership initiative.

UNMC Center for Reducing
Health Disparities approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska Medical

Center's new organizational unit: Center for Reducing Health Disparities. A roll call vote was taken, with all Commissioners present voting yes.

MPCC Electro-mechanical Technology – AAS, diploma

Dr. Fimple discusses the Commission's recommendation to discontinue the program

Follow-up Report on an existing instructional program – Mid-Plains Community College– Electro-mechanical Technology (AAS, diploma)

Commissioner Lauritzen reported that the recommendation from the Academic Programs Committee was to initiate the process to discontinue the MPCC Electro-mechanical Technology program. Dr. Pfeil stated she spoke with Jody Tomanek, Vice President for Instruction at MPCC, and Mid-Plains has chosen to discontinue this program.

MPCC Electro-mechanical Technology – AAS, diploma discontinued

No action taken, as Mid-Plains Community College has chosen to discontinue the existing instructional program – Electro-mechanical Technology (AAS, diploma).

Annual Report for Institutions Holding Recurrent Authorizations to Operate in Nebraska

Dr. Fimple discusses institutions

Information Item: Annual Report for Institutions Holding Recurrent Authorizations to Operate in Nebraska

Dr. Fimple noted that Omaha School of Massage and Healthcare of Herzing University received the Higher Learning Commission's (HLC) approval to offer an AS and Diploma in Chiropractic Technician and Personal Fitness Training. These were programs previously brought before the Commission and approved contingent upon HLC approval.

Information Item

Information Item: Report on reasonable and moderate extensions, and other institutional activities relating to existing programs

There were no comments on the Reasonable and Moderate Extensions and Discontinued Programs.

Reasonable and Moderate Extensions

Reasonable and Moderate Extensions

1. MPCC – Leadership certificate under AAS in Business
2. MPCC – Medical Office certificate under AAS in Business

Discontinued Programs

Discontinued Programs

1. MPCC – Electrical Technology (diploma)
2. WNCC – Wind Energy Technician (certificate)
3. Renewable Fuels Technology (certificate)

Chair Adam called for a break at 10:50 a.m. The meeting resumed at 11:00 a.m.

Public Hearing on Planning and Consumer Information Committee Items

PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS

There was no testimony regarding Planning and Consumer Information Committee Items.

Chair Adam closed the public hearing on Planning and Consumer Information Items.

PLANNING AND CONSUMER INFORMATION COMMITTEE

Ms. Heese presents the 2014 Nebraska State College System Peer Report

2014 Peer Report: Nebraska State College System

Jill Heese, Research Coordinator, presented a PowerPoint presentation on the 2014 Peer Report: Nebraska State College System, and answered questions from the Commissioners.

Dr. Tande discusses the Peer Report

Dr. Korrine Tande, Vice Chancellor for Student Affairs, Marketing, Enrollment and Public Information, at the Nebraska State College System, spoke briefly about the differences between the state colleges in relationship to the Peer Report.

Dr. Pfeil thanked the state colleges for their assistance in making the peer process go smoothly.

2014 Peer Report: Nebraska State College System approved

Commissioner Lauritzen, on behalf of the Planning and Consumer Information Committee, moved to approve the Nebraska State College System 2014 Peer Report. A roll call vote was taken, with all Commissioners present voting yes.

Public Hearing on Executive Committee Items

PUBLIC HEARING ON EXECUTIVE COMMITTEE ITEMS

There was no testimony regarding Executive Committee Items.

Commissioner Adam closed the public hearing on Executive Committee Items.

EXECUTIVE COMMITTEE

Title 281, Chapter 7, Rules and Regulations for the Postsecondary Institution Act

Title 281, Chapter 7, Rules and Regulations for the Postsecondary Institution Act

Dr. Fimple speaks about the rules and regulations

Dr. Fimple reported there have been no changes to the rules and regulations since the Commissioners approved them previously. A public hearing was held on June 5, 2014. There was no testimony at the hearing.

Title 281, Chapter 7, Rules and Regulations for the Postsecondary Institution Act approved

Commissioner Adam, on behalf of the Executive Committee, moved to approve the adoption of Title 281, Chapter 7 Rules and Regulations for the Postsecondary Institution Act. A roll call vote was taken, with all Commissioners present voting yes.

State Authorization Reciprocity Agreement (SARA) Application

State Authorization Reciprocity Agreement (SARA) Application

Dr. Fimple presents the application

Chair Adam asked Dr. Fimple to discuss the application. Dr. Fimple stated that if the Commission approves the application materials, the application will be submitted tomorrow.

State Authorization Reciprocity Agreement (SARA) Application approved

Commissioner Adam moved to approve the State Authorization Reciprocity Agreement (SARA) completed application materials for submission to SARA. Commissioner Wilson seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

Discussion of Executive Director Salary

Discussion of Executive Director Salary

Chair Adam speaks about the executive director salary

Chair Adam noted that the Commissioners set the salary for the executive director. The executive director then sets the salaries for the staff at the Coordinating Commission. The Commissioners have previously set a salary range for the new executive director that will be hired. The action item is to approve the salary for the interim executive director, Dr. Pfeil. The Commissioners may go into executive session. It was discussed to table this item until absent Commissioners could offer their input. Dr. Pfeil commented that she has made the salary increases for the CCPE staff.

Action on Interim Executive Director Salary postponed until July 31, 2014 Commission meeting.

Commissioner Wilson moved to postpone action on the Interim Executive Director salary agenda item until the July 31, 2014 Commission meeting. Commissioner Lauritzen seconded the motion. A roll call vote was taken. Commissioner Probyn abstained, and all other Commissioners present voted yes.

Chair Adam calls for a special meeting of the Commission

FUTURE MEETINGS

Chair Adam called for a special meeting of the Commission to be held on Thursday, July 17, 2014, solely for the purpose of interviewing the finalists for the executive director position.

Commissioner Probyn requests holding July Commission meeting at SCC – Milford campus

Commissioner Probyn requested that the July 31, 2014 Commission meeting be held at Southeast Community College's Milford Campus. Dr. Pfeil stated the July 31st meeting originally was scheduled for SCC in Milford, but the location changed to Lincoln for the purpose of interviewing final candidates for the executive director position. Since a special meeting has been called for July 17 in Lincoln for that process, arrangements will be made to schedule the next regular Commission meeting at Southeast Community College – Milford Campus in Milford, Nebraska.

Chair Adam speaks on lunch and WSC campus tour

COMMISSIONER COMMENTS

Chair Adam stated that Wayne State College has graciously provided lunch for the Commissioners and staff, and the student ambassadors will return shortly to provide a brief campus tour.

Meeting adjourned at 12:00 p.m.

ADJOURNMENT

The meeting was adjourned at 12:00 p.m.

MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

July 11, 2014

11:00 a.m.

Hyatt Place Hotel - Downtown
Meeting Place One, 600 Q Street
Lincoln, Nebraska

Public notice of meeting

Public notice of time and place of regular meeting was given to Commission members, institutional representatives, news media, the Legislative Fiscal Office and the Department of Administrative Services.

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JULY 11, 2014. THE MEETING WILL BEGIN AT 11:00 A.M. AND ADJOURN AT APPROXIMATELY 2:30 P.M.

AN AGENDA IS MAINTAINED IN THE COMMISSION OFFICE, 140 N. 8TH STREET, SUITE 300, LINCOLN, NEBRASKA.

COLLEEN ADAM, CHAIR

Meeting called to order at 11:05 a.m.

CALL TO ORDER AND INTRODUCTIONS

Vice Chair Carol Zink called the meeting to order at 11:05 a.m., stating that Chair Adam could not be present today because of a death in the family. She asked for introductions.

Commissioners Present

Dr. Deborah Frison
Dr. Ron Hunter
Mary Lauritzen
Dwayne Probyn

Eric Seacrest
W. Scott Wilson
Carol Zink

Commissioner Seacrest joins the meeting at 11:20 a.m.

Commissioners Absent

Colleen Adam
Dr. Joyce Simmons

Lori Warner

Commission Staff Present

Jason Keese
Dr. Carna Pfeil

Helen Pope

Vice Chair Zink discusses going into closed session

DISCUSSION OF EXECUTIVE DIRECTOR SEARCH

Vice Chair Zink commented that the Commissioners may choose to go into closed session to discuss the Executive Director search.

Commissioners and Dr. Pfeil go into closed session to discuss the executive director search

Commissioner Hunter moved to enter into closed session for the purpose of discussing information applicable to the candidates to be the next Executive Director of the Coordinating Commission, as authorized by the Nebraska Revised Statutes Section 84-1410, as it is clearly necessary for the prevention of needless injury to the reputation of the candidates who applied for the Executive Director position, as they did not request a public hearing. Commissioner Wilson seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

The Commissioners requested that Dr. Carna Pfeil, Interim Executive Director, be present in the closed session. Vice Chair Zink asked staff and guests to leave the room.

Closed session began at 11:08 a.m. and ended at 11:58 a.m.

The Commission entered into closed session at 11:08 a.m. and reconvened the open meeting at 11:58 a.m.

Vice Chair Zink stated there will be no action taken as a result of the closed session.

EXECUTIVE DIRECTOR CANDIDATE RECEPTION

Executive Director candidate reception

The Commission broke for a luncheon reception for Executive Director candidate Dr. Michael Baumgartner at 11:58 a.m. The meeting resumed at 1:00 p.m.

Interview of Dr. Michael Baumgartner

INTERVIEW OF DR. MICHAEL BAUMGARTNER FOR THE POSITION OF EXECUTIVE DIRECTOR

With more people in attendance for the afternoon, Vice Chair Zink requested introductions, starting with the Commissioners, staff, guests, and the executive director candidate. Commissioners then proceeded with the interview.

Meeting adjourned at 2:25 p.m.

ADJOURNMENT

The meeting was adjourned at 2:25 p.m.

MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

July 11, 2014

5:00 p.m.

Hyatt Place Hotel - Downtown
Meeting Place One, 600 Q Street
Lincoln, Nebraska

Public notice of meeting

Public notice of time and place of regular meeting was given to Commission members, institutional representatives, news media, the Legislative Fiscal Office and the Department of Administrative Services.

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JULY 11, 2014. THE MEETING WILL BEGIN AT 5:00 P.M. AND ADJOURN AT APPROXIMATELY 6:00 P.M.

AN AGENDA IS MAINTAINED IN THE COMMISSION OFFICE, 140 N. 8TH STREET, SUITE 300, LINCOLN, NEBRASKA.

COLLEEN ADAM, CHAIR

Meeting called to order at 5:00 p.m.

CALL TO ORDER AND INTRODUCTIONS

Vice Chair Carol Zink called the meeting to order at 5:00 p.m.

Commissioners Present

Dr. Deborah Frison
Dr. Ron Hunter
Mary Lauritzen

Eric Seacrest
W. Scott Wilson
Carol Zink

Commissioners Absent

Colleen Adam
Dwayne Probyn

Dr. Joyce Simmons
Lori Warner

Commission Staff Present

Jason Keese
Dr. Cerna Pfeil

Vice Chair Zink discusses going into closed session

EXECUTIVE DIRECTOR SEARCH

Vice Chair Zink commented that the executive director search discussion can be in open session, or the Commissioners may choose to go into closed session.

Commissioners go into closed session to discuss the qualifications of Executive Director candidate

Commissioner Hunter moved to enter into closed session for the purpose of discussing the qualifications of Dr. Michael Baumgartner to be the next Executive Director of the Coordinating Commission, as authorized by the Nebraska Revised Statutes Section 84-1410, as it is clearly necessary for the prevention of needless injury to the reputation of Dr. Baumgartner, who did not request a public hearing. Commissioner Wilson seconded the motion. Vice Chair Zink stated that a majority vote of the members of the body rather than a majority vote of just those members present is needed, and to remember the public body shall restrict its consideration of matters during the closed session to only those purposes set forth in the motion to close as the reason for the closed session. A roll call vote was taken, with all Commissioners present voting yes.

Closed session began at 5:02 p.m. and ended at 6:02 p.m.

The Commission entered into closed session at 5:02 p.m., and reconvened the open meeting at 6:02 p.m.

HIRING OF NEW EXECUTIVE DIRECTOR

Motion to hire a new Executive Director approved

Commissioner Frison moved that the Board of the Coordinating Commission is prepared at this time to hire for the Executive Director position. Commissioner Lauritzen seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

Motion to offer Executive Director position to Dr. Baumgartner approved

Commissioner Seacrest presented the motion that the Commission offer the position of Executive Director of Nebraska's Coordinating Commission for Postsecondary Education to Dr. Michael Baumgartner at the annualized salary of \$177,000 with other terms negotiated by the Executive Committee. Commissioner Hunter seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

Comments on Executive Director search committee

COMMISSIONER COMMENTS

All Commissioners present commented on the work well done by the executive director search committee, and noted their anticipation of Dr. Baumgartner's leadership. Dr. Carna Pfeil, Interim Executive Director, was thanked for her assistance with the process.

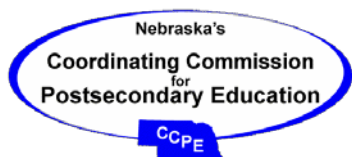
ADJOURNMENT

Meeting adjourned at 6:08 p.m.

The meeting adjourned at 6:08 p.m.

Fourth Quarter Report as of June 30, 2014

	2013-2014 Operating Budget	2013-14 Current Expenditures	% of Budget Expended Time Elapsed 100.00%
PERSONAL SERVICES			
Permanent Salaries	\$838,707	\$787,665	93.9%
Temporary Salaries			
Overtime			
Subtotal	\$838,707	\$787,665	93.9%
PSL	\$838,707	\$787,665	93.9%
Benefits	\$216,000	\$206,867	95.8%
Subtotal	\$1,054,707	\$994,532	94.3%
OPERATING EXPENSES			
Postage	\$4,000	\$3,160	79.0%
Communication	\$15,000	\$12,377	82.5%
Freight	\$500	\$0	0.0%
Data Processing	\$4,200	\$3,328	79.2%
Publication & Printing	\$16,000	\$13,640	85.3%
Awards Expense	\$500	\$402	80.4%
Dues & Subscriptions	\$25,000	\$5,665	22.7%
Conference Registration Fees	\$6,000	\$3,964	66.1%
Electricity	\$4,500	\$2,122	47.2%
Rent Expense	\$45,000	\$41,694	92.7%
Repair & Maintenance	\$100	\$48	48.0%
Office Supplies	\$5,750	\$3,058	53.2%
Food Expenses	\$1,973	\$2,247	113.9%
Education Supplies	\$600	\$444	74.0%
Account & Auditing Services	\$7,000	\$4,314	61.6%
Other Cont. Srvs & Travel Exp.	\$21,500	\$1,659	7.7%
Other	\$3,000	\$1,105	36.8%
Subtotal	\$160,623	\$99,227	61.8%
STAFF TRAVEL			
Board & Lodging	\$6,000	\$6,270	104.5%
Commercial Transportation	\$5,000	\$3,171	63.4%
State-Owned Transportation	\$2,500	\$1,859	74.4%
Mileage	\$2,000	\$1,166	58.3%
Other	\$500	\$238	47.6%
Subtotal	\$16,000	\$12,704	79.4%
COMMISSIONER TRAVEL			
Board & Lodging	\$5,850	\$2,450	41.9%
Commercial Transportation	\$0	\$0	0.0%
Mileage	\$12,000	\$8,563	71.4%
Other	\$25	\$73	292.0%
Subtotal	\$17,875	\$11,086	62.0%
CAPITAL OUTLAY			
Office Equipment	\$3,000		0.0%
Hardware	\$4,000	\$2,973	74.3%
Software	\$1,000	\$1,150	115.0%
Subtotal	\$8,000	\$4,123	51.5%
MHEC Dues	\$95,000	\$95,000	100.0%
TOTAL EXPENDITURES	\$1,352,205	\$1,216,672	90.0%
General Fund	\$1,321,182	\$1,321,182	
Federal	\$6,023	\$6,023	
Cash Fund	\$25,000	\$25,000	
TOTAL APPROPRIATION	\$1,352,205	\$1,352,205	
Remaining Balance	\$0	\$135,533	9.7%



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska Medical Center

Program: Health Policy

Award: Post-baccalaureate Certificate

Institution's Existing Degree(s) in Same or Similar Discipline: Post-baccalaureate Certificate in Public Health; Master of Public Health (MPH) with a concentration in health policy

Proposal Received by Commission: June 4, 2014

Proposed Start Date: When approved by the Coordinating Commission

Description

The proposed certificate is designed to develop policy analysts in health care and public health who are able to prioritize health concerns, develop evidence-based policies, and address major public health issues. The certificate is intended for graduate students, public health professionals, and health care providers. All students would be expected to have an undergraduate degree in a relevant discipline.

The curriculum consists of six required courses (18 semester credit hours) in areas such as health economics and public health law. All six are currently offered in the College of Public Health. Should students later apply to a degree program in the College of Public Health, the courses would apply to the degree if they were part of the degree curriculum. For example, four of the six required courses comprise the concentration in public health in the MPH.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Need for the Program

High-----Low				
		√		

UNMC cites Career Builder data that reveals the demand for health policy specialists grew nearly 20% in 2010. U.S. News and World Report recently ranked health policy specialists among the 30 best careers for a rapidly changing economy, including implementing health care reform.

According to UNMC, there are very few similar programs in the U.S. (see Section C.) There could be some competition from the more common public policy programs, but those are broader and provide a general treatment of policy—not specific to health.

B. Demand for the Program

High-----Low				
		√		

UNMC anticipates enrolling five to eight students each semester for the first year, with 20 students enrolled at any given time once the program is established. The budget projection, however, is for only seven students each year. Given the lack in the U.S. of a graduate certificate specifically in health policy, the university notes that the proposed program has the potential to draw students from other states.

C. Avoidance of Unnecessary Duplication

High-----Low				
✓				

UNMC's College of Public Health is the only accredited public health school in Nebraska; there are no other graduate certificate programs dedicated specifically to health policy in the state. Creighton University has a Center for Health Policy and Ethics and offers an online Master of Public Health degree and a BS, minor, and undergraduate certificate in Health Administration and Policy. The proposal states that of the 51 accredited schools of public health in the U.S., only one has a dedicated certificate in health policy and two others have certificates in similar areas.

D. Resources: Faculty/Staff

High-----Low				
	√			

According to UNMC no new faculty would be needed since the required courses are already in place. Some faculty time would be needed to serve on standing committees to select students, monitor progress, and efficiently administer the program. The program director would be a faculty member from the department of Health Services Research and Administration. The College of Public Health Office of Educational Services would provide administrative support.

The budget lists 0.4 FTE faculty and 0.1 FTE support staff, reflecting the time that would be devoted to the proposed program by existing personnel.

E. Resources: Physical Facilities/Equipment

High-----Low				
	√			

The proposal states that no new facilities or equipment would be needed. Since the program would be part of the College of Public Health, the Commission accepts the assertion that no new resources would be needed.

F. Resources: Library/Information Access

High-----Low				
	√			

UNMC reports that no additional resources would be needed since the program would utilize existing courses. The McGoogan Library is available to students.

G. Budget**PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS**

As reported by UNMC

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$305,620	Reallocated Funds ¹	\$29,880
General Operating	\$5,309	New State Funds	
		New Local Funds	
		Tuition and Fees ²	\$281,050
Five-Year TOTAL	\$310,930	Five-Year TOTAL	\$310,930

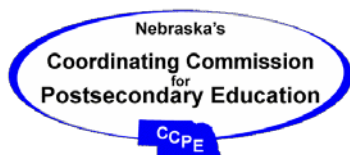
¹ Existing funds used to support two faculty (at .2 FTE each) in the COPH

² Based on six resident and one non-resident student each year. With program growth, the tuition revenue would actually be greater over the five year period than what is listed in the table.

Committee Comment: Although the evidence of need and demand is not strong, UNMC has the necessary courses in place. In fact, four of the six required courses comprise an existing concentration in the MPH program. Consequently, the cost to offer the proposed program would be minimal.

Committee Recommendation: **Approve**

First Program Review Date: **Due June 30, 2019**



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska at Omaha

Program: Music

Award: Bachelor of Arts (BA)

Institution's Existing Degree(s) in Same or Similar Discipline: Bachelor of Music (BM), Master of Music (MM)

Proposal Received by Commission: June 4, 2014

Proposed Start Date: Fall 2014

Description

The proposed program would be housed in the College of Communication, Fine Arts and Media. It would consist of 47 semester credit hours: 27 hours in a musicianship core and 20 hours in one of six tracks: music performance-instrumental, music performance-keyboard, music performance-voice, music performance-jazz, entrepreneurship, or music technology. The proposed programs differs from the existing bachelor of music in that the BM puts an even greater emphasis on music, requiring 16 credit hours of performance courses, 6 to 12 hours of music theory, and one concentration (concentrations range from 33 to 48 credit hours). Section A., below, discusses the differences between the two programs more thoroughly and the need for the proposed degree.

The program would provide students with greater options for a career in music, especially when combining it with a related field or when the student does not have a background in traditional music education.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

UNO explains that there are two types of undergraduate degrees in music: the liberal arts degree (usually the BA) and the professional degree (BM).

Like other liberal arts degrees, the BA focusses on the discipline (in this case, music) in the context of a broad program of general studies. The BM focusses on intensive work in music with support from general studies. This is exemplified by the differences between the proposed BA tracks (20 credit hours) and the existing BM concentrations (33 to 48 credit hours).

The proposal states that it is becoming increasingly common for students interested in music to seek a broad degree that will allow them more latitude in their academic choices, such as a second major. UNO reports that in recent years students who began in the BM program changed their major midway through the program because the degree was too music-intensive. In some cases

students select a smaller institution that offers only the BA. Having the BA would help UNO to recruit and/or retain these students (see Section B. for examples).

UNO cites the National Association for Music Education website that lists 75 career options for people holding a degree in music. Of those, UNO estimates that 40 are *not* supported by the current BM degree, but that 32 of those 40 *would be* supported by the proposed BA, primarily in the technology, jazz, and entrepreneurship tracks.

UNO also states that a growing number of employers desire employees with “symphonic thinking” skills, recognizing that musicians have the ability to become key players in any endeavor and that music develops conceptual aptitudes. K-12 education is starting to recognize this and UNO wants its program to do likewise.

This is not a program for which need can be readily evaluated utilizing traditional data sources. The evidence from the professional organization, however, should be accurate and reliable.

B. Demand for the Program

High-----Low
√

UNO reports that there are many students currently in the BM program who are hoping the BA is approved so that they can transfer to it. Based on direct contact with current and auditioning students as well as emails and

phone calls, UNO estimates that 20 students would enroll in the BA program each year. Most of them are students interested in music technology, or those wishing to double major in music and another area, such as engineering or computer science. UNO provided these examples:

- Over the last five years UNO has denied entrance to at least 60 students who wanted to major in music technology, primarily because their music preparation was not sufficient to pass the audition required for the BM. Many of these students enrolled in community colleges, out-of-state institutions, and for-profit schools.
- Of students double majoring in the BM and another field during the last five years, 15 to 20 left the program due to the demands of the program.
- All of the eleven current candidates for admission to the string area are more interested in a BA program than a BM.

The student data supports the projected enrollment figures. In addition, of the three University of Nebraska campuses, only UNO does not offer the BA in music. UNO also has the smallest number of graduates, averaging 12.8 for the five years from 2007 to 2011, compared to UNK’s 17.2 and UNL’s 19.0. The BA option could increase the number of degrees from the undergraduate music program at UNO.

C. Avoidance of Unnecessary Duplication

High-----Low
√

The proposal states that all of the NASM (National Association of Schools of Music) accredited schools in institutions in Nebraska or western Iowa offer both the BA and BM degrees. Three of the degree tracks, however,

are not available in the region (entrepreneurship, technology, and performance—jazz) and are offered by only one of UNO’s peer institutions.

While this appears to be a duplication of a degree program offered throughout the state, it is a duplication that will serve students in the Omaha area and likely increase enrollments at UNO without harming programs at other public institutions. In addition, three of the proposed tracks are not available elsewhere in the state.

D. Resources: Faculty/Staff

High-----Low				
	√			

UNO reports that the current faculty resources would be sufficient to implement the program, since all of the courses are already in place for the BM program. The university proposes to add a .5 FTE faculty in the first two years of the programs and 1.0 FTE faculty in years three through five to support anticipated growth. A 1.0 FTE would also be added to support staff to assist in the anticipated demand for the technology track. (One faculty member currently holds a .5 FTE appointment for music technology and .5 FTE in the School of Interdisciplinary Informatics.) The salaries would come from the pending retirement of several faculty members. All of these costs are reflected in the budget.

E. Resources: Physical Facilities/Equipment

High-----Low				
	√			

Since the program is already in place, there would be no new facilities or instructional space required. The budget does include \$5,000 per year for equipment. Although not directly identified as items to be purchased, the proposal does list some of the new technologies that may interest students, including Pro Tools recording software, digital music manipulation software, sound reinforcement, and computer aided performance.

F. Resources: Library/Information Access

High-----Low				
		√		

UNO states that since all courses are being regularly taught, library resources are in place to support the program.

G. Budget

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
As reported by UNO

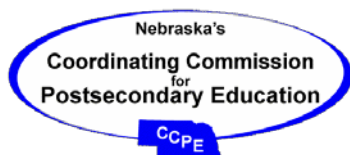
PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$370,000	Reallocated Funds ¹	\$405,000
General Operating	\$10,000	New State Funds	
Equipment	\$25,000	New Local Funds	
		Tuition and Fees ²	\$2,044,000
Five-Year TOTAL	\$405,00	Five-Year TOTAL	\$2,449,000

¹ Retirement salary savings and general operating funds

² Based on 20 students per year at \$7,300 per student

Committee Recommendation: Approve.

First Program Review Date: Due June 30, 2018.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln,
College of Agricultural Sciences and
Natural Resources (CASNR)

Program: Integrated Science

Award: Bachelor of Science (BS)

**Institution's Existing Degree(s) in
Same or Similar Discipline:** BS in a variety of disciplines in the College
of Agricultural Sciences and Natural
Resources

Proposal Received by Commission: June 4, 2014

Proposed Start Date: August 2014

Description

The proposed degree is an interdisciplinary program designed for students who are interested in science-based programs not currently offered by the College of Agricultural Sciences and Natural Resources but that lie within the college's foci of food, energy, and water. In addition to 33 semester credit hours of general education courses, the curriculum would require:

- an introductory agriculture and natural resource systems course
- a chemistry or physics course (a life science courses is required in general education)
- three courses in international studies
- a three-credit hour internship or research experience
- completion of a minor or a certificate
- three areas of concentration, each at least 15 credit hours (minimum of 45 credit hours); students would be encouraged to select at least one concentration from outside CASNR
- 13 hours of professional electives

The last two items are the areas where the student, in consultation with an advisory committee, would design his or her individualized program. That portion of the curriculum could include courses from departments outside CASNR, such as biology, engineering, or computer science.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low				
	√			

Since the proposed program is interdisciplinary and individualized, the proposal addresses need in the agricultural sector as a whole. UNL cites the U.S. Department of Labor prediction of significant growth in selected

food, energy, water, and environmental sectors during 2008-18 They also reference a 2010 publication that estimates 54,000 annual openings for people with baccalaureate degrees or higher in food, renewable energy, and environmental specialties in the U.S. between 2010 and 2015. Lastly, according to UNL, the American Community Survey (U.S. Bureau of the Census) reported that recent graduates in agriculture and natural resource fields with bachelor's degrees had the third lowest rates of unemployment (7%) in 2009-10.

The proposal included letters of support from Dow AgroSciences and Monsanto, both expressing interest in contributing to the program through internships, experiential learning opportunities, and service on advisory committees. Regarding need for the proposed program, they commented:

- Dow: "...agricultural systems...continue to increase in complexity. This is becoming a critical issue as the availability of fully qualified agricultural graduates does not fully meet industry needs."
- Monsanto: "The need to have talented new employees that are well trained in communication, problem solving and critically thinking about the basic sciences is growing within our company daily...there is a growing challenge in finding individuals that have experience in science and agriculture..."

The individualized nature of the proposed degree program makes it impossible to utilize data bases or other information sources to determine need. In this instance, the letters of support are the best indicators of need for the program.

The degree itself would not provide potential employers with much information as to the actual areas of expertise a student possesses. The minor could help clarify the student's field of interest. However, an astute student could determine areas of high need in the state and design a program targeting those jobs or businesses. In a state where a large percentage of the economy is related to agricultural endeavors, graduates with custom-designed curricula could be attractive to employers.

B. Demand for the Program

High-----Low
<input checked="" type="checkbox"/>

CASNR conducted a survey of their undergraduates who were completing degrees regarding interest in the proposed program ("If you were a freshman... would you be interested in a degree program that

would allow you to complete your own unique interdisciplinary program of study...") Of the 62 respondents, 31% (21 students) answered yes and 50% answered "interested but would need more information". UNL believes that the interdisciplinary and inter-collegial nature of the program would attract more students from urban areas as well as students from outside the state. The university estimates five students would enroll in the BS program in the first year, with ten in the second year, 15 in the third year, and 20 in years four and five. Given the result of the survey, the projected enrollments are reasonable.

C. Avoidance of Unnecessary Duplication

High-----Low
<input checked="" type="checkbox"/>

While many institutions in the state have interdisciplinary or individualized studies programs that allow students to design their own curriculum, there are none focused specifically on science, particularly integrating

agricultural sciences and natural resources with other science fields. UNL, for example, offers an Individualized Program of Study, but it is restricted to the College of Arts and Sciences. (The proposal included a letter from the College of Arts and Sciences stating they had no objection.)

Another distinct aspect of the proposed program is that while it is an individualized program of study, there is a defined framework within which the student selects courses.

D. Resources: Faculty/Staff

High-----Low				
		√		

UNL reports that since no new courses would be needed to implement the program, there would be no additional faculty required. There would be some additional effort in the Dean's office to implement the program, but no new resources would be associated with those efforts.

E. Resources: Physical Facilities/Equipment

High-----Low				
		√		

The program would be based on East Campus in the College of Agricultural Sciences and Natural Resources, although there would be courses taken outside CASNR located on City Campus. UNL states that as the land-grant institution in Nebraska, the college's infrastructure and equipment are adequate to support the program. The budget does include a small amount for recruitment costs in the form of printed material and web page development.

F. Resources: Library/Information Access

High-----Low				
		√		

Since CASNR and other UNL colleges have both undergraduate and graduate programs in the sciences, there should be sufficient information resources available to sustain the program.

G. Budget

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS As reported by UNL

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated Funds	
General Operating		New State Funds	
Other (recruitment)	\$4,000	New Local Funds	
		Tuition and Fees *	\$485,613
Five-Year TOTAL	\$4,000	Five-Year TOTAL	\$485,613

*Based on 5 students enrolling the first year, 10 the second year, 15 the third year, and 20 in years four and five, using 2013-14 resident tuition and increasing it by 3% annually

Committee Comment: The program would require minimal resources and offer more options for students.

Committee Recommendation: Approve

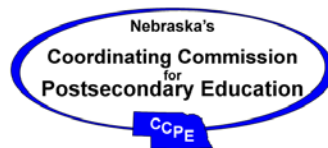
First Program Review Date: Due June 30, 2018.

Request for Proposals

Improving Teacher Quality:
State Grants Program

(Federal Public Law 107-110)

2014-2015 Guidelines



Coordinating Commission for Postsecondary Education

REQUEST FOR PROPOSALS

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6. Sample Non-public School Consultation Statement
7. Checklist
8. Use of Federal Funds for Conferences and Meetings
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REQUEST FOR PROPOSALS – 2014-2015

IMPROVING TEACHER QUALITY STATE GRANTS

(authorized under the No Child Left Behind Act of 2001,
Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals)

I. INTRODUCTION

A. Purpose

The purpose of this program is to increase student academic achievement by helping to ensure that highly qualified teachers, paraprofessionals, and principals have access to sustained and intensive high quality professional development in core academic subjects. The program provides grants to partnerships comprised of Nebraska institutions of higher education and high-need local educational agencies for projects to improve the skills of teachers, paraprofessionals, and principals.

B. Amount of Funds

The Coordinating Commission expects to have approximately \$275,000 to award in grants during the 2014-2015 competition. Although no minimum or maximum has been set for each award, funding typically ranges from \$40,000 to \$70,000.

C. Eligible Applicants

All public and non-profit private institutions of higher education and high-need local educational agencies based in Nebraska may form a partnership and apply for grants. See section IV. for partnership requirements.

D. Calendar

Deadline for Submission of Proposals	November 14, 2014
Project Starting Date	February 2, 2015 or later
Project Ending Date	August 15, 2016 or earlier
Deadline for Final Project Report	90 days after completion of project or August 15, 2016, whichever is earlier

E. Project Duration

The duration of projects may be one to two years. Funds for activities beyond the term of the initial grant are not guaranteed.

II. ELIGIBLE PROJECTS

Federal statutes specify that the Commission may make grants to **eligible partnerships** for the following types of activities (see Appendix 1 for relevant portions of legislation, including definitions):

A. Professional Development activities related to **content knowledge** in core academic subjects, including the use of computer related technology. Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Activities can

1. Ensure that teachers and highly qualified paraprofessionals, and, if appropriate, principals, have subject matter knowledge in the academic subjects that teachers teach, or
2. Ensure that principals have the instructional leadership skills that will help the principal work effectively with teachers to help students master core academic subjects.

B. Professional Development activities related to **state academic content and student academic achievement standards and state assessments**. Activities can

1. Ensure that teachers, highly qualified paraprofessionals, and principals are able to use the standards and assessments to improve instructional practices and improve academic achievement, or
2. Intensively prepare an individual who will return to the school to provide instruction related to the professional development in B.1.

C. Professional Development activities related to **improving teaching and learning at low-performing schools** (see 2012-2013 state of the schools report – Federal accountability, PLAS <http://reportcard.education.ne.gov> for schools identified by the Nebraska Department of Education as low-performing). Providing assistance to local education agencies, and the teachers and staff of each agency, for sustained, high-quality professional development activities.

III. PRIORITIES FOR 2014-2015

The Commission invites eligible applicants to submit any proposals consistent with the purpose of this program and the federal statutes. However, the Commission is most interested in projects that address one of the following (order does not indicate priority):

- A. Providing professional development for teachers teaching in K-12 academic shortage areas, especially those who do not currently hold an endorsement in the subject area in which they are teaching. The shortage areas for the 2014-2015 academic year are: world language, sciences, math, language arts, music, and art. This priority also includes special education teachers who are required to teach content, but are not endorsed in the content area.
- B. Projects that are new, creative, or innovative and, ideally, not previously or recently funded through this grant.
- C. Improving teaching and learning at low-performing schools. (A low-performing school is not necessarily the same as a high-need LEA. Both would be required for this priority.)

IV. PROJECT REQUIREMENTS

The following requirements apply to all proposals. **Proposals that do not meet these requirements will be disqualified.**

A. Partnership Eligibility

Federal regulations for this program require that funds be awarded only to partnerships that consist of:

1. an institution of higher education and the division of the institution that prepares teachers and principals,
2. a school of arts and sciences, and
3. a high-need local educational agency (See Appendix 2 for the Title II. definition of high-need LEA and a list of Nebraska LEAs that meet this definition. **This list is revised annually.**)

In addition to the required three partners, partnerships may also include one or more of the

following: other local educational agencies (including those that are not classified as high-need), elementary or secondary schools, educational service agencies, nonprofit educational organizations, other institutions of higher education, nonprofit cultural organizations, entities carrying out pre-kindergarten programs, teacher organizations, principal organizations, or businesses.

B. Partnership Documentation

1. The proposal will clearly identify in the narrative the role of each partner.
2. The budget will specify the total amount requested and the amount of funds that each partner will **use**. No single partner can use more than 50% of the total grant amount.
3. Each partner will sign the cover page of the proposal, thereby agreeing to its role as identified in the narrative.
4. The partnership will identify one of the partners to act as fiscal agent.
5. The fiscal agent will sign the Statement of Assurances representing all partners.

C. Coordination

An eligible partnership that receives a grant under the Teacher and Principal Training and Recruiting Fund and a grant under section 203 of the Higher Education Act of 1965 shall coordinate the activities of the two grants.

D. Equitable Service for Private School Students and Teachers

Partners must provide the *opportunity* for private school teachers to participate in the professional development activity equivalent to the opportunity provided public school teachers involved in the activities. If a private school is not identified as one of the partners, the proposal will provide a statement indicating that any private school in the geographic area served by the LEA/s involved was consulted and invited to participate (see Appendix 6 for sample).

V. CRITERIA FOR THE EVALUATION OF THE PROPOSALS

The following criteria will be used in the evaluation of proposals.

A. Demonstrated Need—in addition to basic eligibility of high-need LEA (20 points)

- The proposal clearly describes the need(s) addressed by the project and explains why those needs are important to the improvement of K-12 education in Nebraska.
- A brief description of the research base underpinning the project is provided.

- Consideration is given to the priorities listed in section III above.
- Special consideration is given to priority B. listed in section III above (6 of the 20 points for this section).

B. Plan of Action (20 points)

- The objectives are clearly defined.
- The project activities are clearly and fully described, including the role of each partner, and are related to the successful achievement of the objectives.
- The timetable for the project activities is reasonable and appropriate.
- The plan for recruitment and selection of participants is well developed.
- A plan is in place for state-wide dissemination of results of the project.

C. Applicant's Commitment and Capacity (5 points)

- The key personnel are well qualified to conduct the project. If any of the key personnel has been the project director for a professional development activity previously funded under this program or the Eisenhower Professional Development Program, proposals may include this information; past performance will be considered.
- The equipment, facilities, and other resources required by the project are available.
- The extent of financial support from the partners will also be considered.

D. Budget and Cost Effectiveness (20 points)

- The proposed expenditures are directly related to the objectives and activities of the project. While indirect costs can be included, the degree to which a partnership is willing to reduce the indirect costs charged to the grant will be considered.
- The proposed budget is cost effective as measured by cost per participant and/or the potential impact of the project on the improvement of instruction.
- The proposal includes a detailed explanation for each budget line.
- The proposal includes a break-down of the funds to be used by each partner.

E. Long-Term Impact (25 points)

- The project is of high quality and of sufficient duration and intensity to promote a lasting effect on the improvement of teacher performance and student learning.
- The project will have a long-term impact on other regions or projects in that it could be replicated by other organizations or to serve other populations.
- The project may be scalable, in that the size of the project could be changed to serve the needs of different groups.

- The proposal includes a plan to sustain the project in the future. This does not preclude partnerships from submitting proposals for continuation of previously funded projects. Rather, it encourages partnerships to find a mechanism for long-term support of the project from funding sources other than this grant.

F. Evaluation Plan (10 points)—an external evaluator is encouraged, but not required

- The proposed evaluation plan is related to the objectives.
- The plan is rigorous, comprehensive, and effective.
- The plan includes means to assess increases in teachers' content knowledge.

G. Other Considerations—other characteristics of proposals may be considered in making awards

Among them may be:

- The number of partnerships which receive awards;
- The geographic distribution of the partnerships;
- Other appropriate considerations.

VI. SUBMISSION AND REVIEW PROCEDURES

A. Submission

Applicants must submit the unbound original and eight unbound, three-hole punched copies of the proposal to:

Coordinating Commission for Postsecondary Education
 Attention: Dr. Kathleen Fimple
 140 N. 8th Street, Suite 300
 P.O. Box 95005
 Lincoln, NE 68509-5005

Proposals must be delivered to the Commission office no later than 5:00 p.m., November 14, 2014, or postmarked no later than November 14, 2014. Proposals that are below the minimum criteria, late, incomplete, or submitted by ineligible partnerships will be disqualified.

B. Review and Award Procedures

The Commission will convene an independent evaluation panel to review the proposals and rank them in order of merit. Panelists shall be free of any direct involvement in any proposal.

The panel may include K-12 teachers or administrators, college or university faculty, staff of the Nebraska Department of Education, representatives of the private sector, and those conversant on work force demands and the needs of the employer community.

The recommendations of the panel may be contingent upon the acceptance by the project director of certain changes in the project or the budget. The recommendations of the panel, along with Commission staff comments or suggestions, will be submitted to the Commission for consideration at its first meeting in 2015.

Grant awards will be made by the Commission. All applicants will be notified in writing of the decisions of the Commission. Non-funded applicants may request information from the Commission staff regarding the concerns of the evaluation panel about the proposal.

VII. BUDGET GUIDELINES

Items to consider when preparing budgets include:

1. Partnerships are encouraged, but not required, to provide some matching funds to support the project. If administrative regulations prohibit a project director from assigning dollar figures to the match, the director may note the categories on the budget form where match is anticipated (using a footnote, "in-kind", or other indicator).
2. Funds may be requested for indirect costs, but partnerships are encouraged to limit the amount charged to the grant (see Section V. D.)
3. Funds are intended to support action projects and may not be used for faculty research.
4. If the project is dependent on funds from other sources, all other sources must be identified and the amount expected from each must be reported on the budget form. Evidence of the commitment of those funds must also be provided.
5. If grant funds are used to pay instructional costs, the institution of higher education may not charge the participants for tuition.
6. The grant should award funds to either the teacher or the school for the teacher's participation in a professional development activity, but not both. For example, if the activity

takes place on a teacher contract day, the grant could reimburse the school for the cost of a substitute. The teacher would not receive a stipend because she/he is already receiving pay from the school for that day. If the activity is on a non-contract day, the teacher would receive a stipend. The project director should determine the policy for the school/s involved since policies for substitutes and teacher time out of the classroom vary.

7. Stipends for participants should fall within current, acceptable stipend ranges. Amounts should be based on required participant activity and not on other considerations such as time lost from summer employment, child care costs, or tuition for any college credit that may be offered.

8. Grant funds cannot be used to pay for food for attendees at a conference or meeting unless doing so is necessary to accomplish legitimate meeting or conference business (see Appendix 8 for U.S. Department of Education memorandum).

VIII. FORMAT FOR THE PROPOSAL

All proposals must include the following:

1. Application cover sheet, signed by all partners. (see Appendix 3 for sample)
2. Abstract of approximately 250 words.
3. Narrative, with numbered pages, that does not exceed ten pages double spaced with one inch margins in font size of 11 or larger and that has clearly identified subsections corresponding to each of the evaluation criteria in Section V. A-G.
4. Budget and budget narrative. (see Appendix 4 for budget format)
5. Brief resumes of key personnel. Emphasize experience and skills directly relevant to the proposed project. (two pages per person maximum)
6. Statement of assurances from the fiscal agent. (see Appendix 5)
7. *If there are no private schools or teachers involved in the activity*, a statement that any private school/s in the same geographic area as that served by the partner LEA/s were

consulted and invited to participate. (See Appendix 6 for a sample private school participation statement.)

SPECIAL NOTE

Please see Appendix 9 for additional information from the U.S. Department of Education.

APPENDIX 1

Federal Statutes Governing Higher Education Partnership Grants (selected excerpts)

Title II - Preparing, Training, and Recruiting High Quality Teachers and Principals

PART A - TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

SEC. 2101. PURPOSE.

The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to:

- (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

SEC. 2102. DEFINITIONS.

In this part:

- (1) **ARTS AND SCIENCES**- The term “arts and sciences” means:
 - (A) when referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and
 - (B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit described in subparagraph (A).
- (2) **CHARTER SCHOOL**- The term “charter school” has the meaning given the term in section 5210.
- (3) **HIGH-NEED LOCAL EDUCATIONAL AGENCY**- The term “high-need local educational agency” means a local educational agency:
 - (A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or
 - (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and
 - (B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or
 - (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

(4) **HIGHLY QUALIFIED PARAPROFESSIONAL**- The term “highly qualified paraprofessional” means a paraprofessional who has not less than 2 years of:

(A) experience in a classroom; and

(B) postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

(5) **OUT-OF-FIELD TEACHER**- The term “out-of-field teacher” means a teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified.

(6) **PRINCIPAL**- The term “principal” includes an assistant principal.

Subpart 3: Subgrants to Eligible Partnerships

SEC. 2131. DEFINITIONS.

In this subpart:

(1) **ELIGIBLE PARTNERSHIP**- The term “eligible partnership” means an entity that

(A) shall include:

(i) a private or State institution of higher education and the division of the institution that prepares teachers and principals;

(ii) a school of arts and sciences; and

(iii) a high-need local educational agency; and

(B) may include another local educational agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

(2) **LOW-PERFORMING SCHOOL**- The term “low-performing school” means an elementary school or secondary school that is identified under section 1116.

SEC. 2132. SUBGRANTS.

(a) **IN GENERAL**- The State agency for higher education for a State that receives a grant under section 2111, working in conjunction with the State educational agency (if such agencies are separate), shall use the funds reserved under section 2113(a)(2) to make subgrants, on a competitive basis, to eligible partnerships to enable such partnerships to carry out the activities described in section 2134.

(b) **DISTRIBUTION**- The State agency for higher education shall ensure that:

(1) such subgrants are equitably distributed by geographic area within a State; or

(2) eligible partnerships in all geographic areas within the State are served through the subgrants.

(c) **SPECIAL RULE-** No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section.

SEC. 2133. APPLICATIONS.

To be eligible to receive a subgrant under this subpart, an eligible partnership shall submit an application to the State agency for higher education at such time, in such manner, and containing such information as the agency may require.

SEC. 2134. USE OF FUNDS.

(a) **IN GENERAL-** An eligible partnership that receives a subgrant under section 2132 shall use the subgrant funds for:

- (1) professional development activities in core academic subjects to ensure that:
 - (A) teachers and highly qualified paraprofessionals, and, if appropriate, principals have subject matter knowledge in the academic subjects that the teachers teach, including the use of computer related technology to enhance student learning; and
 - (B) principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects; and
- (2) developing and providing assistance to local educational agencies and individuals who are teachers, highly qualified paraprofessionals, or principals of schools served by such agencies, for sustained, high-quality professional development activities that:
 - (A) ensure that the individuals are able to use challenging State academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement;
 - (B) may include intensive programs designed to prepare such individuals who will return to a school to provide instruction related to the professional development described in subparagraph (A) to other such individuals within such school; and
 - (C) may include activities of partnerships between one or more local educational agencies, one or more schools served by such local educational agencies, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools.

(b) **COORDINATION-** An eligible partnership that receives a subgrant to carry out this subpart and a grant under section 203 of the Higher Education Act of 1965 shall coordinate the activities carried out under this subpart and the activities carried out under that section 203.

TITLE IX — GENERAL PROVISIONS

Part E — Uniform Provisions

SUBPART 1 — PRIVATE SCHOOLS

SEC. 9501. PARTICIPATION BY PRIVATE SCHOOL CHILDREN AND TEACHERS.

(a) PRIVATE SCHOOL PARTICIPATION-

(1) **IN GENERAL-** Except as otherwise provided in this Act, to the extent consistent with the number of eligible children in areas served by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under a program specified in subsection (b), who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.

(2) **SECULAR, NEUTRAL, AND NONIDEOLOGICAL SERVICES OR BENEFITS-** Educational services or other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and nonideological.

(3) **SPECIAL RULE-** Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

(4) **EXPENDITURES-** Expenditures for educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

(5) **PROVISION OF SERVICES-** An agency, consortium, or entity described in subsection (a)(1) of this section may provide those services directly or through contracts with public and private agencies, organizations, and institutions.

(b) APPLICABILITY-

(3) **APPLICATION-** (A) Except as provided in subparagraph (B), this subpart, including subsection (a)(4), applies to funds awarded to a local educational agency under part A of title II only to the extent that the local educational agency uses funds under that part to provide professional development to teachers and others.

(c) CONSULTATION-

(1) **IN GENERAL-** To ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult with appropriate private school officials during the design and development of the programs under this Act, on issues such as —

(A) how the children's needs will be identified;

(B) what services will be offered;

(C) how, where, and by whom the services will be provided;

(D) how the services will be assessed and how the results of the

assessment will be used to improve those services;

(E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and

(F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

(3) **TIMING-** The consultation required by paragraph (1) shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

(4) **DISCUSSION REQUIRED-** The consultation required by paragraph (1) shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

APPENDIX 2

HIGH-NEED LOCAL EDUCATIONAL AGENCY- The term high-need local educational agency means a local educational agency:

(A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or

(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line;

AND

(B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or

(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

The United States Department of Education requires states to use U.S. Bureau of the Census data to determine poverty for (A). For (B), the vast majority of Nebraska school districts have 100%, or very near 100%, of their teachers meeting the requirements for a qualified teacher as defined in No Child Left Behind, and only one teaching with a Provisional Commitment Certificate in 2014-15.

The following districts are considered high-need LEAs for 2014-15.

School District	County (District Office)
Ansley Public Schools	Custer
Arthur County Schools	Arthur
Banner County Public Schools	Banner (Harrisburg)
Bayard Public Schools	Morrill
Brady Public Schools	Lincoln
Centennial Public Schools	Seward (Utica)
Cody-Kilgore Public Schools	Cherry (Cody)
Crawford Public Schools	Dawes
Dundy County Public Schools	Dundy (Benkelman)
Fairbury Public Schools	Jefferson
Falls City Public Schools	Richardson
Franklin Public Schools	Franklin
Garden County Schools	Garden (Oshkosh)
Gordon-Rushville Public Schools	Sheridan (Gordon)
Grand Island Public Schools	Hall
Greeley-Wolbach Public Schools	Greely
Harvard Public Schools	Clay
Hastings Public Schools	Adams
Hay Springs Public Schools	Sheridan
Humboldt Table Rock Steinauer Public Schools	Richardson, Pawnee (Humboldt)
Hyannis Area Schools	Grant
Keya Paha County Schools	Keya Paha (Springview)
Lexington Public Schools	Dawson
Loomis Public Schools	Phelps
Loup City Public Schools	Sherman

Loup County Public Schools	Loup (Taylor)
McPherson County Schools	McPherson (Tryon)
Morrill Public Schools	Scotts Bluff
Niobrara Public Schools	Knox
O'Neill Public Schools	Holt
Omaha Public Schools	Douglas
Pawnee City Public Schools	Pawnee
Plainview Public Schools	Pierce
Potter-Dix Public Schools	Cheyenne, Kimball (Potter)
Rock County Public Schools	Rock (Bassett)
Sandhills Public Schools	Blaine (Dunning)
Santee Community Schools	Knox
Scottsbluff Public Schools	Scotts Bluff
Sioux County Public Schools	Sioux (Harrison)
South Central Nebraska School District	Clay (Fairfield)
South Platte Public Schools	Deuel (Big Springs)
South Sioux City Community School	Dakota
Spalding Public Schools	Greeley
Thedford Public Schools	Thomas
Umo N Ho N Nation	Thurston (Macy)
Wakefield Public Schools	Wayne
Walthill Public Schools	Thurston
Wauneta-Palisade Public Schools	Chase, Hayes, Hitchcock (Wauneta)
Wausa Public Schools	Knox
Winnebago Public Schools	Thurston
Wood River Rural Schools	Hall

To obtain additional information on the individual districts, see the Nebraska Department of Education's web site: <http://www.education.ne.gov> (State of the Schools Report).

APPENDIX 3

IMPROVING TEACHER QUALITY: STATE GRANT PROGRAM PROPOSAL COVER SHEET

PROJECT TITLE: _____

PRIMARY PROJECT DIRECTOR/COORDINATOR: _____

ADDRESS: _____

TELEPHONE: _____ EMAIL: _____

APPLICANTS:

1. Institution & Division that Prepares Teachers _____

Institutional Contact (name and phone/email) _____

2. Institution and School of Arts & Sciences _____

Institutional Contact (name & phone/email) _____

3. Local Educational Agency (LEA) _____

LEA Contact (name & phone/email) _____

BEGINNING DATE OF PROJECT: _____ ENDING DATE _____
month/day/year month/day/year

TOTAL AMOUNT REQUESTED \$ _____ FISCAL AGENT for the project:

Amount for Applicant 1. \$ _____

Amount for Applicant 2. \$ _____

Amount for Applicant 3. \$ _____

I hereby certify that the information contained in this proposal is correct to the best of my knowledge.

1. _____
Date Signature of Chief Executive Officer, Chief
Operations Officer, or a designee of either
Typed/Printed Name and
Organization

2. _____
Date Signature of Chief Executive Officer, Chief
Operations Officer, or a designee of either
Typed/Printed Name and
Organization

3. _____
Date Signature of Chief Executive Officer, Chief
Operations Officer, or a designee of either
Typed/Printed Name and
Organization

(attach additional sheets if necessary)

[illegible]

APPENDIX 5
STATEMENT OF ASSURANCES

IMPROVING TEACHER QUALITY: STATE GRANT PROGRAM

The fiscal agent signs this document representing all partners.

**(authorized under the No Child Left Behind Act of 2001,
Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals)**

THE APPLICANT HEREBY ASSURES THE COORDINATING COMMISSION FOR
POSTSECONDARY EDUCATION:

- A. Administration of the activities and services for which this institution or educational agency seeks assistance under this grant will be by or under supervision of the applicant;
- B. The project will comply with all applicable Nebraska State laws;
- C. The applicant will keep project records, including receipts for expenditures, and afford access at any time the Coordinating Commission may find necessary to assure the correctness and verify the reports. Specific cost centers will be set up to record accumulated institutional support expenditures;
- D. I assure compliance to federal regulations governing the Improving Teacher Quality State Grant Program. This is specifically Public Law 107-110, the Department of Education General Administrative Regulations (EDGAR), 34CFR, Parts 74, 76, 77, 80, and 20 U.S.C.A. §§ 6601 et seq., 6671 et seq., and 6701 et seq.
- E. I assure compliance to OMB Circular A-133 requiring institutions of higher education and other non-profit institutions receiving at least \$300,000 in federal funds per year to have an audit made meeting the requirements of Circular A-133. If such audit is required, I agree to forward one copy of the audit package to the Executive Director of the Coordinating Commission for Postsecondary Education within 30 days of its availability for public inspection without any action on the part of the Coordinating Commission.
- F. I agree to comply with section 511 of the U.S. Department of Education Appropriations Act requiring grant recipients to acknowledge the amount and percentage of Federal and nongovernmental funding for projects when making any type of public announcement about awards.

date

Signature of Chief Executive Officer or Chief
Operating Officer or a designee of either

Typed/Printed Name of CEO or designee

Organization/Institution

APPENDIX 6
Sample Statement of Non-public School Consultation

Name of ITQ (Title II A) grant: _____

Public School District: _____

Non-public School/s within the District: _____

This is to certify that the project director of the above named grant (or a designee) consulted with a representative of the non-public school/s named above and offered the school the opportunity to participate in the professional development activities.

Signature of Project Director: _____

Signature of non-public school representative: _____

Date of consultation: _____

Note: For a list of non-public schools, please consult the Nebraska Department of Education website: www.education.ne.gov/APAC/Approval.html

APPENDIX 7

CHECKLIST

1. **Unbound original and 8 unbound, 3-hole punched
copies of Proposal** _____
2. **Signed and completed Cover Sheet** _____
3. **Project Abstract** _____
4. **Project Narrative with numbered pages** _____
5. **Completed Budget Summary Form** _____
6. **Budget Narrative** _____
7. **Resumes of key personnel** _____
8. **Signed Statement of Assurances** _____
9. **Non-public School Consultation Statement/s
(if appropriate)** _____

APPENDIX 8

USE OF FEDERAL FUNDS FOR CONFERENCES AND MEETINGS

UNITED STATES DEPARTMENT OF EDUCATION *Office of the Chief Financial Officer*

MEMORANDUM to ED GRANTEEES REGARDING THE USE OF GRANT FUNDS FOR CONFERENCES AND MEETINGS

You are receiving this memorandum to remind you that grantees must take into account the following factors when considering the use of grant funds for conferences and meetings:

- Before deciding to use grant funds to attend or host a meeting or conference, a grantee should:
 - o Ensure that attending or hosting a conference or meeting is consistent with its approved application and is reasonable and necessary to achieve the goals and objectives of the grant;
 - o Ensure that the primary purpose of the meeting or conference is to disseminate technical information, (e.g., provide information on specific programmatic requirements, best practices in a particular field, or theoretical, empirical, or methodological advances made in a particular field; conduct training or professional development; plan/coordinate the work being done under the grant); and
 - o Consider whether there are more effective or efficient alternatives that can accomplish the desired results at a lower cost, for example, using webinars or video conferencing.
- Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the Cost Principles for Federal grants set out at 2 CFR Part 225 (OMB Circular A-87, State, Local, and Indian Tribal Governments), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part225.xml>); 2 CFR Part 220 (OMB Circular A-21, Educational Institutions), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part220.xml>); and 2 CFR 230 (OMB Circular A-122, Non-Profit Organizations) (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part230.xml>). In particular, remember that:
 - o Federal grant funds cannot be used to pay for alcoholic beverages; and
 - o Federal grant funds cannot be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.
- Grant funds may be used to pay for the costs of attending a conference. Specifically, Federal grant funds may be used to pay for conference fees and travel expenses (transportation, per diem, and lodging) of grantee employees, consultants, or experts to attend a conference or meeting if those expenses are reasonable and necessary to achieve the purposes of the grant.
 - o When planning to use grant funds for attending a meeting or conference, grantees should consider how many people should attend the meeting or conference on their behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant.
- A grantee hosting a meeting or conference may not use grant funds to pay for food for conference attendees unless doing so is necessary to accomplish legitimate meeting or conference business.
 - o A working lunch is an example of a cost for food that might be allowable under a Federal grant if attendance at the lunch is needed to ensure the full participation by conference attendees in essential discussions and speeches concerning the purpose of the conference and to achieve the goals and objectives of the project.

UNITED STATES DEPARTMENT OF EDUCATION

Office of the Chief Financial Officer

- A meeting or conference hosted by a grantee and charged to a Department grant must not be promoted as a U.S. Department of Education conference. This means that the seal of the U.S. Department of Education must not be used on conference materials or signage without Department approval.
 - o All meeting or conference materials paid for with grant funds must include appropriate disclaimers, such as the following:

The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
- Grantees are strongly encouraged to contact their project officer with any questions or concerns about whether using grant funds for a meeting or conference is allowable prior to committing grant funds for such purposes.
 - o A short conversation could help avoid a costly and embarrassing mistake.
- Grantees are responsible for the proper use of their grant awards and may have to repay funds to the Department if they violate the rules on the use of grant funds, including the rules for meeting- and conference-related expenses.

June 2012

Frequently Asked Questions to Assist U.S. Department of Education Grantees To Appropriately Use Federal Funds for Conferences and Meetings

Using Federal Grant (Discretionary and Formula) Funds to Host a Meeting or Conference

1. May a grantee receiving funds from the U.S. Department of Education (Department) use its Federal grant funds to host a meeting or conference?

Yes. Federal grant funds may be used to host a meeting or conference if doing so is:

- a. Consistent with its approved application or plan;
- b. For purposes that are directly relevant to the program and the operation of the grant, such as for conveying technical information related to the objectives of the grant; and
- c. Reasonable and necessary to achieve the goals and objectives of the approved grant.

2. What are examples of “technical information” that may be conveyed at a meeting or conference?

Examples of technical information include, but are not limited to, the following, each of which must be related to implementing the program or project funded by the grant:

- Specific programmatic, administrative, or fiscal accountability requirements;
- Best practices in a particular field;
- Theoretical, empirical, or methodological advances in a particular field;
- Effective methods of training or professional development; and
- Effective grant management and accountability.

3. What factors should a grantee consider when deciding whether to host a meeting or conference?

Grantees should consider whether a face-to-face meeting or conference is the most effective or efficient way to achieve the desired result and whether there are alternatives, such as webinars or video conferences, that would be equally or similarly effective and more efficient in terms of time and costs than a face-to-face meeting. In addition, grantees should consider how the meeting or conference will be perceived by the public; for example, will the meeting or conference be perceived as a good use of taxpayer dollars?

4. Are there conflict-of-interest rules that grantees should follow when selecting vendors, such as logistics contractors, to help with a meeting or conference?

Grantees, other than States, must, as appropriate, comply with the minimum requirements in 34 CFR 74.42 and 80.36(b)(3) and should follow their own policies and procedures (or their local or State policies, as applicable) for ensuring that there are no conflicts of interest in the procurement process.

5. When a meeting or conference is hosted by a grantee and charged to a Federal grant, may the meeting or conference be promoted as a U.S. Department of Education event?

No. Meetings and conferences hosted by grantees are directed by the grantee, not the U.S. Department of Education. Therefore, the meeting or conference may not be promoted as a U.S. Department of Education meeting or conference, and the seal of the U.S. Department of Education must not be used on conference materials or signage without Department approval. In addition, all meeting or conference materials paid for with Federal grant funds must include appropriate disclaimers, such as the following, which is provided in EDGAR § 75.620 and states:

The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Using Federal Grant Funds to Pay for Food

6. When a grantee is hosting a meeting, may the grantee use Federal grant funds to pay for food, beverages, or snacks?

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary.

If program offices have questions, they should consult with their program attorney.

7. May Federal grant funds be used to pay for food and beverages during a reception or a “networking” session?

In virtually all cases, using grant funds to pay for food and beverages for receptions and “networking” sessions is not justified because participation in such activities is rarely necessary to achieve the purpose of the meeting or conference.

8. May a grantee enter into a contract with a hotel under which Federal grant funds will be used to provide meals, snacks, and beverages as part of the cost for meeting rooms and other allowable conference-related costs?

Federal grant funds may only be used for expenses that are reasonable and necessary. In planning a conference or meeting and negotiating with vendors for meeting space and other relevant goods and services, grantees may only pay for allowable costs. If a hotel vendor embeds food and beverage costs into a hotel contract for meeting space, the grantee should work with the hotel to have the food and beverage costs identified and “backed out” of the contract, and have the price they are paying for meeting space appropriately adjusted to reflect the fact that food and beverages are not being purchased. The fact that food and beverages are embedded in a contract for meeting space does not mean that the food and beverages are being provided at no cost to the grantee.

9. What if a hotel or other venue provides “complimentary” beverages (e.g., coffee, tea) and there is no charge to the grantee hosting the meeting?

The grantee has an obligation, under these circumstances, to confirm that the beverages are truly complimentary and will not be reflected as a charge to the grant in another area. For example, many hotels provide complimentary beverages to all guests who attend a meeting at their facility without reflecting the costs of those beverages in other items that their guests or, in this case, the grantee purchases. As noted above, it would not be acceptable for a vendor to embed the cost of beverages in other costs, such as meeting space.

10. May indirect cost funds be used to pay for food and beverages?

The cost of food and beverages, because they are easily associated with a specific cost objective, such as a Department grant, are properly treated as direct costs, rather than indirect costs. As noted above, Federal grant funds cannot be used to pay for food and beverages unless doing so is reasonable and necessary.

11. May Federal grant funds be used to pay for alcoholic beverages?

No. Use of Federal grant funds to pay for the cost of alcoholic beverages is strictly prohibited.

12. May a grantee use non-Federal resources (e.g., State or local resources) to pay for food or beverages at a meeting or conference that is being held to meet the goals and objectives of its grant?

Grantees should follow their own policies and procedures and State and local law for using non-Federal resources to pay for food or beverages, including its policies and procedures for accepting gifts or in-kind contributions from third parties. However, if non-Federal funds are used to pay for food at a grantee-sponsored meeting or conference, the grantee should make clear through a written disclaimer or announcement (e.g., a note on the agenda for the meeting) that Federal grant funds were not used to pay for the cost of the food or beverages. Grantees should also be sure that any food and beverages provided with non-Federal funds are appropriate for the grantee event, and do not detract from the event’s purpose.

13. May grantees provide meeting participants with the option of paying for food and beverages (e.g., could a grantee have boxed lunches provided at cost for participants)?

Yes. Grantees may offer meeting participants the option of paying for food (such as lunch, breakfast, or snacks) and beverages, and arrange for these items to be available at the meeting.

Using Federal Grant Funds to Pay for Costs of Attending a Meeting or Conference Sponsored by ED or a Third Party

14. May grantees use Federal grant funds to pay for the cost of attending a meeting or conference?

If attending a meeting or conference is necessary to achieve the goals and objectives of the grant, and if the expenses are reasonable (based on the grantee’s own policies and procedures, and State and local laws), Federal grant funds may be used to pay for travel expenses of grantee employees, consultants, or experts to attend a meeting or conference. To determine whether a meeting or conference is “necessary,” grantees should consider whether the goals and objectives of the grant can be achieved without the meeting or conference and whether there is an equally effective and more efficient way (in terms of time and money) to achieve the goals and objectives of the grant (see question #3). To determine whether the expenses are “reasonable,” grantees should consider how the costs (e.g., lodging, travel, registration fees) compare with other similar events and whether the public would view the expenses as a worthwhile use of Federal funds.

15. What should a grantee consider when planning to use Federal grant funds for attending a meeting or conference?

Among other considerations, grantees should consider how many people should attend a meeting or conference on its behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant. The grantee should also determine whether it is necessary to attend the entire meeting or conference, or whether attending only a portion of the meeting or conference is reasonable and necessary.

16. What travel expenses may be paid for with Federal grant funds?

Grantees may use Federal grant funds for travel expenses only to the extent such costs are reasonable and necessary and do not exceed charges normally allowed by the grantee in its regular operations consistent with its written travel policies. In the absence of an acceptable written policy regarding travel costs, grantees must follow the Federal travel and subsistence rates established by the General Services Administration. 48 CFR 31.205-46(a) (established under subchapter I of Chapter 57, Title 5, United States Code ("Travel and Subsistence Expenses; Mileage Allowances")). Federal grant funds may be used to pay expenses for transportation, per diem, and lodging if the costs are reasonable and necessary. Grantees should follow their own travel and per diem rules and costs when charging travel expenses to their Federal grant. As noted in the cost principles, grantees that do not have travel policies must follow:

...the rates and amounts established under subchapter I of Chapter 57, Title 5, United States Code ("Travel and Subsistence Expenses; Mileage Allowances"), or by the Administrator of General Services, or by the President (or his or her designee) pursuant to any provisions of such subchapter shall apply to travel under sponsored agreements (48 CFR 31.205-46(a)).

See 2 CFR Parts 220, 225, and 230.

Questions Regarding the Allowable Use of Federal Grant Funds

17. What resources are available to help grantees determine whether costs associated with meetings and conferences are reasonable and necessary?

Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the U.S. Office of Management and Budget's Cost Principles for Federal grants that are set out at:

- 2 CFR Part 225 (OMB Circular A-87; State, Local, and Indian Tribal Governments), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part225.xml>);
- 2 CFR Part 220 (OMB Circular A-21; Educational Institutions), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part220.xml>); and
- 2 CFR 230 (OMB Circular A-122; Non-Profit Organizations) (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part230.xml>).

18. May Federal grant funds be used to pay for entertainment?

Federal grant funds may not be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.

19. Is it allowable for a person whose travel costs are being paid with Federal grant funds to attend a conference in Washington, DC, and lobby members of Congress while in town?

Appropriated funds may not, except under very limited circumstances,¹ be used for expenses related to any activity designed to influence the enactment of legislation, appropriations, regulations, administrative actions, or Executive Orders proposed or pending before the Congress or the Administration. To the extent that a portion of time at a conference is spent on lobbying activities, costs associated with the lobbying, including transportation to and from Washington, DC, lodging, and per diem, may not be charged to the Federal grant. For example, if a meeting or conference lasts for two days and a visit to lobby a member of Congress requires an additional day of travel, 1/3 of all costs involved in attending the meeting or conference, including travel to and from Washington, DC, may not be charged to the grant.

20. What are the consequences of using Federal grant funds on unallowable expenses?

The Department may seek to recover any Federal grant funds identified, in an audit or through program monitoring, as having been used for unallowable costs, including unallowable conference expenses.

21. Whom should grantees call if they have specific questions about the allowable use of Federal grant funds?

Grantees are encouraged to contact their U.S. Department of Education program officer to discuss the allowable use of Federal grant funds, including the allowable use of Federal grant funds for meetings and conferences.

¹ 2 CFR Part 230 (Cost Principles for Non-Profit Organizations), Appendix B., 25(b) and 2 CFR Part 220 (Cost Principles for Educational Institutions), 28(b).

APPENDIX 9
ADDITIONAL U.S. DEPARTMENT OF EDUCATION GUIDELINES FOR SUBGRANTEES
MEMORANDUM

June 15, 2010

To: Recipients of grants and cooperative agreements

From: Thomas Skelly, Delegated to Perform Functions of Chief Financial Officer

Subject: Department of Education Cash Management Policies for Grants and Cooperative Agreements

The purpose of this memorandum is to remind the Department of Education's (the Department's) grant and cooperative agreement recipients (recipients) of existing cash management requirements regarding payments. The Department expects that recipients will ensure that subrecipients are also aware of these policies by forwarding a copy of this memorandum to them.

There are two different sets of payment requirements that apply to the draw of funds from recipient accounts at the Department. Payments to a State under programs covered by a State's Treasury State Agreement (TSA) are subject to the requirements of the *Cash Management Improvement Act of 1990 (CMIA)* as published in 31 United States Code 6503.

All other payments to States and all payments to other types of recipients are subject to the requirements in either 34 Code of Federal Regulation (CFR) Part 74, applicable to nongovernmental entities, or 34 CFR Part 80, applicable to State, local, and Indian tribal governments. These regulations are part of the Education Department General Administrative Regulations (EDGAR) and are available on the Web at http://www.access.gpo.gov/nara/cfr/waisidx_08/34cfrvl_08.html.

CMIA Requirements

States that draw funds under programs subject to the *CMIA* must draw funds as required under the TSA for the State. If a State draws funds under one of these programs to make payments to a subrecipient, the payment request to the Department should only be made at the request of the subrecipient, which must make draw requests to the State as required under the requirements in EDGAR, as described below.

EDGAR Requirements

Payments to States under programs not covered by the State's TSA and payments to other governments are subject to the requirements in Part 80 of EDGAR. These payment requirements also apply to all other types of recipients under Part 74 of EDGAR, which applies to nonprofit organizations, institutions of higher education, hospitals, and commercial organizations. States that draw funds on behalf of subrecipients under programs not covered by a TSA should remind subrecipients that they may only request funds from the State under the payment standards in Part 74 or Part 80, as applicable.

For any cash drawn from your program or project account at the Department:

- Recipients must minimize the time between the recipient's draw down of funds from its grant account at the Department and the time the recipient disburses those funds to payees via

electronic transfer, check redemption or other means of transfer. See 34 CFR 74.22(a) and 80.21(b). Specifically, recipients may only draw funds to meet the immediate cash needs of the grant or cooperative agreement.

- For recipients subject to Part 74 of EDGAR, unless the conditions described in 34 CFR Part 74 Section 22(k) exist, these recipients must deposit advances of Federal funds in interest bearing accounts.
- Recipients subject to Part 74 of EDGAR must return to the U.S. Department of Health and Human Services (HHS) the interest earned on advances of grant funds except that the recipient may retain up to \$250 of interest earned on the account each year to pay for the costs of maintaining the account. These requirements also apply to subrecipients subject to Part 74 Section 22 (l) which requires these recipients and subrecipients to annually remit interest earned on advances of funds. The address for interest remittances to HHS is:

U.S. Department of Health and Human Services
P.O. Box 6120
Suite 1133
Rockville, MD 20852

The remittance should be accompanied by a letter stating that the remittance is for "interest earned on Federal funds" and should include the DUNS number.

- Recipients subject to Part 80 of EDGAR must return to the Department the interest earned on advances of grant funds except that the recipient may retain up to \$100 of interest earned on the account each year to pay for the costs of maintaining the account. Section 80.21(i) requires these recipients to promptly (at least quarterly) remit interest earned on advances to the Department. These requirements also apply to subrecipients subject to Part 80. The address for interest remittances to the Department is:

U.S. Department of Education
P.O. Box 979053
St. Louis, MO 63197-9000

The remittance should be accompanied by a letter stating that the remittance is for "interest earned on Federal funds" and should include the DUNS number.

- Recipients must use grant funds only for obligations incurred during the funding period.
- Recipients must distribute Federal funds to subrecipients only when requested by the subrecipient and as needed to pay program costs.

Recipients have other responsibilities regarding the use of Federal funds. We highlight the following practices related to the draw of Federal funds that are either required by EDGAR or will assist recipients in meeting their responsibilities under EDGAR.

- Recipients must regularly monitor the payment requests made by their subrecipients to ensure that those requests conform to the same payment requirements that apply to the recipient. See 34 CFR Part 80 Section 20(b)(7);
- Recipients must regularly monitor the fiscal activity of their subrecipients on a continuous basis and ensure that their subrecipients return interest earned;
- If expenditures under the program or project require the recipient's board or specified officials to approve expenditures, the recipient should obtain that approval before making the payment request for any expenditure, thus minimizing the period of time that funds remain in the recipient's bank account pending disbursement of the funds for expenditures under the program or project. See 34 CFR 74.21(b)(5) and 80.22(a); and
- Plan carefully for cash flows for your grant project and review projected cash requirements before each drawdown. See 34 CFR 74.21 and 74.22 or 80.20 and 80.21, as applicable.

Recipients that do not follow the cash management requirements applicable to their grants could be:

- Placed on a "cash-reimbursement" payment method, i.e., a recipient would have to pay for grant activities with its own money and submit documentation of the expenditures to the Department before receiving reimbursement from the Department;
- Designated a "high-risk" recipient under 34 CFR 74.14 or 80.12, as applicable, which may involve the imposition of conditions in addition to that of being placed on a reimbursement payment system;
- Subjected to further corrective action, including withholding of funds, suspension, and termination of the award. See 34 CFR 74.62 or 80.43, as applicable;
- Denied funding under future Department discretionary grant competitions. See 34 CFR Part 75 Section 217(d)(3)(ii); and
- Debarred or suspended under 34 CFR Part 85 from receiving future Federal awards from any executive agency of the Federal government.

A small number of ED grant programs have program-specific cash management and payment requirements based on the authorizing legislation or program regulations. These program-specific requirements may supplement or override the general EDGAR cash management or payment requirements. If you have any questions about your specific grant, please contact the program officer, whose contact information is on your Grant Award Notification (GAN).

ED's Office of the Chief Financial Officer will provide ongoing outreach efforts regarding cash management and payment requirements, including supplementary webinars, URL links and Frequently Asked Question sheets.

Thank you for your attention to this matter. If you have any questions, please contact Cynthia Heath at (202) 245-8043 or cvnthia.heath@ed.gov

EDGAR Advisory to Grantees

The Education Department General Administrative Regulations (EDGAR) are a compilation of regulations applicable to ED grantees, composed of Parts 74-99 of Title 34 in the U.S. Government's Code of Federal Regulations (CPR). The CD-ROM of EDGAR distributed with Grant Award Notifications since early 2009 contains the version of Part 99 [Family Educational Rights and Privacy] issued by the Department in December 2008, as well as nonprocurement debarment and suspension regulations at Part 85, issued in 2003.

Last year, the Department published a revised version of Part 99, containing numerous amendments and updates, which was effective on January 3, 2012. The revised Part 99 will be formally codified in the CPR in the last half of 2012. In the meantime, grantees are directed to the version of the revised Part 99 that can currently be found online at the Government Printing Office's e-CFR website. The e-CFR is a regularly updated, unofficial, non-legal edition of the CPR, created in partnership with the Office of the Federal Register.

In addition, the Department revised its regulations for nonprocurement debarment and suspension in March, 2012. This revision removed Part 85 from EDGAR and relocated the nonprocurement debarment and suspension regulations to another Title of the CPR, specifically 2 CFR 3485.

The Department's website contains links to the e-CFR version of the revised EDGAR Part 99, all the other parts of EDGAR, and the new 2 CFR 3485 at:

<http://www2.ed.gov/policy/fundlreg/edgarReg/edgar.html>

Grantees wishing to review the background and discussion of the changes made to the revised Part 99 can find a link for the Department's *Federal Register* issuing notice on at the same web page. The *Federal Register* notice updates the previous notice shown in Appendix B on the EDGAR CD-ROM and contains the name and contact information for the ED staff member who can respond to inquiries about the revised Part 99.

The web page also contains a link to the *Federal Register* notice that issued the new nonprocurement debarment and suspension regulations at 2 CFR 3485.

SPECIAL CONDITIONS FOR DISCLOSING FEDERAL FUNDING IN PUBLIC ANNOUNCEMENTS

When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds included in this Act, including but not limited to State and local governments and recipients of Federal research grants, shall clearly **state-**

- 1) the percentage of the total costs of the program or project which will be financed with Federal money;
- 2) the dollar amount of Federal funds for the project or program; and
- 3) percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

Recipients must comply with these conditions under Public Law 112-74, "Consolidated Appropriations Act, 2012", Division F-DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, EDUCATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 2012, Title V-General Provisions, Sec. 505, December 23, 2011.

**PROHIBITION OF TEXT MESSAGING AND EMAILING
WHILE DRIVING DURING OFFICIAL FEDERAL
GRANT BUSINESS**

Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

12/09

Fees for Institutions to Apply to Operate in Nebraska
(Recurrent Authorization to Operate, Authorization to Establish a Campus or
Administrative Office, Modifications to Authorizations)

State statutes allow the Commission to charge fees for applications from institutions to operate in Nebraska. The fees cannot be more than the cost of reviewing and evaluating the application (Nebraska Revised Statutes § 85-2405).

In 2011, the Commission set preliminary fees in response to recently passed legislation. As we developed the rules to implement the legislation, the Attorney General's office asked us to include the fees in our rules. Since changing the fees in the future would require changing the rules—a complicated, expensive, and time-consuming activity—the Attorney General agreed to allow the Commission to simply post the fees on its website, *as long as the fees were reevaluated every two years*. The Commission approved a complete set of fees in March 2012. Staff recently conducted the reevaluation and the proposed new fees are on the following page.

Committee Recommendation: Approve the fee schedule for institutions to operate in Nebraska, effective August 1, 2014.

FEE SCHEDULE

Proposed to be effective August 1, 2014

State statutes authorize the Coordinating Commission for Postsecondary Education to charge fees based on the actual costs of reviewing and evaluating applications.

For Institutions Applying To:

Offer courses only (not a full program)

Courses	\$550
Additional courses	\$100/course after 4 th

Offer programs with a new campus*

Single program	\$2,900 (base)
Multiple programs in the same discipline	\$100/ program after 1 st
Multiple programs in various disciplines	\$200/ program after 1 st

Offer programs without a new campus

Single program	\$1,200 (base)
Multiple programs in the same discipline	\$100/ program after 1 st
Multiple programs in various disciplines	\$200/ program after 1 st

Establish an administrative location only

\$1,250

Modify a previous authorization to include:

New course/s	\$500 (up to 4; \$100/course after 4 th)
New single program	\$800
Additional programs in the same discipline	\$100/program after 1 st
Additional programs in various disciplines	\$200/program after 1 st
New campus*	\$2,400

Request authorization to operate on a continuing basis

no fee

*requires a public hearing

FEE SCHEDULE

Effective March 1, 2012

State statutes authorize the Coordinating Commission for Postsecondary Education to charge a “reasonable fee” based on administrative costs.

For Institutions Applying To:

Offer courses only (not a full program)

Courses	\$500
Additional courses	\$100/course after 4 th

Offer programs with a new campus*

Single program	\$2,900 (base)
Multiple programs in the same discipline	\$100/ program after 1 st
Multiple programs in various disciplines	\$200/ program after 1 st

Offer programs without a new campus

Single program	\$1,200 (base)
Multiple programs in the same discipline	\$100/ program after 1 st
Multiple programs in various disciplines	\$200/ program after 1 st

Establish an administrative location only

\$1,350

Modify a previous authorization to include:

New course/s	\$425 (up to 4; \$100/course after 4 th)
New single program	\$725
Additional programs in the same discipline	\$100/program after 1 st
Additional programs in various disciplines	\$200/program after 1 st
New campus*	\$1,700

Renew a previous authorization for:

Courses only	\$400
1 – 4 programs	\$ 750
4 – 9 programs	\$ 900
10 or more programs	\$1,050

Request authorization to operate on a continuing basis

no fee

*requires a public hearing

Fee for Institutions to Apply to Participate in SARA (State Authorization Reciprocity Agreement)

State statutes allow the Commission to charge fees for applications from institutions to participate in an interstate reciprocity agreement. The fees cannot be more than the cost of reviewing and evaluating the application (Nebraska Revised Statutes § 85-2405).

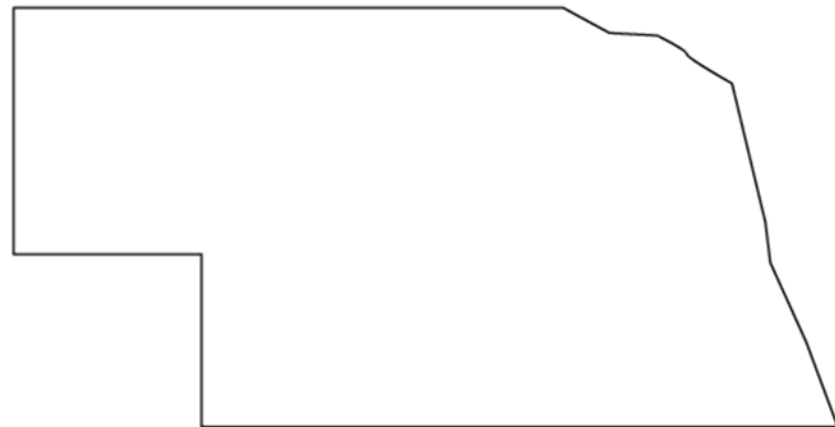
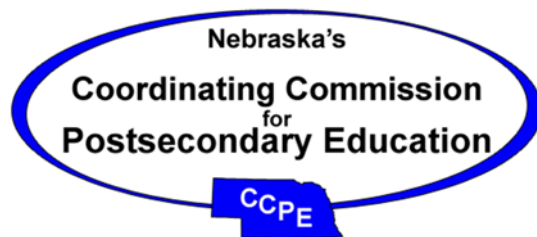
In 2013, the agreement now known as SARA was evolving and Nebraska institutions posed numerous questions about the application process, including fees. The Commission's executive Director, Marshall Hill, assured institutions that the initial fee would not exceed \$300 per institution. The Commission staff recently analyzed the tasks expected to be necessary to review and evaluate an application. The estimated cost is \$303.

The Commission is hoping to be able to accept applications from institutions to participate in SARA in August 2014 and is recommending to the Commission that the fee be set at \$300 per institution for applications received during the first year of Nebraska's participation in SARA. Fees would be reevaluated in summer of 2015 or one year after approval is received, whichever is earlier.

Committee Recommendation: Approve an application fee of \$300 for institutions applying to participate in SARA during the first year of Nebraska's participation in SARA.

July
2014

A Report by the
Coordinating Commission
for Postsecondary
Education



***Delivering Courses Beyond
Campus Walls***

**Off-campus and Distance Education
at Nebraska Public Institutions
2012-2013**

**Delivering Courses Beyond Campus Walls
Off-campus and Distance Education at Nebraska Public Institutions
2012-2013**

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Delivering Courses Beyond Campus Walls

Highlights of the Report

2012-2013

What is distance delivery?

- Traditional delivery—instructor and students are in the same time and place away from the campus; for example, a face-to-face class in a different town or a location in the community other than the campus.
- Synchronous delivery—instructor and students are in the same time, but not the same place; for example, two-way interactive video, where the instructor is in one location, often on the campus with students in a classroom, and delivers the course at the same time by video to other students at a “receiving” site or sites.
- Asynchronous delivery—instructor and students are in a different time and place; for example, an online course where students work on their own and there is no specified time for the class as a whole to have contact with the instructor.

Which Nebraska public institutions offer courses at distance?

- All six community colleges, the three state colleges, and the University of Nebraska campuses offer courses at distance (Table I). Institutions were instructed to report all courses offered at a location other than a main campus or a branch campus.
- Overall, the number of courses offered at distance increased by 3.56% from 2010-11 to 2012-13. All sectors also increased the number of courses offered from 2011-12 to 2012-13, although several individual institutions reported a decline.
 - Between 2011-12 and 2012-13, the university increased their offerings by 6% with a small decline at NCTA and a significant drop in the number of courses at UNK.
 - The state college offerings increased by almost 20% overall, with the largest increase at CSC (53%), a smaller increase at WSC, and a decline at PSC.

- The number of distance courses at the community colleges decreased by 2.9%. Only two of the six colleges (MPCC and NECC) experienced increases.
 - At MPCC and NECC the increases came in both asynchronous and traditionally-delivered courses.
 - At the four colleges experiencing declines, the most significant changes were smaller numbers of traditional delivery.
 - The number of courses offered by traditional delivery at MCC appears high because the college has three education centers that are not considered branch campuses but enroll large numbers of students (Sarpy, Applied Technology-Irvington, and Fremont with adjacent Washington County Technology).
 - WNCC does not report classes held in Sidney & Alliance under traditional delivery, but those two locations are reported as receive sites for synchronous courses.

What is the most popular method of delivery?

- When the Commission first collected this information in the early 1990s, traditional delivery was the primary method of reaching students who could not be present on campus. Synchronous delivery consisted of a few two-way interactive video courses and asynchronous delivery was mainly pre-recorded audio and video courses.
- Today asynchronous delivery is the most popular delivery mechanism in all three sectors, while synchronous is the least-used.
- The popularity of asynchronous courses is illustrated in Graph I. Asynchronous delivery surpassed synchronous delivery in 2000-01 and traditional delivery in 2004-05. The apparent minimal decline between 2010-11 and 2011-12 may be due to a possible spurious report from CCC in 2010-11. Had their 2010-11 figure been closer to previous years, the total for 2010-11 would have been smaller and there would have been a slight increase in 2011-12.
- The number of traditional delivery courses declined steadily from 2005-06 to 2009-10, but increased in 2010-11, dropped only slightly in 2011-12, and rose in 2012-13. Like the asynchronous courses at CCC, the “bump” in

2010-11 may be attributable to a probable spurious report that year by NECC.

- Some of the increase in asynchronous delivery and decline in traditional delivery might be attributed to institutional enrollment policies. Traditionally-delivered courses often have a minimum enrollment of 8 or 10 students to ensure that the majority of instructional costs are covered by tuition. Likewise, receive sites for synchronously delivered courses may have a required threshold of 2 or 3 students. If these numbers aren't reached, the class or receive site is cancelled. Asynchronous courses may have a much lower threshold, or even no threshold, resulting in fewer cancellations and, therefore, a higher number of course offerings.
- The community colleges are by far the largest users of synchronous delivery. While synchronous delivery is the least used overall, the large number at the community colleges is due, in part, to dual enrollment courses offered to high school students at their high school building. The ability of colleges to offer synchronous courses to K-12 schools was enhanced by the passage of LB1208 in 2006. The bill provided for improvement in connectivity state-wide and offered incentives for K-12 schools to participate in distance delivery.

What courses are offered at distance?

- Almost every type of course is offered at distance, including courses requiring hands-on activities such as biology, nursing, and mechanics. (Also see the section on degrees and awards available at distance on page 5.)
- At the community colleges, the largest single category of courses is "liberal arts and sciences", including those for academic transfer programs, that are reported together in a single category.
- At the four year institutions, large numbers of courses were offered in business, education, health professions, and computer and information sciences.

How many students are served by distance technology?

- In 1998-99, the first year the Commission collected enrollment data, there were 7,512 students (duplicated headcount^{1*}) enrolled in courses offered either synchronously or asynchronously. Over three times that many were served at distance by traditional delivery (Graph II).
- By 2005-06 the numbers had shifted dramatically as the delivery methods shifted—a trend that continues in 2012-13. The number of students enrolled in asynchronous courses increased from just over 4,400 in 1998 to 137,664 (duplicated headcount*) in 2012-13.
- The total number of students served by some form of distance education was 185,353 (duplicated headcount*) in 2012-13 (Table II). This figure is a 4% decrease from 2011-12 due primarily to a decline of over 10,000 students in traditional delivery.
- The most significant decline occurred in the community college sector. WNCC alone reported over 9,000 fewer students in traditionally-delivered courses. This can be attributed to the fact that the college reported over 200 courses offered to Cabela's employees in 2011-12, but none in 2012-13, a reflection of a shift in Cabela's training programs from credit courses to non-credit courses.
- Enrollment at MCC and SCC also declined. In the other sectors UNK enrolled over 2,000 fewer students and PSC reported a decline of about 800.

Are degrees or other awards available entirely by distance technology?

- A variety of awards are available at distance, ranging from certificates at the community colleges to master's degrees at the university and state colleges and a PhD at UNL.
- In 2008-09 the number of awards approached 100. In 2011-12 there were 289 reported (Table III). This number dropped slightly in 2012-13 to 278. A small number are available utilizing strictly traditional delivery. A greater number are delivered with a combination of distance and traditional delivery although this number also declined in

* Duplicated headcount means that a student is counted every time that student takes a course.

2012-13. By far, the largest number are delivered entirely by some type of distance delivery technology (209 in 2012-13).

- The awards are made in numerous disciplines. The following highlights apply only to awards available entirely at distance in 2012-13.
 - The majority of the awards reported at UNL and UNK are master's degrees and although the disciplines vary, many are in education. UNL and UNK each have seven teaching endorsements. UNL also offers an EdS, EdD, and a PhD in education, Master of Engineering, Master of Applied Science, MBA, LLM, and 10 certificates. UNO's degrees consist of the BGS in nine fields, an MS in criminal justice, and the master of public administration. UNK offers four baccalaureate degrees. UNL reports only one four-year degree because not all the general education courses are available at distance for most baccalaureate degrees, even though all the courses for the major are available.
 - UNMC offers a BSN, three BS degrees in radiologic science technology, a BS in clinical laboratory science, a masters in clinical perfusion, a masters for physician assistant, and two certificates.
 - All of the state colleges offer the master of organizational management at distance and CSC and WSC offer the MBA. PSC has baccalaureate degrees in business, criminal justice, and psychology. CSC offers four baccalaureate degrees in four different fields. WSC provides the Education Specialist entirely at distance, while CSC and PSC offer masters in education.
 - Of the five community colleges that reported the information in 2012-13, three offered their academic transfer program entirely at distance. Four offered a certificate, diploma, and degree in at least one area of business. CCC offered an AAS in 17 different areas. All five offered some type of program related to allied health. For some this was limited to medical billing and insurance coding. SCC, however, offers its LPN program entirely at distance as well as awards in eight other allied health fields. Awards in information technology are also common.

Where are the distance courses offered?

- Most asynchronous courses are available anywhere a student has access to a computer, including his or her home, work place, or on campus. Because students enrolled in asynchronous courses could be anywhere in the world, the Commission does not ask the institutions to report this information.
- Synchronous and traditionally-delivered courses were once offered in the majority of Nebraska counties, but this number has declined as the popularity of asynchronous courses has increased.
- Most synchronous courses require a location capable of receiving a live transmission from the campus. Many high schools and public buildings have this capability. Some institutions utilize this capability to offer college courses to high school students, especially after the passage of LB1208.

How are high school students served?

- The courses counted in this report are frequently offered for both high school and college credit and are usually called “dual enrollment” courses in Nebraska. Also included in this report are college courses offered in high schools for which students receive only college credit although they are still enrolled in high school. These are sometimes called “concurrent enrollment” courses.
- Students who live near a college campus or who elect to take an online course can also earn college credit. These students are not generally counted separately and are not reflected in the high school data.
- In 2010-11 there were 1,441 college courses offered to 13,443 high school students. In 2012-13 the number of courses offered had increased by almost 25% and the number of students by just over 19% (Table IV).
- The community and state colleges increased the number of students served over the three years reported. The university sector served 208 fewer students. There were also some declines at individual institutions, most notably at SCC. The university and community colleges increased the number of courses offered, while the state colleges reduced their course offerings slightly over 2010-11 but significantly over 2011-12.

- The largest number of courses was reported by UNO (Graph III) as well as the largest number of students served (Graph IV). Much of UNO's success can be attributed to a partnership between UNO and the Omaha area high schools by which UNO accepts Advanced Placement courses taught in high schools for college credit.
- MPCC greatly increased both the number of courses and students served. CCC and MCC also served a large number of students. This is expected since most high schools partner with community colleges for their dual enrollment courses.

TABLE I
Summary of Delivery Methods and Number of Courses
2010-2013

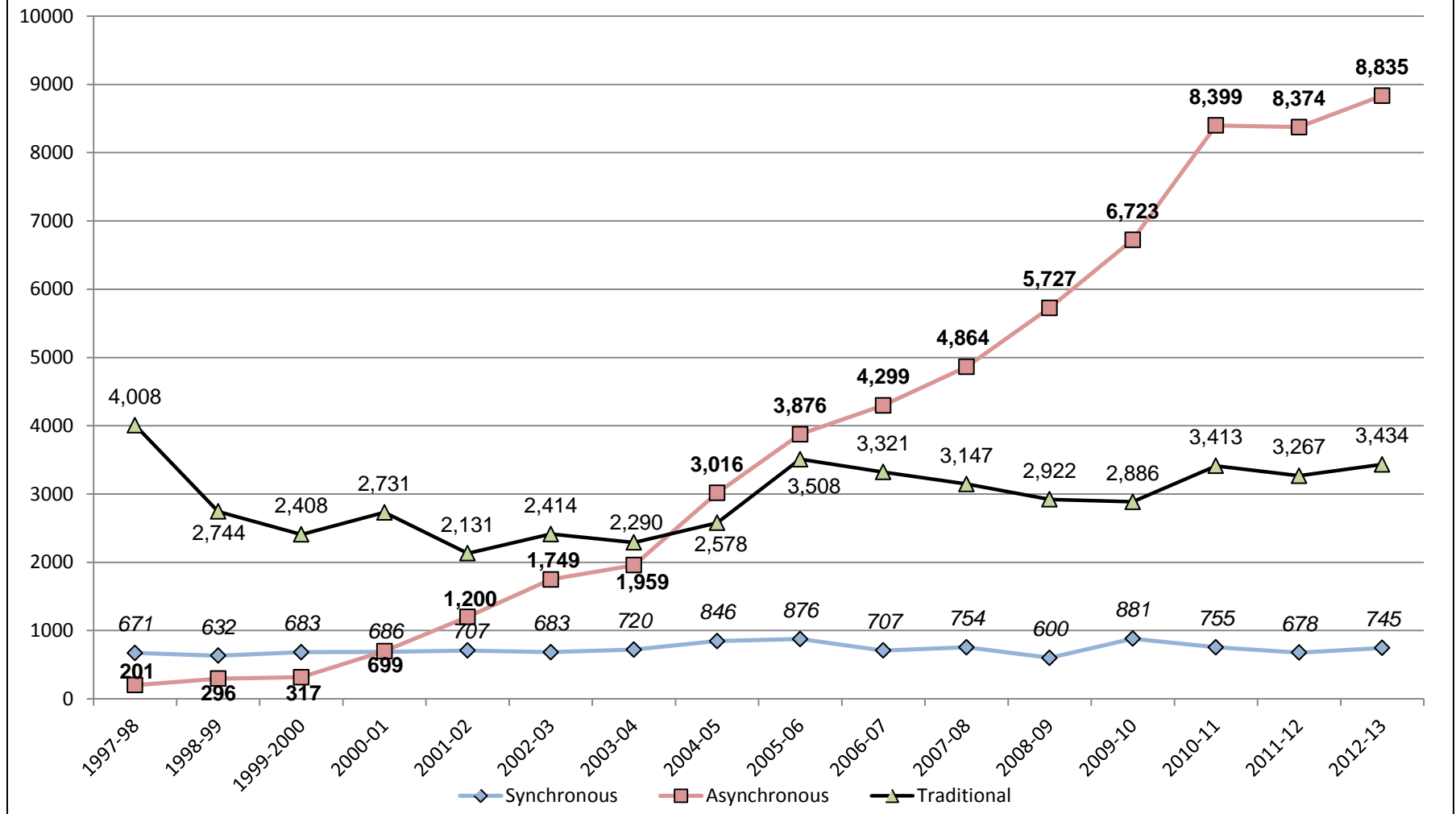
Institution	2010-11				2011-12				2012-13			
	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total
UNK	16	559	2	577	7	676	3	686	6	545	4	555
UNL	0	609	7	616	0	829	22	851	0	1025	11	1036
UNMC	125	125	0	250	105	243	0	348	99	254	0	353
UNO	13	527	581	1121	0	649	574	1223	1	730	623	1354
NCTA	0	32	0	32	0	27	0	27	0	26	0	26
University Total	154	1852	590	2596	112	2424	599	3135	106	2580	638	3324
CSC	106	527	42	675	67	443	32	542	41	733	56	830
PSC	0	339	220	559	0	345	163	508	0	310	143	453
WSC	4	282	111	397	8	281	89	378	8	316	105	429
State College Total	110	1148	373	1631	75	1069	284	1428	49	1359	304	1712
CCC	171	1691	254	2116	149	878	399	1426	148	842	306	1296
MCC	13	1754	1386	3153	21	1898	1432	3351	59	1855	1343	3257
MPCC	84	190	0	274	87	216	0	303	137	260	73	470
NECC	129	347	455	931	141	341	144	626	158	413	574	1145
SCC	4	1249	111	1364	8	1395	131	1534	0	1391	63	1454
WNCC	90	168	244	502	85	153	278	516	88	135	133	356
Community College Total	491	5399	2450	8340	491	4881	2384	7756	590	4896	2492	7978
Grand Total	755	8399	3413	12567	678	8374	3267	12319	745	8835	3434	13014

MCC's Traditional total includes courses offered at Sarpy Center, Applied Technology Center, Washington County Center, and Fremont Center

WNCC's Traditional total includes courses offered at Regional West Medical Center, and Pine Ridge Job Corps.

GRAPH I

**Distance Education Courses Offered by Nebraska Public Institutions
1997-2013**



GRAPH II

**Distance Education Enrollments at Nebraska Public Institutions
(duplicated headcount)
1998-2013**

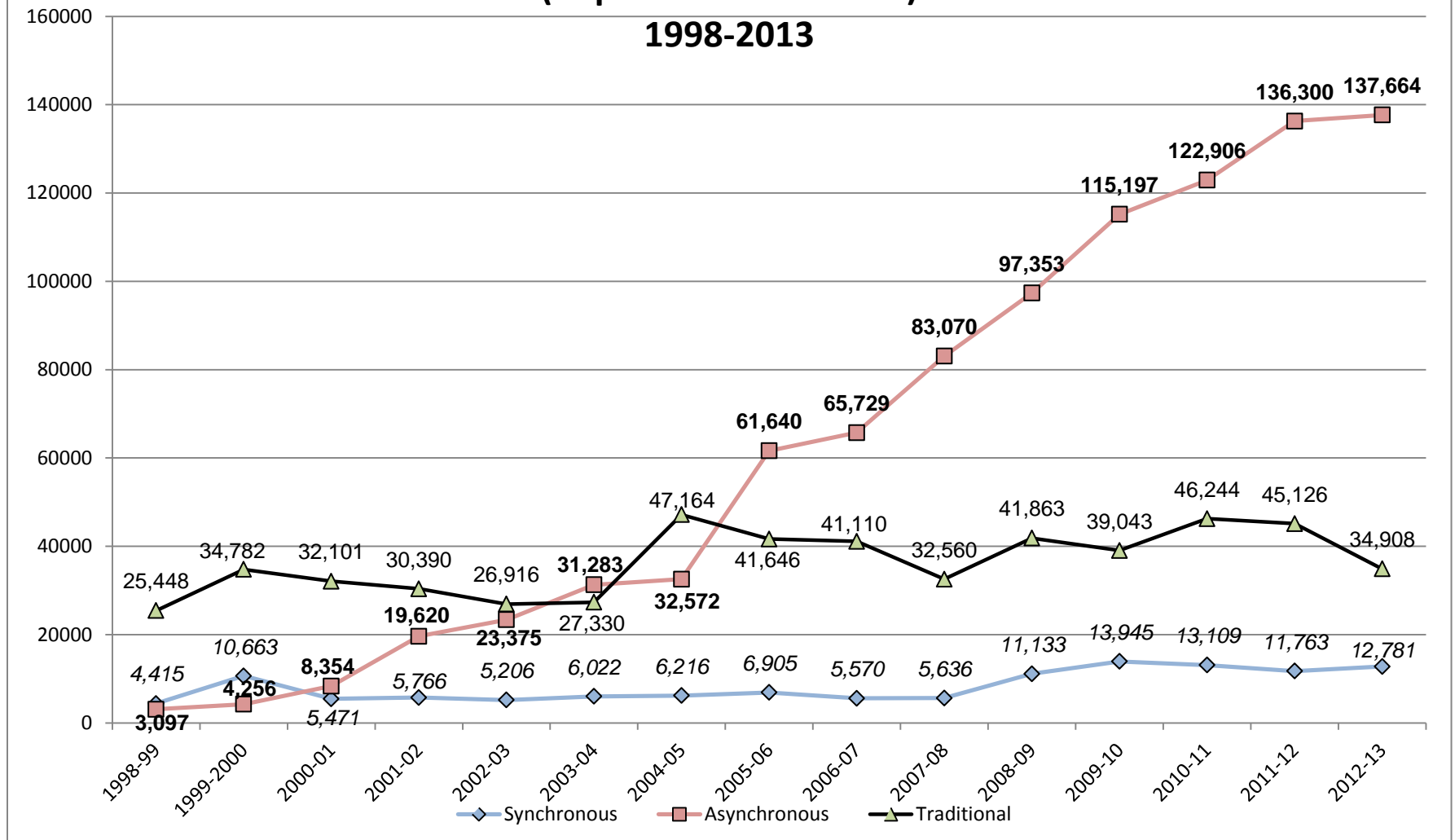


TABLE II
Estimate of the Number of Students Served by Nebraska Public Institutions by Distance Learning
(duplicated headcount)
2012-2013

Institution/Sector	Synchronous		Asynchronous	Sub-Total	Traditional	Grand Total
	Sending	Receiving				
UNK	149	18	8,829	8,996	19	9,015
UNL	0	0	16,348	16,348	235	16,583
UNMC	1,639	1,300	2,146	5,085	0	5,085
UNO	0	26	16,640	16,666	4,800	21,466
NCTA	0	0	343	343	0	343
University Total	1,788	1,344	44,306	47,438	5,054	52,492
CSC	322	413	10,703	11,438	353	11,791
PSC	0	0	7,199	7,199	1,668	8,867
WSC	95	13	4,224	4,332	1,119	5,451
State College Total	417	426	22,126	22,969	3,140	26,109
CCC	797	1,722	10,156	12,675	3,497	16,172
MCC	783	163	31,128	32,074	15,402	47,476
MPCC	1,131	857	3,486	5,474	1,063	6,537
NECC	1,043	859	5,514	7,416	5,062	12,478
SCC	0	0	18,788	18,788	686	19,474
WNCC	864	587	2,160	3,611	1,004	4,615
Community College Total	4,618	4,188	71,232	80,038	26,714	106,752
Grand Totals	6,823	5,958	137,664	150,445	34,908	185,353

*Some institutions do not report the number of students at sending sites.

TABLE III
Awards Available at Distance from Nebraska Public Institutions
2011-2013

Institution	2011-12			2012-13		
	Entirely by Distance	Traditional	Combination of Distance & Traditional	Entirely by Distance	Traditional	Combination of Distance & Traditional
UNK	26	0	1	26	0	1
UNL	35	0	1	33	0	0
UNMC	9	0	1	9	0	1
UNO	10	0	14	11	0	20
NCTA	0	0	0	NR	NR	NR
University Total	80	0	17	79	0	22
CSC	8	0	9	9	0	5
PSC	10	0	10	11	0	0
WSC	3	2	1	3	5	1
State College Total	21	2	20	23	5	6
CCC	32	0	32	55	0	0
MCC	27	0	0	24	0	0
MPCC	NR	NR	NR	NR	NR	NR
NECC	17	12	17	14	11	19
SCC	12	0	0	12	0	0
WNCC	NR	NR	NR	2	0	6
Community College Total	88	12	49	107	11	25
Grand Total	189	14	86	209	16	53

*NR – Not Reported

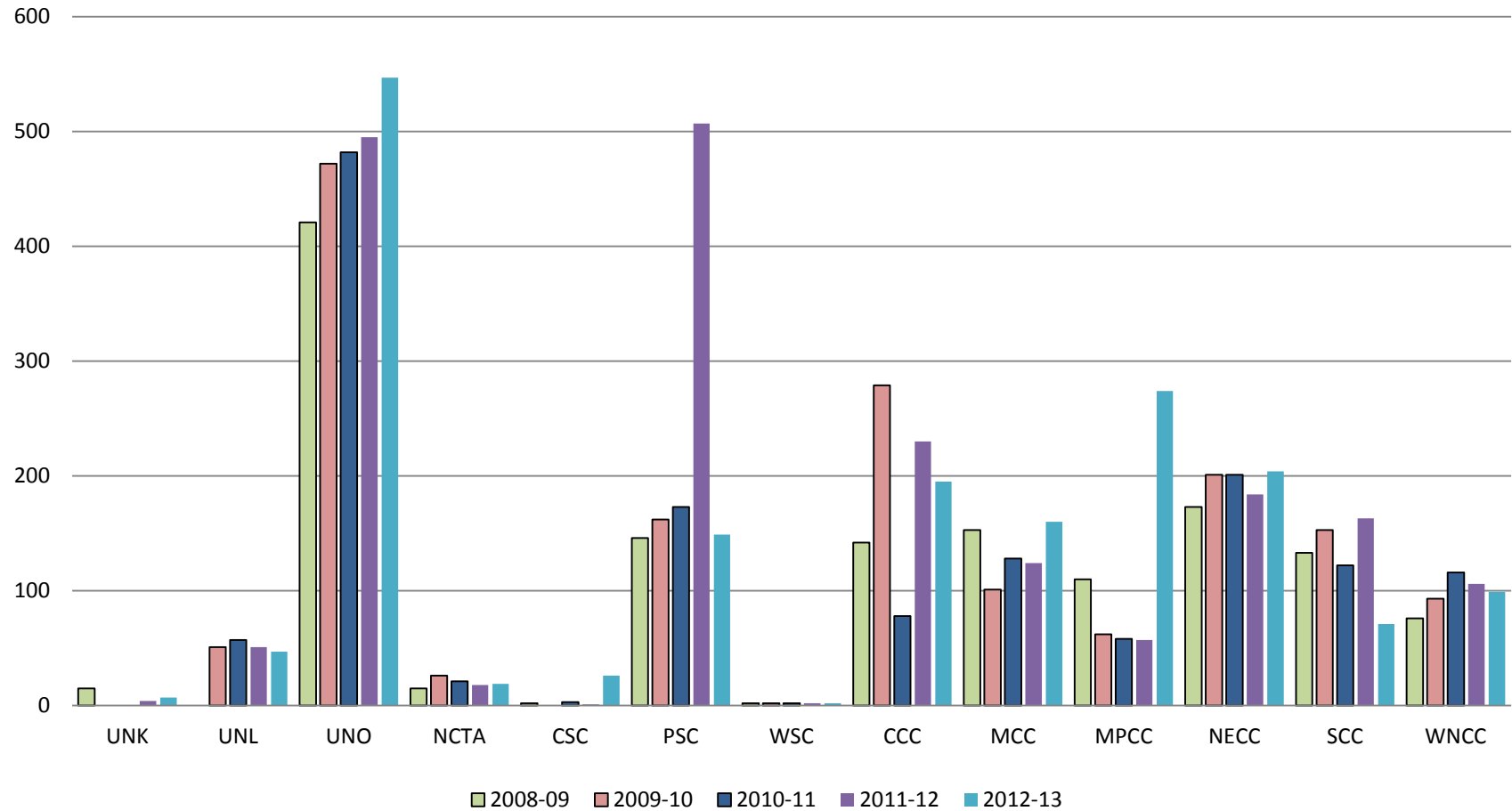
TABLE IV
Summary of College Courses Offered to High School Students in Nebraska by Public Institution
(duplicated headcount)
2010-2013

Institution	2010-11		2011-12		2012-13	
	# Courses	# Students	# Courses	# Students	# Courses	# Students
UNK	0	0	4	105	7	95
UNL	57	214	51	203	47	235
UNMC	0	0	0	0	0	0
UNO	482	4243	495	3885	547	3945
NCTA	21	165	18	133	19	139
University Total	560	4622	568	4326	620	4414
CSC	3	19	1	9	26	241
PSC	173	1504	507	1748	149	1889
WSC	2	9	2	10	2	27
State College Total	178	1532	510	1767	177	2157
CCC	78	849	230	1778	195	2541
MCC	128	1671	124	1741	160	2188
MPCC	58	774	57	358	274	1724
NECC	201	1588	184	1652	204	1479
SCC	122	1412	163	2013	71	781
WNCC	116	995	106	880	99	728
Community College Total	703	7289	864	8422	1003	9441
Grand Total	1441	13443	1942	14515	1800	16012

*None of the courses delivered synchronously – a common method of delivering courses to high schools – were marked by CCC as offered for high school students in 2010-11. Since the 2010-11 CCC figures are considerably smaller than those for the other two years, the high school offerings are most likely under-reported.

GRAPH III

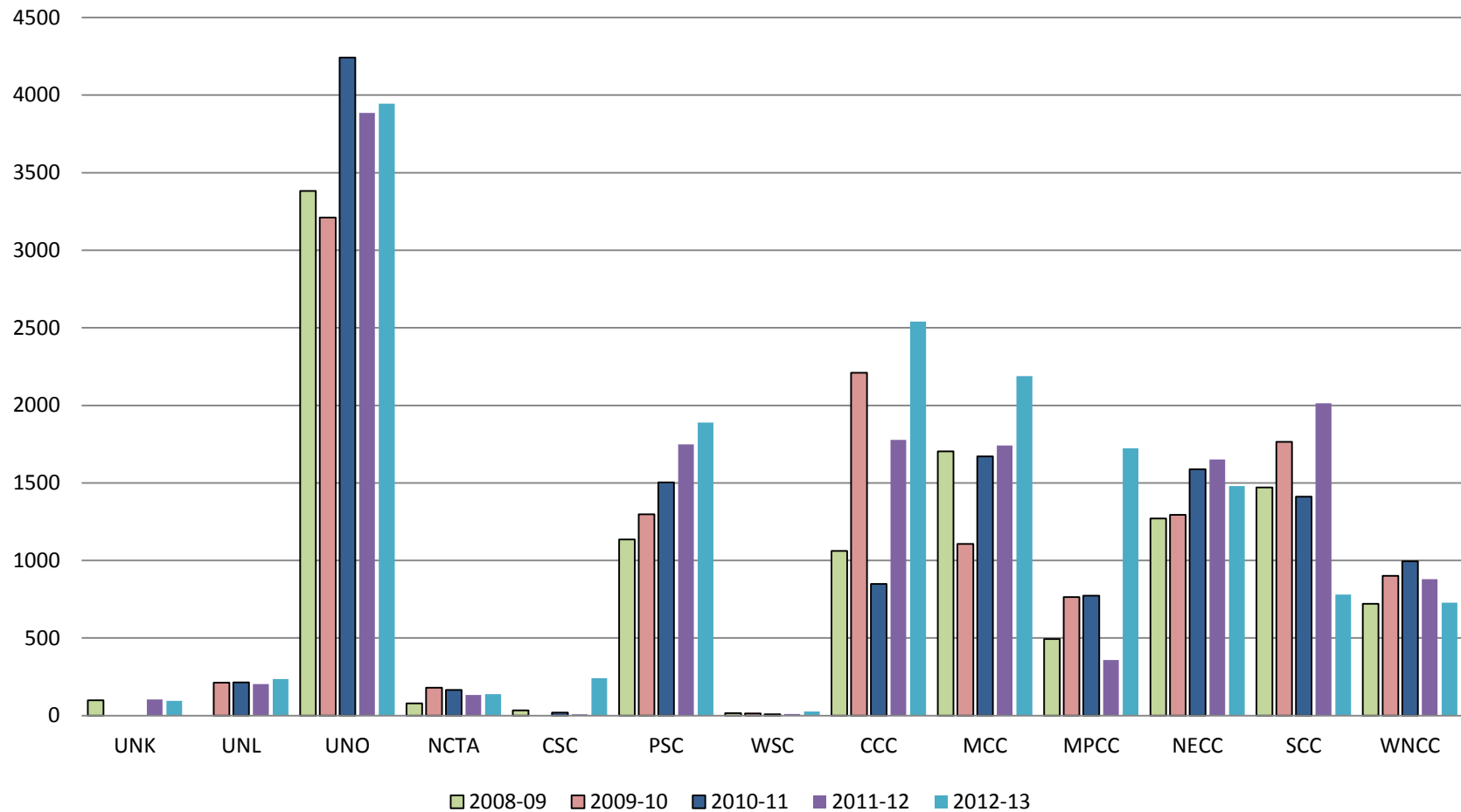
College Courses Offered to High School Students by Institution 2008 - 2013



*see footnote regarding CCC on previous page

GRAPH IV

**High School Students Participating in College Courses
by Public Institution
2008 - 2013**



General Statewide Funding Issues and Initiatives

Each biennium the Commission is required by statute to analyze and make recommendations to the Governor and Legislature concerning any major statewide funding issues or initiatives as identified in the *Comprehensive Statewide Plan*.

The Budget, Construction, and Financial Aid Committee is recommending three possible statewide funding issues – financial aid for low income students encompassing three aid programs, funding for renovation and maintenance of public higher education campus facilities, and revision of the formula for community college aid distribution.

Financial aid for low-income students

Access College Early (ACE)

In 2007, the Commission proposed a need-based scholarship system available to all needy high school students taking college classes, whether through their high school or directly from the postsecondary institution. This new program, known as the Access College Early (ACE) program, was introduced as a bill by Senator John Harms and strongly supported by the Legislature. For the FY2014-15 fiscal year, the ACE program is funded with \$685,000 in general funds and \$285,000 in federal funds. The grant that provides the federal funding will end in August 2015. If the federal funds are not replaced with state funds, approximately 1,000 low-income students would not be able to take dual-eligible courses.

ACE Plus

The ACE Plus scholarship program was initiated by the Commission in 2011–2012 to provide assistance to first- and second-year college students who were ACE scholarship recipients prior to graduating from high school. To qualify for an ACE Plus scholarship, a student must have taken at least one college course while in high school that was funded by the ACE scholarship program and be enrolled full time in college. This program is funded with \$250,000 in federal funds. The grant that provides the federal

General Statewide Funding Issues and Initiatives

funding will end in August 2015. Without state general funds to replace the lost federal funds, the ACE Plus program would no longer be able to be offered to college students and would disadvantage approximately 500 students.

Nebraska Opportunity Grant (NOG)

In 2003, the Legislature created the Nebraska State Grant Program (renamed the Nebraska Opportunity Grant in 2010) as its sole financial aid program, replacing three prior programs. The enabling legislation provided a funding mechanism that included significant increases to the financial aid program from lottery funds. According to current statutes, 24.75% of the education trust fund (funded with lottery funds) helps support the Nebraska Opportunity Grant (NOG) program. As of 2013-14, approximately \$9.5 million in lottery funds were available for need-based grants. In addition to Lottery funds, state general funds provided at \$6.7 million. The enabling legislation does not provide lottery funding past June 30, 2016. Consequently for 2016-17, the state's major financial aid program would experience a cut in funding of 58.6%. This would be a significant hardship for hundreds of college students.

Funding for renovation and maintenance of public higher education campus facilities

Most institutions do not spend sufficient dollars on facilities maintenance to keep their facilities in a well-maintained condition. Day-to-day maintenance is critical, but the state and the institutions also need to commit funding as a set aside for future repairs and renovations. After many years of encouragement by the public four-year institutions and the Commission, in 1998 the state took steps to address this issue by providing funding at the rate of 2% of the value of the new or newly renovated building. The funds were set aside and allocated each year. Due to state budget cuts over the years, the fee was reduced, partially reinstated, and then finally discontinued in 2010. The 2% depreciation charge for future repair and renovation of facilities at Nebraska's four-year institution is a critical need in higher education.

General Statewide Funding Issues and Initiatives

Revision of the formula for community college aid distribution

In April 2010, the Education Committee of the Legislature expressed its belief that a supportable funding formula for the community colleges should contain three essential elements. The first is an equalization framework that acknowledges the variability of local resources and provides “equity in services statewide, creates greater uniformity in property tax rates, and makes efficient use of the state’s limited resources.” Secondly, the committee stated a viable formula must recognize and account for differences between college areas, including their individual needs and financial resources. And finally, a viable formula must be financially sustainable by the State. Of the \$95 million that will be distributed to the community colleges this year, almost \$88 million is based on a funding formula that uses old and inaccurate data and provides funding based more on the status quo than current enrollment trends that would provide a more equitable distribution.

Coordinating Commission for Postsecondary Education
Capital Construction Project Evaluation Form

Committee Draft
July 22, 2014

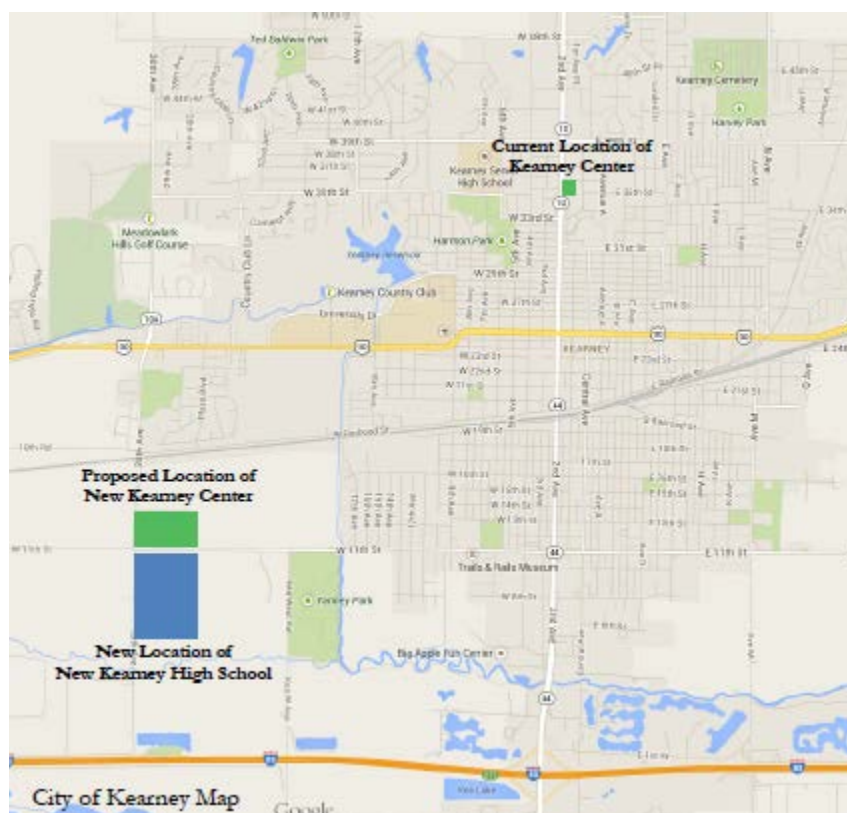
Institution/Campus: Central Community College / Kearney
Project Name: Kearney Learning Center
Date of Governing Board Approval: May 16, 2014
Date Complete Proposal Received: May 27, 2014
Date of Commission Evaluation: July 31, 2014

Central Community College – Kearney
Total Unduplicated Headcount Enrollment*

AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14
1,140	1,184	1,081	1,020	983

* Source: Central Community College Area Office. Includes both non-credit and credit students.
 AY 2013-14 enrollment numbers are based on preliminary data. (Note: Ten-year trend indicates a more stable enrollment pattern with AY 2004-05 unduplicated headcount enrollment of 1,059.)

Project Description: Central Community College is proposing to construct a new 63,180 gross square foot (gsf) learning center on a 38 acre site across the street from the new Kearney High School currently under construction in southwest Kearney. A site plan of the CCC's existing and proposed Kearney Learning Center sites is provided below.



(CCC - Kearney Learning Center evaluation continued)

CCC has operated the existing Kearney Center since 1998, when it purchased and remodeled a former 15,387 gsf bowling alley with a 100-stall parking lot in north-central Kearney. Prior to this, the CCC Kearney Center was located in the basement of a local church. The building currently provides courses in Practical Nursing, Associate Degree Nursing (AND) and general academic programs. The building also provides English as a Second Language (ESL), General Education Development (GED), and community education classes. Business and industry training classes are also provided part-time in space shared with the Nursing program for an anatomy and physiology laboratory. These program offerings are provided in eight classrooms and two class laboratories. The existing facility also has a computer lab, testing room and limited administrative and faculty office space. In addition to the programs offered at the Kearney Center, CCC is also collaborating with the Kearney Public School (KPS) District on a Transportation Technology Program at the high school.

The proposed new Kearney Learning Center would expand offerings in each of the existing programs outlined above. This would include expanded dual-enrollment courses for area high school students to include career and technical education. Possible expansion of career and technical education under discussion with KPS includes: welding, advanced manufacturing, construction, drafting and design, and information technology. Expanded general academic courses would allow for additional use of the college facility by CCC and UNK students for academic transfer. The proposed new facility would include 12 classrooms and four class laboratories (including two science labs). The proposed new facility would also include a multi-purpose room, two computer labs, two testing rooms, administrative and faculty office space and a student commons/study area. Finally, the new facility would include a 9,025 sq. ft. advanced manufacturing skills lab for both high school career and technical education and business and industry training.

The college is estimating a total project cost of \$21,440,700 (\$344.59/gsf) for design, construction and equipping a new facility, including sitework and up to 400 parking spaces. The source of funds for the proposed project would be \$10 million in capital improvement property tax levy funds and \$11.44 million in private donations. CCC estimates construction to begin in the summer of 2016 following completion of a capital campaign. The college previously entered into an agreement to purchase the land for the proposed new center at a cost of \$1,444,950 (\$38,025/acre) financed with capital improvement property tax levy funds. CCC plans to sell the existing Kearney Center property after completion of the new facility. The college is estimating an increase in facility operating and maintenance (O&M) costs associated with a new facility at \$393,618/year (\$6.33/gsf/year) upon opening of a new facility in the fall of 2018. Increased facility O&M costs would be funded from the college's general operating fund. A portion of these facility O&M costs would be funded by shifting funding used to operate the existing Kearney Center.

(CCC - Kearney Learning Center evaluation continued)

1. **The proposed project demonstrates compliance and consistency with the *Comprehensive Statewide Plan*, including the institutional role and mission assignment.**

Yes

☒

No

☐

Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states:

"Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication." This project would provide facilities to meet the needs of increased demand for education and training in the Kearney area.

Page 1-8 of the *Plan* lists the following as one of its major statewide goals: "Higher education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to help sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state." The CCC Nursing program, high school career and technical education, and business and industry training responds directly to workforce development and training needs of employers in the region.

Page 3-6 of the *Plan* states: "Adequate health care, especially in underserved rural areas, is a critical issue that postsecondary education can help resolve through health education programs, research, and services. The University of Nebraska and community colleges, as well as some independent colleges and universities and private career schools, all have important roles in providing education and training in the many health-related fields. Most of these institutions incorporate training at rural hospital sites into their curriculum to expose students to rural health career opportunities.

- Institutions with a role in health-care education identify and respond to the changing health-care needs of Nebraska's citizens, including those in underserved rural areas."

Page 7-7 of the *Plan* outlining the community colleges' role and mission states: "Community colleges provide educational options for students seeking entry-level career training. The education program may culminate in an applied technology associate degree, diploma, or certificate; or an associate of arts or associate of science degree from an academic transfer

(CCC - Kearney Learning Center evaluation continued)

program.” Space associated with this project would affect Central Community College’s Nursing program that offers an associate degree and diploma and the Academic Transfer program.

2. The proposed project demonstrates compliance and consistency with the *Statewide Facilities Plan*.

Yes

☒

No

☐

Comments: This proposal generally demonstrates compliance and consistency with the Commission's *Statewide Facilities Plan* as outlined in the following criteria.

2.A The proposed project includes only new or existing academic programs approved by the Commission.

Yes

☒

No

☐

Comments: The Commission’s Executive Director approved CCC’s Nursing ADN degree and Practical Nursing diploma for continuation on January 24, 2013. The Commission’s Executive Director approved CCC’s Academic Transfer AA and AS degrees (which include science courses) for continuation on January 23, 2014.

2.B Degree that the project demonstrates compliance with the governing-board-approved institutional comprehensive facilities plan.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The Central Community College 2011 *Physical Master Plan* was approved by the CCC Board of Governors on November 15, 2012.

Page 21 of the 2011 *Physical Master Plan* identifies a new Kearney facility as the fourth highest Capital Improvement Fund priority. The highest priority project was the Welding addition on the Columbus Campus that was recently completed, followed by a new academic education building on the Hastings Campus and an East Education Center science/nursing addition on the Columbus Campus. The opportunity to collaborate with KPS and local businesses resulted in addressing the Kearney Center project sooner than originally projected.

Page 25 of the 2011 *Physical Master Plan* states “The

existing building and site is inadequate to meet student demands for classes. This includes classroom space as well as parking spaces. The new facility would provide additional space for science labs, testing areas, student services, resource center, classrooms, IP rooms, seminar rooms, computer labs, and industry labs (including welding and electrical mechanical)."

Page 27 of the 2011 *Physical Master Plan* identifies the estimated cost of a new Kearney facility as \$9.6 million in 2011 dollars.

2.C Degree that the project addresses existing facility rehabilitation needs as represented in a facilities audit report or program statement.

High Low

☐ ☐ ☐ ☐ ☐

Comments: Not applicable as this proposal involves new construction. The existing building and land would be vacated and sold.

2.D Degree that project justification is due to inadequate quality of the existing facility because of functional deficiencies and is supported through externally documented reports (accreditation reports, program statements, etc.).

High Low

☐ ☐ ☐ ☐ ☐

Comments: Not applicable as the existing Kearney Center functions reasonably well for its original purpose. The primary deficiencies with the existing facility involves a lack of space and parking to accommodate instructional and training needs, as will be outlined below.

2.E Degree that the amount of space required to meet programmatic needs is justified by application of space/land guidelines and utilization reports.

High Low

☐ ☐ ☒ ☐ ☐

Comments: The college stated that square footage projections are based on input provided by the college dean, associate dean, and department/program faculty and staff. The department/program reviewed its current needs and the anticipated growth or changes affecting their curriculum. Room types and square footages were

(CCC - Kearney Learning Center evaluation continued)

calculated based on need and economy while taking into consideration the University of Nebraska space guidelines for any similar areas where applicable.

Classroom Utilization – General academic, nursing and business programs are proposing to occupy 12 classrooms with a total of 329 student stations in a new facility. The existing facility's eight classrooms (with 185 student stations) were scheduled an average 32.4 hours per week per classroom during the Fall 2013 semester. This compares to nationally recognized standards of 30 hours per week considered acceptable for classroom scheduling. The college is projecting increased utilization of classroom space for 1) additional general academic courses for CCC and UNK students, 2) increased nursing enrollment, 3) high school dual enrollment courses, and 4) increased business and industry training. While these projected increases may occur, supporting data is not presently available.

Class Laboratory Utilization - Science and nursing programs are proposing to occupy four class laboratories (two nursing & two science labs) with a total of 96 student stations in a new facility. The existing facility has one nursing laboratory (with 20 student stations) and one anatomy and physiology (A/P) laboratory (approx. 30 stations) also used for business and industry training. The nursing laboratory was scheduled 42.5 hours per week during the Fall 2013 semester. The A/P laboratory/business and industry training room was scheduled 14 hours per week during the Fall 2013 semester. This compares to nationally recognized standards of 20 hours per week considered acceptable for class laboratory scheduling. Increased nursing demand would likely utilize two nursing labs. The addition of two science labs would allow nursing students to meet most if not all of their course needs in the Kearney Center. By offering general science courses at the new facility, UNK students may also choose to take some of their general education courses through CCC.

2.F Degree that the amount of space required to meet specialized programmatic needs is justified by professional planners and/or externally documented reports.

High Low

☐ ☒ ☐ ☐ ☐

Comments: Several specialized spaces are proposed for a new facility to include a multi-purpose room and advanced manufacturing skills lab. Square footages of these spaces were determined based on equipment and furnishing requirements and input from local business and industry. The proposed 9,025 square foot advanced manufacturing skills lab would accommodate up to 23 welding stations, six lathes, six mills, six-station mechatronics lab, industrial robotics and other manufacturing equipment for use in career and technical education and business and industry training.

2.G Ability of the project to fulfill currently established needs and projected enrollment and/or program growth requirements.

High Low

☐ ☒ ☐ ☐ ☐

Comments: As has occurred at most community colleges, the Kearney Center has experienced enrollment decreases over the past three years, possibly a result of increased labor participation rates. Therefore it is assumed that other factors would need to justify a substantial increase in the size of a new Kearney Learning Center. As previously outlined, increasing general academic course offerings for CCC and UNK students; increased nursing demand; the addition of high school dual enrollment courses, and substantially increasing business and industry training opportunities have the potential to require additional space.

2.H The need for future projects and/or operating and maintenance costs are within the State's ability to fund them, or evidence is presented that the institution has a sound plan to address these needs and/or costs.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The proposed new Kearney Learning Center would not create an immediate need for future projects. The need for additional space in the future would be dependent on enrollment trends at the new facility.

Increased ongoing facility operating and maintenance costs associated with the new addition are within the college's general operating budget capacity given existing levy limits.

2.I Evidence is provided that this project is the best of all known and reasonable alternatives.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The college considered several alternatives to the proposed project to include:

- Collaborate with KPS and build on a single site that will serve both entities needs. However, KPS stated that they do not have sufficient land at the new high school site.
- Consider other existing spaces in the community. However, the college determined that nothing is available with the exception of the existing high school, which is not desirable for a college center due to age, accessibility limitations, hazardous materials, and code requirements that would need to be addressed.
- Retaining the existing facility would not permit expansion of nursing or general academic programs, and severely restrict career and technical education and business and industry training opportunities.

2.J Degree that the project would enhance institutional effectiveness/efficiencies with respect to programs and/or costs.

High Low

Comments: The proposed project would not provide cost efficiencies. However, the proposed project would expand and improve instructional and business and industry training space. The proposed project would enhance the ability of the college to adequately serve the needs of the Kearney area.

2.K Degree that the amount of requested funds is justified for the project and does not represent an insufficient or extraordinary expenditure of resources.

High Low

Comments: **Construction Costs** - The college's estimate to construct and equip a new Kearney Learning Center, including sitework and parking, is \$21,440,700 (\$344.59/gsf). Commission staff's estimate of the total project cost is \$20,288,500 (\$326.08/gsf) for construction of vocational school space per *R.S. Means Square Foot Costs* modified to account for science laboratory requirements and local conditions. The college's estimate is \$1,152,200 (5.7%) higher than Commission staff's estimate for the project. Both estimates are inflated for a fall 2018 building opening. The primary difference between these estimates is a higher contingency fund included in the college's estimate.

Operating and Maintenance Costs - The college is estimating an increase in ongoing facility operating and maintenance (O&M) costs of \$393,618 per year (\$6.33/gsf/year). Commission staff's estimate to provide ongoing facility O&M for a new facility is \$424,500 per year (\$6.82/gsf/year). The college's estimate is \$30,842 per year (7.3%) lower than Commission staff's estimate for facility O&M. Both estimates are inflated for a fall 2018 building opening. The primary difference between these estimates is in the building maintenance estimate.

2.L Source(s) of funds requested are appropriate for the project.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The proposed use of capital improvement property tax levy funds and private donations to construct instructional and business and industry training space is appropriate.

CCC presently collects 2.0¢ per \$100 property valuation for the Capital Improvement Fund, which is the maximum capital improvement levy limit allowed by statute. The college estimates that the capital improvement levy will generate about \$9.078 million in the current fiscal year.

Beginning in FY 2014, community colleges were allowed to collect a maximum capital improvement levy limit of 2.0¢ per \$100 property valuation for the Capital Improvement Fund. However, the combined operating and capital improvement levies shall not exceed the current maximum of 11.25¢ per \$100 property valuation.

CCC had a Capital Improvement Fund balance of \$4,591,275 as of June 30, 2014. CCC is projecting that the Capital Improvement Fund's estimated year-end balance should remain relatively stable through completion of this proposed project.

3. The proposed project demonstrates that it is not an unnecessary duplication of facilities.

Yes

No

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☐

Comments: The college has demonstrated that this project would not unnecessarily duplicate instructional and business and industry training facilities in Kearney.

3.A Degree that the project increases access and/or serves valid needs considering the existence of other available and suitable facilities.

High Low

☐ ☐ ☒ ☐ ☐

Comments: The college has demonstrated additional need for Nursing Assistant, Practical Nursing and Associate Degree Nursing program space in the Kearney area. CCC nursing students also have the opportunity to matriculate into the UNMC Kearney Division College of

(CCC - Kearney Learning Center evaluation continued)

Nursing bachelor and graduate programs.

Increased instructional classroom and laboratory space is intended to provide increased access for four groups of students: 1) CCC students wishing to complete an Academic Transfer program, 2) CCC students wanting to take general education courses prior to transfer to another community college campus to complete a degree program, 3) UNK students taking general education courses that would transfer back to UNK, and 4) high school students taking either general academic dual enrollment courses or career and technical education courses. It is not known at this time the extent to which enrollment would increase for each of these student groups.

Potential expansion of business and industry would be based on input from area businesses. The college stated that occupations needing workers in the area include welding, CNC mill and PLC operators, and industrial maintenance. CCC discussions with employers indicate they are seeking employees with credentials (or to provide training to earn certification) and continuing education to keep employees current. The Kearney Economic Development office has provided the following information for future needs in training in the next 24 months - 100 trainees in advanced manufacturing (tool and die, CNC machining, machinist) and welding and 15 in mechatronics. In addition, it was estimated that 40 computer programmers will be needed. CCC anticipates doubling the number of employees that can be provided training in the first year followed by estimated growth of five percent annually.

COMMISSION ACTION AND COMMENTS:

Action: Pursuant to the Nebraska Revised Statutes, Section 85-1414, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Central Community College's proposal to use \$10 million in capital improvement property taxes for a new Kearney Learning

Approve



Disapprove



(CCC - Kearney Learning Center evaluation continued)

Center as outlined in the program statement dated April 30, 2014 (Revised May 27, 2014) and supplemental information provided.

Comments: The existing CCC Kearney Center has served the community for the past 16 years and is being used to its full capacity. The proposed new Kearney Learning Center would be located across from the Kearney Public School District's new high school that is being relocated from north central Kearney to the southwest portion of the city. Location of a new Kearney Learning Center near the high school should help promote both dual enrollment course offerings and matriculation of students from secondary to postsecondary education. It is not known at this time what effect the new location would have on low-income students. Kearney does have a public transportation service that offers scheduled in-town rides for \$2 per trip. College staff stated that childcare may be a bigger hurdle for low-income students than transportation to the Kearney Center.

The proposed new Kearney Learning Center would provide four-times as much space as the existing facility. Some increase is needed to address existing shortfalls in space for parking, office space, nursing lab space, Career and Technical Education (CTE) and Business and Industry (B&I) lab space, and student commons/study area. The college anticipates increased enrollment from high school dual enrollment and college (CCC and UNK) students that would utilize additional classroom and class laboratory space in a new facility. The need for increased B&I training space has also been well documented.

The college is proposing to allocate \$10 million towards a new facility with remaining funding coming from a capital campaign. The use of private funding to assist in constructing both career and technical education and business and industry training space is both appropriate and appreciated in meeting local area needs. Considering Central Community College's existing and projected facility needs within the three campus system, the Commission would caution providing additional capital improvement property tax revenue beyond the \$10 million currently proposed.

APPENDIX 3 – *Comprehensive Statewide Plan for Postsecondary Education*

COMMISSION ESTABLISHED PEER LISTS

Community College Peers

Central Community College

~~Metropolitan Community College, Omaha, Nebraska~~
~~Trinity Valley Community College, Athens, Texas~~
~~Southeastern Community College, W. Burlington, Iowa~~
~~Southeast Community College, Lincoln, Nebraska~~
~~Northcentral Technical College, Wausau, Wisconsin~~
~~Moraine Park Technical College, Fond Du Lac, Wisconsin~~
~~Mid-Plains Community College, North Platte, Nebraska~~
~~Indian Hills Community College, Iowa~~
~~Fox Valley Technical College, Appleton, Wisconsin~~
~~Laramie County Community College, Cheyenne Wyoming~~

~~Black Hawk College, Illinois~~
~~Central Carolina Community College, North Carolina~~
~~Eastern Arizona College, Arizona~~
~~Hutchinson Community College, Kansas~~
~~Indian Hills Community College, Iowa~~
~~Iowa Central Community College, Iowa~~
~~Jackson Community College, Michigan~~
~~Laramie County College, Wyoming~~
~~Paris Junior College, Texas~~
~~Shasta College, California~~

Alternates:

~~North Idaho College, Idaho~~
~~Western Iowa Tech Community College, Iowa~~

Metropolitan Community College

~~Aims Community College, Greeley, Colorado~~
~~Casper College, Casper, Wyoming~~
~~Central Community College, Grand Island, Nebraska~~
~~Central Texas College, Killeen, Texas~~
~~Delgado Community College, Delgado Louisiana~~
~~Kirkwood Community College, Cedar Rapids, Iowa~~
~~Linn-Benton Community College, Albany, Oregon~~

~~San Jacinto College, Pasadena, Texas~~
~~Seminole Community College, Sanford, Florida~~
~~Southeast Community College, Lincoln, Nebraska~~

Community College of Alleghany County, Pennsylvania
Des Moines Area Community College, Iowa
Erie Community College, New York
Greenville Technical College, South Carolina
Guilford Technical Community College, North Carolina
Joliet Junior College, Illinois
Mesa Community College, Arizona
San Jacinto Community College, Texas
Tulsa Community College, Oklahoma
Wake Technical Community College, North Carolina

Alternates:

Milwaukee Area Technical College, Wisconsin
Trident Technical College, South Carolina

Mid-Plains Community College

~~Carl Sandburg College, Galesburg, Illinois~~
~~College of Southern Idaho, Twin Falls, Idaho~~
~~Dodge City Community College, Dodge City, Kansas~~
~~Indian Hills Community College, Ottumwa, Iowa~~
~~North Idaho College, Coeur D'Alene, Idaho~~
~~Paris Junior College, Paris, Texas~~
~~San Juan Community College, Farmington, New Mexico~~
~~Sauk Valley Community College, Dixon, Illinois~~
~~Southeastern Community College, W. Burlington, Iowa~~
~~Western Nebraska Community College, Scottsbluff, Nebraska~~

Carl Sandburg College, Illinois
Cloud County Community College, Kansas
College of the Albermarle, North Carolina
Flathead Valley Community College, Montana
Highland Community College, Kansas
Iowa Lakes Community College, Iowa
Lake Michigan College, Michigan
Southeastern Community College, Iowa
Southwestern Michigan College, Michigan
Western Nebraska Community College

Alternates:

Bay de Noc Community College, Michigan
Blue Mountain Community College, Oregon

Northeast Community College

~~Colorado Northwestern Community College, Rangely, Colorado~~
~~Dodge City Community College, Dodge City, Kansas~~
~~Eastern Arizona College, Thatcher, Arizona~~
~~Iowa Lakes Community College, Estherville, Iowa~~
~~Laramie County Community College, Cheyenne, Wyoming~~
~~Mid Plains Community College, North Platte, Nebraska~~
~~North Idaho College, Coeur D'Alene, Idaho~~
~~Paris Junior College, Paris, Texas~~
~~Southeastern Illinois College, Harrisburg, Illinois~~

Casper College, Wyoming
Central Community College, Nebraska
Crowder College, Missouri
Eastern Arizona College, Arizona
Grayson College, Texas
Hutchinson Community College, Kansas
Illinois Valley Community College, Illinois
Linn-Benton Community College, Oregon
State Fair Community College, Missouri
Western Iowa Tech Community College, Iowa

Alternates:

Rend Lake College, Illinois
Yavapai College, Arizona

Southeast Community College

~~Aims Community College, Greeley, Colorado~~
~~Casper College, Casper, Wyoming~~
~~Central Community College, Grand Island, Nebraska~~
~~Fox Valley Technical College, Appleton, Wisconsin~~
~~Indian Hills Community College, Ottumwa, Iowa~~
~~Kirkwood Community College, Cedar Rapids, Iowa~~
~~Metropolitan Community College, Omaha, Nebraska~~
~~Trinity Valley Community College, Athens, Texas~~

Cape Fear Community College, North Carolina
Cochise College, Arizona
College of Lake County, Illinois
Des Moines Area Community College, Iowa
Elgin Community College, Illinois
Guilford Technical Community College, North Carolina
Hinds Community College, Mississippi
Joliet Junior College, Illinois

Kirkwood Community College, Iowa
Madison Area Technical College, Wisconsin

Alternates:

San Jacinto Community College, Texas
The Community College of Baltimore County, Maryland

Western Nebraska Community College

~~Bee County College, Beeville, Texas~~
~~Dodge City Community College, Dodge City, Kansas~~
~~Glenn Oaks Community College, Centerville, Michigan~~
~~Iowa Lakes Community College, Estherville, Iowa~~
~~Mid-Plains Community College, North Platte, Nebraska~~
~~Northwest Community College, Powell, Wyoming~~
~~Paris Junior College, Paris, Texas~~
~~San Juan College, Farmington, New Mexico~~
~~Sheridan College, Sheridan, Wyoming~~

Central Wyoming College, Wyoming
Coffeyville Community College, Kansas
Dodge City Community College, Kansas
Flathead Valley Community College, Montana
Mid-Plains Community College, Nebraska
Rockingham Community College, North Carolina
Shawnee Community College, Illinois
Southeastern Community College, Iowa
Southeastern Illinois College, Illinois
Surry Community College, North Carolina

Alternates:

Highland Community College, Illinois
Treasure Valley Community College, Oregon

State College Peers

Chadron State College

~~Eastern New Mexico University, Portales, New Mexico~~
~~Fort Hays State University, Hays, Kansas~~
~~Lander University, Greenwood, South Carolina~~
~~North Georgia College, Dahlonega, Georgia~~
~~Northern State University, Aberdeen, South Dakota~~
~~Northwestern Oklahoma State University, Alva, Oklahoma~~
~~Southern Arkansas University, Magnolia, Arkansas~~
~~Southern Oregon State College, Ashland, Oregon~~

~~Southwest State University, Marshall, Minnesota~~
~~University of North Carolina at Pembroke, Pembroke, North Carolina~~

Granite State College, New Hampshire
Lincoln University, Missouri
Missouri Western State University, Missouri
Montana State University Billings, Montana
Ohio State University – Lima Campus, Ohio
Ohio State University – Newark Campus, Ohio
Peru State College, Nebraska
Shawnee State University, Ohio
University of Arkansas at Monticello, Arkansas
Wayne State College, Nebraska

Alternates:

Mayville State University, New Hampshire
Wright State University – Lake Campus, Ohio

Peru State College

~~Black Hills State College, Spearfish, South Dakota~~
~~Concord College, Athens, West Virginia~~
~~Dakota State University, Madison, South Dakota~~
~~Dickinson State University, Dickinson, North Dakota~~
~~Indiana University-east, Richmond, Indiana~~
~~Northwestern Oklahoma State University, Alva, Oklahoma~~
~~Southwest State University, Marshall, Minnesota~~
~~University of Arkansas-Monticello, Monticello, Arkansas~~
~~University of South Carolina at Aiken, Aiken, South Carolina~~
~~Western State College-Colorado, Gunnison, Colorado~~

Chadron State College, Nebraska
Granite State College, New Hampshire
Lincoln University, Missouri
Missouri Western State University, Missouri
Montana State University Billings, Montana
Ohio State University – Lima Campus, Ohio
Ohio State University – Newark Campus, Ohio
Shawnee State University, Ohio
University of Arkansas at Monticello, Arkansas
Wayne State College, Nebraska

Alternates:

Mayville State University, New Hampshire
Wright State University – Lake Campus, Ohio

Wayne State College

Bemidji State University, Bemidji, Minnesota
Eastern New Mexico University, Portales, New Mexico
Fort Hays State University, Hays, Kansas
Georgia Southwestern State University, Americus, Georgia
Minot State University, Minot, North Dakota
Northern State University, Aberdeen, South Dakota
Southeastern Oklahoma State University, Durant, Oklahoma
Southern Arkansas University, Magnolia, Arkansas
Southern Oregon State College, Ashland, Oregon

Chadron State College, Nebraska
Granite State College, New Hampshire
Lincoln University, Missouri
Missouri Western State University, Missouri
Montana State University Billings, Montana
Ohio State University – Lima Campus, Ohio
Ohio State University – Newark Campus, Ohio
Peru State College, Nebraska
Shawnee State University, Ohio
University of Arkansas at Monticello, Arkansas

Alternates:

Mayville State University, New Hampshire
Wright State University – Lake Campus, Ohio

University of Nebraska Peers

University of Nebraska-Lincoln

Auburn University, Auburn, Alabama
Colorado State University, Fort Collins, Colorado
Iowa State University, Ames, Iowa
Kansas State University, Manhattan, Kansas
Louisiana State University, Baton Rouge, Louisiana
Oklahoma State University, Stillwater, Oklahoma
Purdue University, West Lafayette, Indiana
University of Colorado, Boulder, Colorado
University of Georgia, Athens, Georgia
University of Kansas, Lawrence, Kansas
University of Missouri, Columbia, Missouri
University of Tennessee, Knoxville, Tennessee

University of Nebraska at Omaha

Cleveland State University, Cleveland, Ohio
Eastern Michigan University, Ypsilanti, Michigan
Middle Tennessee State University, Murfreesboro, Tennessee
Portland State University, Portland, Oregon
University of Arkansas-Little Rock, Little Rock, Arkansas
University of Missouri-St. Louis, St. Louis, Missouri
University of Northern Iowa-Cedar Falls, Waterloo, Iowa
Wichita State University, Wichita, Kansas
Youngstown State University, Youngstown, Ohio

University of Nebraska at Kearney

Bloomsburg University of Pennsylvania, Bloomsburg, Pennsylvania
Central Missouri State University, Warrensburg, Missouri
Moorhead State University, Moorhead, Minnesota
Pittsburg State University, Pittsburg, Kansas
Southeast Missouri State University, Cape Girardeau, Missouri
University of Wisconsin-La Crosse, La Crosse, Wisconsin
University of Wisconsin-Whitewater, Whitewater, Wisconsin
Western Carolina University, Cullowhee, North Carolina
Western Illinois University, Macomb, Illinois

University of Nebraska Medical Center

Ohio State University, Columbus, Ohio
Oregon Health Science University, Portland, Oregon
University of Arizona, Tucson, Arizona
University of Cincinnati, Cincinnati, Ohio
University of Colorado Health Science Center, Denver, Colorado
University of Florida, Gainesville, Florida
University of Iowa, Iowa City, Iowa
University of Kansas Medical Center, Kansas City, Kansas
University of Kentucky, Lexington, Kentucky
University of Oklahoma Health Science Center, Oklahoma City, Oklahoma
University of Tennessee-Memphis, Memphis, Tennessee
University of Utah, Salt Lake City, Utah

University of Nebraska Board of Regents Peer Lists

For information purposes only: The Commission has not endorsed or approved these lists.

University of Nebraska-Lincoln Regents' List

Colorado State University, Fort Collins, Colorado
Iowa State University, Ames, Iowa
Ohio State University, Columbus, Ohio
Purdue University, West Lafayette, Indiana
University of Colorado, Boulder, Colorado
University of Illinois, Urbana, Illinois
University of Iowa, Iowa City, Iowa
University of Kansas, Lawrence, Kansas
University of Minnesota, St. Paul, Minnesota
University of Missouri, Columbia, Missouri

University of Nebraska at Omaha Regents' List

Cleveland State University, Cleveland, Ohio
Northern Illinois University, De Kalb, Illinois
University of Arkansas-Little Rock, Little Rock, Arkansas
University of Colorado-Denver, Denver, Colorado
University of Missouri-St. Louis, St. Louis, Missouri
University of Northern Iowa, Cedar Falls, Iowa
University of Texas-El Paso, El Paso, Texas
Wichita State University, Wichita, Kansas

University of Nebraska at Kearney Regents' List

Central Missouri State University, Warrensburg, Missouri
Moorhead State University, Moorhead, Minnesota
South Dakota State University, Brookings, South Dakota
University of Northern Colorado, Greeley, Colorado
University of Northern Iowa, Cedar Falls, Iowa
University of Tennessee-Martin, Martin, Tennessee
University of Wisconsin-Steven's Point, Steven's Point, Wisconsin
Western Illinois University, Macomb, Illinois

University of Nebraska Medical Center Regents' List

Ohio State University, Columbus, Ohio
University of Colorado Health Science Center, Denver, Colorado

University of Illinois at Chicago, Chicago, Illinois
University of Iowa, Iowa City, Iowa
University of Kansas Medical Center, Kansas City, Kansas
University of Oklahoma Health Science Center, Oklahoma City, Oklahoma
University of Tennessee-Memphis, Memphis, Tennessee

Proposed CCPE Budget for 2014-2015

	2012-2013 Expenditures	2013-2014 Expenditures	2014-2015 Proposed Budget
PERSONAL SERVICES			
Permanent Salaries	\$761,891	\$787,665	\$915,873
Temporary Salaries	\$0	\$0	\$0
Overtime	\$0	\$0	\$0
Subtotal	\$761,891	\$787,665	\$915,873
PSL	\$761,891	\$787,665	\$915,873
Benefits	\$189,125	\$206,867	\$245,000
Subtotal	\$951,016	\$994,532	\$1,160,873
OPERATING EXPENSES			
Postage	\$2,462	\$3,160	\$5,000
Communication	\$13,470	\$12,377	\$20,500
Freight (one-day carrier service)	\$121	\$0	\$150
Data Processing	\$2,858	\$3,328	\$4,000
Publication & Printing	\$8,579	\$13,640	\$16,000
Moving Expenses	\$0	\$0	\$11,000
Awards Expense	\$203	\$402	\$1,000
Dues & Subscriptions	\$30,063	\$5,665	\$30,970
Conference Registration Fees	\$5,514	\$3,964	\$7,000
Electricity	\$2,096	\$2,122	\$4,000
Rent Expense	\$39,698	\$41,694	\$46,000
Repair & Maintenance	\$0	\$48	\$1,000
Office Supplies	\$2,002	\$3,058	\$5,000
Food Expenses	\$1,310	\$2,247	\$4,000
Education Supplies	\$387	\$444	\$1,000
Account & Auditing Services	\$6,944	\$4,314	\$5,000
Other Cont. Srvs & Travel Exp.	\$27,918	\$1,659	\$22,000
Other	\$1,487	\$1,105	\$2,000
Subtotal	\$145,112	\$99,227	\$185,620
STAFF TRAVEL			
Board & Lodging	\$2,097	\$6,270	\$7,000
Commercial Transportation	\$5,065	\$3,171	\$6,000
State-Owned Transportation	\$1,221	\$1,859	\$4,100
Mileage	\$1,309	\$1,166	\$1,500
Other	\$226	\$238	\$500
Subtotal	\$12,918	\$12,704	\$19,100
COMMISSIONER TRAVEL			
Board & Lodging	\$2,270	\$2,450	\$3,000
Commercial Transportation	\$0		\$0
Mileage	\$10,455	\$8,563	\$12,000
Other	\$0	\$73	\$100
Subtotal	\$12,725	\$11,086	\$15,100
CAPITAL OUTLAY			
Office Equipment	\$0	\$0	\$3,000
Hardware	\$10,085	\$2,973	\$6,500
Software	\$989	\$1,150	\$3,000
Subtotal	\$11,074	\$4,123	\$12,500
MHEC DUES			
MHEC Dues	\$95,000	\$95,000	\$95,000
Subtotal	\$95,000	\$95,000	\$95,000
TOTAL EXPENDITURES	\$1,227,845	\$1,216,672	\$1,488,193
General Fund Appropriation	\$1,232,430	\$1,321,182	\$1,321,637
Cash Fund Appropriation	\$15,882	\$25,000	\$25,000
Federal Fund	\$1,190	\$6,023	\$6,023
Carry-over to 2014-15			\$135,533
TOTAL APPROPRIATION	\$1,249,502	\$1,352,205	\$1,488,193

Coordinating Commission for Postsecondary Education

Biennial Budget Request for 2015-2017

The 2015-2017 Biennium Budget is due to the DAS-Budget Division on September 15, 2014. The budget includes requests for the following:

Financial Aid

- Request increased funding in the Nebraska Opportunity Grant for both years
- Request increased funding to the Access College Early (ACE) program for both years and request general funding replace the Federal funding that is ending
- Request increased funding to the ACE Plus program for both years and request general funding replace the Federal funding that is ending

Operating Funds

- Request for a three-percent increase in Operating Expenses
- Request for increase in Midwest Higher Education Commission (MHEC) annual dues
- Request for purchase of FAFSA (Free Application for Federal Student Aid) Software
- Request for Community College Specialist position
- Request for re-instatement of the Chief Academic Officer position
- Request for increase in SHEEO (State Higher Education Executive Officers) dues
- Request for additional spending authority in cash fund (no new funds)

Financial Aid Programs

Program 690 – Nebraska Opportunity Grant. Staff recommends an increase in state funds of \$1,000,000 for each year of the biennium. The staff is recommending this funding increase to compensate for the increases to the cost of attending college.

	Current <u>Appropriation</u>	2015-16 <u>Request</u>	Increase and <u>Replacement</u>	2016-17 <u>Request</u>	Increase and <u>Replacement</u>
State funds	\$6,868,156	\$7,868,156	\$1,000,000	\$ 8,868,156	\$1,000,000
Cash funds	<u>\$10,000,000</u>	<u>10,000,000</u>	10,000,000	<u>\$10,000,000</u>	\$10,000,000
	\$16,868,156	\$17,868,156		\$18,868,156	

Note: The \$10,000,000 replace request is due to the fact that the Cash Fund (Lottery money) expires on June 30, 2016.

Program 691 – Access College Early Scholarship Program (ACE). Staff recommends requesting additional funding for the ACE Program in each year of the biennium.

The ACE program encourages qualified low-income high school students to enroll in college courses while still in high school, which has the prospect of increasing the college-going rate in Nebraska. ACE continues to grow in popularity each year. The program has been operating long enough that staff is beginning to track the success of students who have participated in this program. In the past, the program has included federal monies from the CACG federal grant administered by the Commission. The CACG program will end in August 2015. Staff recommends asking for \$50,000 in each year of the biennium to ensure full funding of this popular program and request general funding replace Federal funding that is ending in August 2015.

	<u>Current Appropriation</u>	<u>2015-16 Request</u>	<u>2016-17 Request</u>
State funds	\$685,000	\$1,035,000	\$1,085,000
Federal funds	<u>\$300,000</u>	<u>0</u>	<u>0</u>
	\$985,000	\$1,035,000	\$1,085,000

Program 691 – ACE Plus. Ace Plus is an enhancement of the ACE Program. Students who received ACE scholarships in high school may apply to receive ACE Plus funds while attending a postsecondary institution. Presently ACE Plus is 100 percent federally funded through CACG. With the grant ending in August 2015, staff is requesting state funds to continue this program.

	<u>Current Appropriation</u>	<u>2015-16 Request</u>	<u>2016-17 Request</u>
State funds	0	\$300,000	\$400,000
Federal funds	<u>\$300,000</u>	<u>0</u>	<u>0</u>
	\$300,000	\$300,000	\$400,000

Administrative Funds

Program 640 – Administration. Program 640 is the Commission's operating budget, which includes a general and cash fund.

1. **Increase in operating expenses.** This budget item is a three percent increase in Operating Expenses (salaries and benefits are not included in the increase).
2. **MHEC Dues increase.** Staff has been advised by the Midwestern Higher Education Compact (MHEC) that there will be a \$20,000 increase in membership dues effective July 1, 2015. At the present time the state dues are \$95,000, effective July 1, 2015, the dues will increase to \$115,000.
3. **FAFSA (Free Application for Federal Student Aid) Software from Colorado.** The U.S Department of Education will partner with states so they can identify high school seniors who have not completed the FAFSA. States can use the information to support school and district efforts to increase FAFSA completion beginning with the 2014-15 school year. The Commission is requesting \$30,000 to purchase this software.
4. **Community College Specialist.** This position was requested in the 2014 deficit budget. This position is needed due to the added responsibilities for the Commission as mandated in LB 211. The Commission is requesting \$92,713 for salary, benefits, and operating expenses.
5. **Chief Academic Officer.** Staff is requesting re-instatement of the Chief Academic Officer position. This position has been vacant since 2000 due to agency budget cuts. Staff is requesting \$171,956 in salary, benefits, and operating expenses.
6. **Increase in SHEEO dues.** It was decided at the July meeting of SHEEO's executive officers that the annual dues would be increased by ten percent each year of the biennium. Therefore staff is requesting a budget item to absorb the increase.
7. **Increase in Cash Fund spending authority.** Staff is requesting an increase in spending authority in the Cash Fund from \$25,000 to \$35,000. Staff expects increased usage of the Cash Fund due to the onset of SARA (State Authorization Reciprocity Agreement). Once the Commission is authorized to participate in SARA, Nebraska postsecondary institutions will send their applications and fees to our office. The application fees and expenses for SARA will be operated out of the Cash Fund. Therefore, more spending authority will be required.

	<u>2015-16</u>	<u>2016-17</u>
1. Increase in Operating Expenses	\$6,970	\$7,179
2. MHEC Dues Increase	20,000	20,000
3. FAFSA Software	20,000	10,000
4. Community College Specialist	92,713	92,713
5. Chief Academic Officer	171,956	171,956
6. Increase in SHEEO dues	1,470	1,617
7. Increase in Spending Authority in Cash Fund	<u>10,000</u>	<u>10,000</u>
	\$323,109	\$313,465

	<u>Current Appropriation</u>	<u>2015-16 Request</u>	<u>2016-17 Request</u>
General Funds	\$1,321,637	\$1,634,746	\$1,625,102
Cash funds	<u>25,000</u>	<u>35,000</u>	<u>35,000</u>
	\$1,346,637	\$1,669,746	\$1,660,102



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Telephone: 402/471-2847 • Fax: 402/471-2886 • www.ccpe.state.ne.us
Carna Pfeil, Ph.D., Interim Executive Director

*Promoting high quality, ready access, and efficient use of resources
in Nebraska higher education.*

July 31, 2014

Michael S. Baumgartner, PhD
801 Cliftonbrook Lane
Silver Spring, MD 20905

Dear Dr. Baumgartner,

On behalf of the entire Coordinating Commission for Postsecondary Education, let me say how pleased we are that you have accepted our invitation to become our Executive Director.

This letter of appointment confirms our employment offer and outlines the terms and conditions of the appointment. Your signature on the letter will be regarded as our agreed-upon contract.

- As discussed, your appointment begins on August 29, 2014, and is subject to extension or renewal as hereinafter provided.
- Your appointment is at the pleasure of the Commission. An annual performance review will be conducted, using mutually agreed-upon criteria that include the degree to which understood annual objectives for the Commission, its staff, and its Executive Director are achieved. In the event that you or we wish to terminate our relationship, a two month written notice will be given.
- Your annual salary, to be paid in equal monthly installments, shall be \$177,000. This annual salary may, at any time, be increased without the necessity of a modification or amendment to this appointment letter.
- Nebraska's contribution to your TIAA/CREF will be 8 percent and you will be expected to contribute 6.5 percent, or Nebraska's contribution to your Nebraska Retirement Program will be 7.488 percent and you will be expected to contribute 4.8 percent.
- The state employee health insurance benefits are comprehensive and are explained in detail in the material that will be provided, or on the Department of Personnel website <http://das.nebraska.gov/Benefits/Active.html>.
- Annual paid vacation leave begins with 15 days (3 weeks), or the 6th year of service on the vacation schedule and will accrue each year after the 6th year per the Commission's vacation schedule up to a maximum of 25 days. Annual vacation leave may be carried over from one calendar year to the next, up to 35 days (see attached).
- Annual paid "sick leave" begins with 17 days, or the 6th year of service on the "sick leave" schedule and will accrue each year after the 6th year according to the Commission's "sick leave" policy up to a maximum of 30 days. Annual "sick leave" may be carried forward from one calendar year to the next, up to 180 days (see attached).

Commissioners

Colleen A. Adam, Chair
Hastings

Carol Zink, Vice Chair
Lincoln

Dr. Deborah Frison
Omaha

Dr. Ron Hunter
Hay Springs

Mary Lauritzen
West Point

Dwayne Probyn
Papillion

Eric Seacrest
North Platte

Dr. Joyce D. Simmons
Valentine

Lori Warner
South Sioux City

W. Scott Wilson
Papillion

- Commission employees are also provided two personal days per year.
- The Executive Director has the option of using a state car, as needed, for Commission business, or may be reimbursed for mileage at the state reimbursement rate when a personal vehicle is used for Commission business. A state car is not permanently assigned or provided as a benefit.
- The Commission will cover up to \$11,000 of your relocation expenses as outlined in the Commissions moving policies (see attached), and one house-hunting trip. If employment is voluntarily terminated by you prior to one year of service at the Commission, the relocation and house-hunting trip expenses paid to you by the Commission will be reimbursed to the Commission.

As I said at the outset, each of the Commissioners is pleased with your acceptance of this important leadership position in Nebraska. We look forward to a productive, positive working relationship as we make progress on the important postsecondary education agenda in our richly diverse and forward-thinking state. I know that your contribution to that progress will be significant. Welcome to Nebraska!

With warm best wishes,

Sincerely,

Colleen Adam, Chair

attachment

Acknowledgment:

(name)

Date

General Policies for Moving Expenses and Related Costs

The Commission will reimburse all or a portion of the moving expenses for an executive director and associate director. The amount of the reimbursement is at the discretion of the Commission or the agency head and is evaluated on a case-by-case basis.

Payment of moving expense shall be made only with the prior written approval of the executive director, interim executive director, or chair of the Commission. The written agreement shall include a listing of the items that will be reimbursed.

- a. New Employee – The Commission may reimburse a newly appointed executive director or associate director for moving expenses or a portion of these expenses, at the Commission's or agency head's discretion, provided the employee agrees in writing to remain in the employment of the State for a period of one year.
- b. Resignation – If an employee, whose moving expenses (all or part) have been paid by the Commission, resigns within one year of the move, the agency head will require the employee to reimburse the agency for a portion of the moving expenses, based on the length of time the employee worked for the agency after the move.
- c. Receipts – Original receipts of actual expenditures are required in order to be reimbursed.
- d. Eligibility for Reimbursement – The new employee's job location must be 50 miles farther from the employee's old residence than the old residence was from the former job location. In order to be reimbursed for any expenses under this policy, the expenses must be incurred by the employee no later than one year from the date the new employee was officially hired.
- e. Taxability of Reimbursement – Certain reimbursements for qualified moving expenses are excluded from income as qualified fringe benefits under IRS Section 217. Non-qualified reimbursed expenses are wages subject to withholding and payroll taxes. Expenses listed under f. (below) have been classified as qualified moving expenses (not reportable) or as non-qualified (reportable and subject to withholding) expenses. Although qualified moving expenses that are reimbursed to the employee are not reportable as income on the employee's W-2, they must be reported in box 12 on the employee's W-2. Qualified moving expenses paid directly to a third party (mover) no longer need to be reported on the employee's W-2.
- f. Expenses Qualifying for Reimbursement
 1. Qualified Moving Expenses (not reportable as taxable wages)
 - a. Transportation of Household and Personal Goods.
 - i. Actual, reasonable costs shall be reimbursed for the costs of a commercial mover (including packing and transit insurance) up to the employee contract specified amount. The payment for the type of items moved will be at the agency head's discretion.
 - ii. Actual, reasonable costs may be paid for a self-move at the agency head's discretion, including rental of personal property (van, trailers, two-wheel carts, etc.)

NOTE: When a commercial carrier is to be used in f.1.a. above, the employee is to obtain firm bids from a minimum of two commercial carriers. Acceptance of a bid will be at the agency head's discretion.

- b. Travel to a New Location - Transportation costs (by the most direct route) and reasonable lodging (excluding meals) as approved by the agency head shall be reimbursed for the employee and family members living with the employee at the time of the move. The transportation reimbursement may be the actual cost or \$.56 per mile. The first \$.235 per mile is considered non-taxable income; any amount over \$.235 per mile should be treated as a non-qualified moving expense and is considered taxable income.

NOTE: At the agency head's discretion, reimbursement may be made for reasonable taxable expenses as listed below.

- 2. Non-qualified Moving Expenses (reportable and subject to withholding)
 - a. Travel to the New Location - Meal expenses may be reimbursed for the employee and all family members living with the employee at the time of the move.
 - b. Pre-move House Hunting Trips - Transportation costs (actual cost, such as airfare, or \$.56 per mile), reasonable lodging and meal expenses may be reimbursed for the employee and spouse or significant other for a pre-move house-hunting trip.

Vacation Leave

All permanent employees earn paid vacation leave. Earning of vacation leave begins immediately upon employment on a permanent basis and it may be applied for as soon as it is earned, subject to the provisions of the remainder of this section. Full-time permanent employees earn vacation leave according to the following schedule:

VACATION LEAVE SCHEDULE

Year	Hours Earned	Equivalent Days*
First	96	12
Second	104	13
Third	104	13
Fourth	112	14
Fifth	112	14
Sixth	120	15
Seventh	128	16
Eighth	136	17
Ninth	144	18
Tenth	152	19
Eleventh	160	20
Twelfth	168	21
Thirteenth	176	22
Fourteenth	184	23
Fifteenth	192	24
Sixteenth+	200	25
Maximum Carryover	280	35

*Accumulated during the year

Part-time permanent employees earn a prorata share of vacation leave based on time worked. Employees of the Commission or its predecessor agencies earn vacation leave based on the inception of their original permanent employment. Employees transferring from other state agencies earn vacation days based on their adjusted service date.

➤ Scheduling Vacation Leave

Vacation leave should be requested in advance by the employee on the appropriate form, and may be used only when approved by the employee's supervisor. Vacation leave may not be unreasonably denied or deferred so that the employee is deprived of vacation rights.

➤ Balancing of Vacation Leave

The vacation leave account of each employee shall be balanced December 31 of each year. Each employee's accumulated vacation time in excess of 35 days shall be forfeited as of December 31 of each calendar year. In special and meritorious cases, when it would cause hardship for an employee to take earned vacation leave before December 31, excess carryover leave may be

approved by the Executive Director. In no case may approved carryover vacation continue for more than one year.

➤ **Vacation Leave Payment**

Employees who leave state government employment for any reason are paid for any unused accumulated vacation leave earned, calculated on their current base hourly rate.

Sick Leave

All permanent employees earn sick leave beginning immediately upon employment. Sick leave may be used by employees as soon as it is earned, subject to the provisions of this policy. Full-time permanent employees earn sick leave according to the following schedule:

SICK LEAVE SCHEDULE

Year	Hours Earned	Equivalent Days*
First	96	12
Second	104	13
Third	112	14
Fourth	120	15
Fifth	128	16
Sixth	136	17
Seventh	144	18
Eighth	152	19
Ninth	160	20
Tenth	168	21
Eleventh	176	22
Twelfth	184	23
Thirteenth	192	24
Fourteenth	200	25
Fifteenth	208	26
Sixteenth	216	27
Seventeenth	224	28
Eighteenth	232	29
Nineteenth +	240	30
Maximum Accrual	1440	180

*Accumulated during the year

Part-time permanent employees earn a prorata share of sick leave based on time worked. Employees of the Commission or its predecessor agencies earn sick leave based on the inception of their original permanent employment. Employees transferring from other state agencies earn sick days based on their adjusted service date.

➤ **Conditions for Using Sick Leave**

The following conditions are the only valid reasons sick leave may be used:

- An employee is unable to perform his or her duties because of sickness, temporary disability, or injury. Pregnancy, post-natal recovery and miscarriage are examples of temporary disabilities.
- An employee obtains medical, surgical, dental or optical examinations or treatment.
- An employee's presence at work jeopardizes the health of others by exposing them to a contagious disease.
- The illness, disability, or injury of an immediate family member demands the employee's presence. The immediate family shall be considered as spouse, child, parent, sister, brother, grandfather, grandmother, grandchild, spouse of any of these or someone who bears a similar relationship to the spouse of the employee. Step-persons bearing these relationships are included. The Executive Director may grant an exception to the definition of immediate family if extenuating circumstances warrant. Employees may use sick time for care of family members when their presence is helpful, but not essential, if approved by the Executive Director.

➤ **Request for Sick Leave**

Sick leave shall be requested in advance when possible. In the case of illness, injury, emergency or any other absence not approved in advance, the employee shall inform his/her supervisor of the circumstances as soon as possible. An employee may be required to submit substantiating evidence of illness, injury or emergency.

➤ **Balancing of Sick Leave**

The sick leave account of each employee shall be balanced to a maximum of 1,440 hours on December 31 of each year. Sick leave may be accumulated in excess of 1,440 hours during a year, but the excess is forfeited.

➤ **Forfeiting of Sick Leave upon Separation**

All sick leave shall be forfeited upon separation from state employment. Employees will not be reimbursed for unused sick leave at the time of separation, unless the employee is eligible for retirement through a state-sponsored or other permitted retirement system.

➤ **Sick Leave Payments Upon Retirement, Resignation, or Death**

Employees retiring or resigning, after reaching the age of 55, receive one-fourth of their accumulated unused sick leave as payment. The rate will be based on the employee's hourly rate of pay at the time of retirement. In the case of death, the employee's estate receives the payment.

Employees eligible for retirement who are laid off shall have the option to defer the payment of one-quarter of their sick leave account for up to twelve months. Should the laid off employee return to Commission employment within twelve months, the employee's sick leave balance and service date will be reinstated (minus time in a non-pay status). Should the laid off employee not obtain further Commission employment at the end of the twelve-month period, the Commission will pay him/her one-quarter of their sick leave account.

➤ **Sick Leave Reinstatement**

An employee who has left Commission service for other than disciplinary reasons and returns within one year will have reinstated to the sick leave account all earned sick leave not used at time of departure.

Vacation and Sick Leave Adjustments

➤ **Service Date Adjustments**

The service date is the date of hire for a new employee or, in the case of employees of the Commission who were also employees of the Commission's predecessor agency, the date of original employment with the predecessor agency. The service date for employees transferring to the Commission from another state agency is the date of original employment (date of hire) with such state agency where such employment is uninterrupted. The service date for rehired employees will be adjusted by the number of calendar days absent if they are re-employed within one year. Suspensions without pay, unauthorized leaves, and leaves of absence which exceed fourteen calendar days (except military leave) also require adjustment of service date. Employees who leave state service for other than disciplinary reasons and return within one year shall be given credit for previous state service by having their service date reinstated minus the amount of time absent.

➤ **Advancement of Vacation and Sick Leave**

The Executive Director may advance vacation and sick leave to employees in an amount not to exceed a total of 80 hours per calendar year. Employees must reimburse the state for all used unearned vacation and sick leave upon separation or transfer.

➤ **Transferring Vacation and Sick Leave Balance to Another Agency**

Employees who transfer from a state agency to the Coordinating Commission for Postsecondary Education will have their accrued vacation and sick leave transferred to the Commission, upon mutual agreement between the two entities involved and the employee.

In the event a Commission employee transfers to another state agency, upon mutual agreement between the two entities involved and the employee, a portion of accumulated vacation leave may be transferred to the new agency, with the Commission paying the employee for the untransferred portion.

➤ **Vacation and Sick Leave Accumulation**

Employees must be in a pay status and not on unpaid leave in order to earn vacation and sick leave.

Family and Medical Leave

The Family and Medical Leave Act (FMLA) of 1993 requires the state of Nebraska to provide up to 12 weeks of unpaid, job protected leave to eligible employees for certain family and medical reasons.

➤ **Eligibility**

An employee is eligible if he/she has worked for at least one year, has been paid for more than 1,250 work hours over the previous 12 months, and has not used more than 12 weeks of Family Leave in the previous 12 months.

➤ **Reasons for Taking Family Medical Leave**

Family leave must be granted for the following reasons:

- To care for the employee's child after birth, or placement for adoption or foster care.
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition.
- For a serious health condition that makes the employee unable to perform his/her job.
- For any qualifying exigency arising out of the fact that a spouse, son, daughter, or parent is a military member on covered active duty or call to covered active duty status.

➤ **Unpaid Leave**

Family Leave is unpaid leave. However, eligible employees that have accrued sick leave, vacation leave, compensatory time, and or any other paid leave must substitute their accrued paid leave to cover part or all of the period of FMLA unpaid leave. In special circumstances the Executive Director may, at his or her discretion, authorize an eligible employee to take additional FMLA unpaid leave for periods of time where the employee had substituted paid leave for the portion of the 12 week unpaid FMLA leave. Paid leave taken for reasons that do not qualify for FMLA leave does not count against the employee's FMLA leave entitlement.

➤ **Advance Notice and Medical Certification**

The employee may be required to provide medical certification and advance leave notice when the reason for the leave is foreseeable. Family Leave may be denied if these requirements are not met:

- The employee ordinarily must provide at least 30 days advance notice when the leave is "foreseeable."
- The Commission may require medical certification to support a request for Family Leave because of a serious health condition. (Second or third opinions may be required at the Commission's expense.) The employee may be required to provide a fitness for duty report prior to returning to work.

➤ **Job Benefits and Protection**

During Family Leave, the state's contribution toward the employee's health coverage will continue, provided that the employee continues his/her health coverage contribution.

Upon return from Family Leave, the employee will be restored to his/her original or equivalent position with equivalent pay, benefits, and other employment terms. The use of Family Leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

➤ **Unlawful Acts by Employers**

The Family Leave law makes it unlawful for the employer to interfere with, restrain, discriminate, discharge, or otherwise deny an employee his/her rights provided under the Family Leave law.

➤ Additional Information and Enforcement

- See the Commission's personnel coordinator if you have questions.
- DAS-Employee Relations is the State Government Family Leave resource (402) 471-4104.
- The U.S. Department of Labor investigates and resolves complaints of violations. Contact the nearest office of the Wage and Hour Division, listed in most telephone directories under U.S. Government, Department of Labor.
- An eligible employee may bring a civil action against an employer for violations.

Catastrophic Illness Donation Program

This program allows employees to contribute accrued vacation leave to benefit another state employee in the same agency suffering from catastrophic illness (See Title 273 Nebraska Administrative Code, Chapter 10, Section 004.04 et. al. found on States Personnel's website at <http://das.nebraska.gov/personnel/classncomp/classifiedrules.html>).

Funeral Leave

Up to five days of paid funeral leave may be granted to permanent full-time employees for death in the immediate family. For purposes of this section, immediate family means spouse, father, mother, grandfather, grandmother, sister, brother, child, grandchild, spouse of any of these, or someone who bears a similar relationship to a spouse of the employee. Step-persons bearing these relationships are included. The definition of immediate family may be expanded to include close personal friends, extended family and other individuals with a similar personal relationship to the employee as that of an immediate family member, if approved by the Executive Director. Part-time permanent employees may be granted funeral leave on a prorata basis.

Personal Leave

A full-time employee has 16 hours of personal leave per calendar year. Part-time permanent employees are granted personal leave on a prorata share based on time worked. Personal leave for new employees will be prorated based on their starting date during the first calendar year.

Employees requesting personal leave shall complete a form citing this request, amount of time desired, and proposed date of leave.

It is not necessary for employees to indicate the purpose of the personal business on the form.

Personal leave is not cumulative from calendar year to calendar year.

Injury Leave and Worker's Compensation

➤ Eligibility

All permanent employees who are disabled as a result of a job-related injury or disease may be granted injury leave not to exceed five of the employee's normal work days for any particular injury. A work day is counted even if an employee is absent for any portion of their assigned work day. Disabled means unable to perform the tasks usually encountered in one's employment due either to an injury/disease or to treatment for an injury/disease.

- Any job-related injury or disease must be reported to the Commission's personnel coordinator as soon as possible. The personnel coordinator shall have the responsibility to supply all the necessary information to the Office of Risk Management.
- No employee will receive a salary (workers' compensation plus regular pay) in excess of their normal hourly rate.

➤ **Use of Sick and/or Vacation Leave to Supplement Workers' Compensation Payments**

Employees being paid workers' compensation for job-related injuries or disease may use sick and/or vacation leave to supplement the payment up to, but not to exceed, their regular rate of pay.

- After all sick and vacation leave has been exhausted, employees are not entitled to any leave or pay benefits except as authorized under worker's compensation, and will be carried in a leave without pay status while on worker's compensation. This type of leave of absence may not exceed one calendar year. No service date adjustment is necessary for this unpaid leave.
- For a period up to one year after the date of disability and upon termination of workers' compensation, and after the physician has released him or her to return to work, the employee may be reinstated to his or her former position with no salary reduction. If his or her former position is not available, the Commission will place the employee in a similar position, and at the Executive Director's discretion, may have his/her salary reduced.
- For a period up to one year after the date of disability and after the physician has released him or her to return to work, if disabled and unable to return to the former position, the employee will be reinstated to a vacant position, if available, for which he or she is qualified and physically suited, and at the Executive Director's discretion, may have his/her salary reduced.
- After one year from date of disability, if the employee has not or is not able to return to work, the Commission is relieved from any re-employment obligation and the employee may be terminated.

Military Leave

➤ **Annual Training**

Commission permanent employees who are members of the Nebraska National Guard or any reserve component who perform their military obligation by participating for fifteen workdays or less in annual training and instruction prescribed by Section 55-160 R.R.S., Nebraska 1943 or by federal regulation, when such training is performed pursuant to orders or authorization of competent authority, are entitled to receive state compensation equal to the amount necessary to bring them to the level of the regular state pay, beginning with their military pay as the base amount, and are not required to use any accumulated leave time. Such orders must be from the Adjutant General's office of the Nebraska National Guard or from a reserve component which has specific authority to issue military orders.

The above mentioned fifteen leave days are permitted only for annual training exercises or active duty assignments and cannot be used for weekend drills.

➤ **Emergency Duty**

Employees who are members of the Nebraska National Guard or any other reserve component and are ordered by call of the Governor to duty under emergency conditions can receive state compensation equal to the amount necessary to bring them to the level of their regular state pay, beginning with their military pay as the base amount.

➤ **Sick Leave, Vacation Earnings, and Holiday Pay**

Sick leave, vacation earnings, and holiday pay are continued during the authorized absence.

➤ **Enlistment or Extended Duty**

Permanent employees who leave their positions to undergo military training or extended duty with the National Guard or those belonging to a Reserve unit entitled to a leave of absence for a period of such training and or service, not to exceed four years from the date training or service began, and shall be without loss of pay during the first fifteen workdays of the leave of absence. This shall not be in addition to the fifteen days' pay mentioned above.

➤ **Returning from Training and/or Service**

Employees are entitled to be reinstated in their former position, or in a similar position, at a salary level they would have been entitled to had they not been on a leave of absence.

Application must be made within 30 days after release from the service, as required by law. The employee's service date will not be adjusted due to this type of leave of absence.

➤ **Copies of Orders**

Proper documentation, including copies of orders for all military leave absences, shall be retained at the Commission in the employee's personnel file.

Civil Leave

All permanent employees are eligible for paid civil leave under the following conditions: Part-time permanent employees are eligible to the extent their regular duty hours interfere with the basis for civil leave and on a prorata share based on time worked.

➤ **Jury Duty**

If an employee is called to serve as a juror, he or she is entitled to paid civil leave. Employees will return to work when not actually serving as a juror on a daily basis.

➤ **Election Board Duty**

If an employee is appointed as a clerk or judge on an election or counting board, he or she is entitled to paid civil leave.

Voting Time

All permanent full-time employees are given up to one hour for the purpose of voting provided the employee does not have sufficient time before or after regular duty hours to vote. The one hour authorized for voting does not apply to those employees who by reasons of their employment must vote by use of an absentee ballot.

Court Appearances

- Time spent by employees appearing in court as a function of their job will be considered as hours worked. All witness fees and reimbursements received as a result of these court appearances are to be returned to the state.
- Employees attending court as a plaintiff, defendant, or witness on non-work related matters may use vacation leave, personal leave or earned compensatory time. In the event the employee is subpoenaed for non-work related matters and does not have vacation leave or compensatory time the employee's supervisor can grant an unpaid leave of absence. Any witness fees paid to the employee for these court appearances may be kept by the employee.

Leave of Absence

The Executive Director may grant permanent employees (on a prorata basis) an unpaid leave of absence, not to exceed 30 days (except for military service and worker's compensation cases as specified previously), when such absences will not interfere with the best interests of the Commission. Unpaid leaves of absence of up to one year may be granted by action of the Commission. Under unusual circumstances this time may be extended by the Commission. Written requests for leaves of absence will be considered for such reasons as temporary disabilities (i.e., leave for maternity), educational purposes, and newly adopted children. The leave of absence, when granted, must be in writing and detail the employment conditions that will be in effect at the end of the absence.

- During the leave of absence, the temporarily vacated position may be filled by a replacement employee.
- Sick and vacation leave will not accrue during a leave of absence.
- Sick and vacation leave earned but unused prior to leave of absence will be carried forward upon the employee's return.
- The employee's service date will be adjusted for the total of non-pay absences, except when an employee is still eligible for worker's compensation payments.

Leave Agreements to take Precedence

Notwithstanding any of the provisions of this section, except those required by state or federal law, the provisions of any leave agreement for employment individually established between the Commission and any employee will define the status and leave provisions applicable to such employees and supersede any conflicting provisions of this section.

Employee Assistance Program

The Commission provides Employee Assistance Program (EAP) coverage for their employees. The Commission program which is provided by Deer Oaks EAP offers free, confidential counseling and