MINUTES

Nebraska Coordinating Commission for Postsecondary Education
University of Nebraska at Omaha
Barbara Weitz Community Engagement Center, Room 201/205
6001 Dodge Street, Omaha, Nebraska
Friday, May 22, 2026
8:30 a.m. (CDT)

Public notice of this meeting was given by posting notice on the Commission's website; posting notice on the State of Nebraska's online public meeting calendar; e-mailing news media; and keeping a current copy of the agenda in the Coordinating Commission for Postsecondary Education's office, listing the date, time, and location of the meeting. A copy of the current Open Meetings Act was posted beside the table containing the documents for the meeting.

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON MAY 22, 2026. THE MEETING WILL BEGIN AT 8:30 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.

TIM DANIELS, CHAIR

CALL TO ORDER AND INTRODUCTIONS

Chair Daniels called the meeting to order at 8:30 a.m. and asked for introductions.

Commissioners Present

Tim Daniels	Dannika Nelson
Dr. Deborah Frison	Molly O'Holleran
Dr. Dennis Headrick	W. Scott Wilson

Commissioners Absent

Tami Weber	Dr. Paul Von Behren

Commission Staff Present

Dr. Michael Baumgartner	Helen Pope
Dr. Kathleen Fimple	Matthew Roque
Jill Heese	Gary Timm
J. Ritchie Morrow	

WELCOME

Dr. Joanne Li, Chancellor at the University of Nebraska at Omaha, welcomed the Commissioners to the UNO campus and gave a presentation on initiatives and UNO projects that are being put into place.

APPROVAL OF THE MINUTES OF THE MARCH 13, 2026, COMMISSION MEETING

Commissioner Wilson made a motion to approve the March 13, 2026, Commission meeting minutes as written. Commissioner Frison seconded the motion. A roll call vote was taken. Those voting aye: Daniels, Frison, Headrick, Nelson, O'Holleran, and Wilson. The minutes were approved.

NOMINATING COMMITTEE

Commissioner Wilson reported that he, along with Commissioners Nelson and Frison, made up the nominating committee for Commission officers for 2026-2027. He presented the Committee's slate of nominations for Commission Chair, Vice Chair, and one other member to serve on the 2026-2027 Executive Committee.

The Nominating Committee proposed approval of Commissioner Daniels to continue serving as Commission Chair from July 1, 2026, through June 30, 2027.

Commissioner Wilson, on behalf of the Nominating Committee, moved to approve Commissioner Daniels to continue serving as Commission Chair from July 1, 2026, through June 30, 2027. A roll call vote was taken. Voting aye: Frison, Headrick, Nelson, O'Holleran, and Wilson. Abstain: Daniels. The motion carried.

The Nominating Committee proposed approval of Commissioner Headrick to continue serving as Vice Chair from July 1, 2026, through June 30, 2027.

Commissioner Wilson, on behalf of the Nominating Committee, moved to approve Commissioner Headrick to continue serving as Commission Vice Chair from July 1, 2026, through June 30, 2027. A roll call vote was taken. Voting aye: Daniels, Frison, Nelson, O'Holleran, and Wilson. Abstain: Headrick. The motion carried.

The Nominating Committee proposed approval of Commissioner Nelson to serve on the Executive Committee along with the Chair, Vice Chair, and current Executive Committee member Commissioner O'Holleran from July 1, 2026, through June 30, 2027.

Commissioner Wilson, on behalf of the Nominating Committee, moved to approve Commissioner Nelson to serve on the Executive Committee along with the Chair, Vice Chair, and Current Executive Committee member Commissioner O'Holleran from July 1, 2026, through June 30, 2027. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, and Wilson. Abstain: Nelson and O'Holleran. The motion carried.

EXECUTIVE DIRECTOR'S REPORT

The following out-of-service area application requests were approved by the executive director:

- Offered by University of Nebraska at Kearney
  In-person at Deshler High School, Deshler, NE
    - SPAN 200 - Intermediate Spanish I – 3 credits
      2026-2027 School Year
    - SPAN 201 – Intermediate Spanish II – 3 credits
      2026-2027 School Year

- Offered by University of Nebraska at Omaha
  In-person at Bishop Neumann High School, Wahoo, NE

- Biology 1450 – Biology I – 5 credits
  Fall 2026
- Biology 1750 – Biology II – 5 credits
  Spring 2027

- Offered by University of Nebraska at Omaha
  In-person at McCook Sr. High School, McCook, NE
  - English 1010 – Introduction to Genre Studies: Prose – 3 credits
    Fall 2026
  - English 1020 – Introduction to Genre Studies: Poetry, Drama & Film – 3 credits
    Spring 2027

- Offered by University of Nebraska at Omaha
  In-person at Pius X Catholic High School, Lincoln, NE
  - Physics 2110 – General Physics I – 4 credits
    Fall 2026
  - Physics 2120 – General Physics- Calculus Level – 4 credits
    Spring 2027

Dr. Baumgartner introduced Gary Timm, Chief Finance and Administrative Officer, to present the Third Quarter Budget Report as of March 31, 2026. Mr. Timm gave updates on the status of Administrative Funds, the Nebraska Opportunity Grant Program (NOG), Higher Education Financial Aid, Access College Early Scholarship (ACE), and Guaranty Recovery Program. Mr. Timm noted the Community College ARPA Grants are spent.

Dr. Baumgartner reported that there have been no changes to the state budget since the March Commission meeting update.

Dr. Baumgartner provided a handout with legislative bills of interest to the Commission. He commented that most of the bills have been indefinitely postponed and will need to be reintroduced as new bills in the next legislative session.

Dr. Baumgartner reported that he continues to work with the P20 Alliance on implementing Workforce Pell in Nebraska, and continued efforts on the direct admissions project along with the state colleges, the Nebraska Department of Education, and the Commission.

The Midwest Higher Education Compact has awarded a $250,000 innovation grant to the Nebraska Department of Labor to begin the Credential Registry design phase. This work is aligned with P20 Alliance priorities and will result in funding a statewide credential registry.

In staff news, Dr. Baumgartner reported that Dr. Kathleen Fimple, Academic Programs Officer, attended the National Association of State Administrators and Supervisors of Private Schools meeting in Dallas April 20-22. She will be attending the Midwest Council for SARA meeting in Chicago in June and the Postsecondary Data for Action Network Meeting, with NSWERS staff, in July.

J. Ritchie Morrow, Financial Aid Officer, attended the EducationQuest Symposium in Omaha on April 9, participated in the National Governors Association Workforce Pell Convening in DC May 5-7, and will be attending the MHEC Affordability Summit in Indianapolis June 9-11. Ritchie, Dr. Fimple, and Jill Heese, Research Director, along with Dr. Baumgartner, will be attending the Susan Thompson Buffet Foundation Research Symposium at UNO on June 2.

Dr. Baumgartner stated he has several meetings coming up. He will be going to New Orleans for a brief National Governors Association roundtable on degree apprenticeships, and from June 7 to 11 he will be in Indianapolis for the MHEC Executive Committee meeting followed by an Affordability Summit. In July he will attend the Education Commission of the States national forum followed by the SHEEO annual meeting.

PUBLIC HEARING ON MATTERS OF GENERAL CONCERN

There was no testimony on Matters of General Concern.

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

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

There was no testimony on Academic Programs Committee Items.

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

ACADEMIC PROGRAMS COMMITTEE

Commissioner Nelson, Committee Chair, stated there were several items on the agenda and introduced Dr. Fimple to present them.

Approval of Fees for Private and Out-of-State Institutions

Dr. Fimple presented the report, providing information about and changes to the fee schedule.

Committee Recommendation: The Academic Programs Committee recommends approval of the Fees for Private and Out-of-State Institutions, effective July 1, 2026.

Commissioner Nelson, on behalf of the Academic Programs Committee, moved to approve the Fees for Private and Out-of-State Institutions. A roll call vote was taken. Those voting aye: Daniels, Frison, Headrick, Nelson, O'Holleran, and Wilson. The motion carried.

Existing Program Review

Dr. Fimple presented the Existing Program Review of Information Items:

Central Community College

- Early Childhood Education, AAS, Diploma, Cert.
- Heating, Air Conditioning and Refrigeration, AAS, Diploma, Cert.

Metropolitan Community College

- Early Childhood Education, AAS, Cert.
- Heating, Ventilation, and Air Conditioning, AAS, Diploma, Cert.
- Respiratory Therapy, AAS

Mid-Plains Community College

- Early Childhood Education, AAS, Diploma, Cert.
- Heating, Ventilation, and Air Conditioning Technology, AAS, Diploma, Cert.

Northeast Community College
- Early Childhood, AAS/AA, Cert.
- Heating, Ventilation, and Air Conditioning, AAS

Southeast Community College
- Early Childhood Education, AAS/AA, Diploma, Cert.
- Heating, Ventilation, and Air Conditioning, AAS, Diploma
- Plumbing, Heating and Air Conditioning Tech., AAS
- Plumbing Technology, Diploma
- Respiratory Care, AAS
- Polysomnographic Technology, Cert.

Western Nebraska Community College
- Early Childhood Education Program, AAS/AA, Cert.

University of Nebraska at Kearney
- Communication Studies, BS
- Early Childhood Family Advocacy, BS, Cert.
- Family Studies, BS
- Public Communication, MA

University of Nebraska – Lincoln
- Applied Science (Interdisciplinary), BS
- Applied Science, MAS
- Child, Youth and Family Studies, BSEH, MS
- Early Childhood and Family Policy, Grad. Cert.
- Family Financial Planning, Grad. Cert.
- Financial Counseling, Grad. Cert.
- Medical/Family Therapy, Grad. Cert.
- Youth Development, Grad. Cert.

University of Nebraska at Omaha
- Chemistry, BA/BS
- Pharmaceutical Sciences, BS

Program Requiring Further Review - Northeast Community College - Plumbing, Diploma
Dr. Fimple stated the Northeast Community College – Plumbing Diploma program requires further review due to falling below minimum performance standards.

Committee Recommendation: That the Commission require an in-depth review of the Plumbing Diploma Program at NECC due August 15, 2026.

Commissioner Nelson, on behalf of the Academic Programs Committee, moved to approve an in-depth review requirement of the Plumbing Program at Northeast Community College due August 15, 2026. A roll call vote was taken. Those voting aye: Daniels, Frison, Headrick, Nelson, O'Holleran, and Wilson. The motion carried.

Annual Reports from Out-of-State and Private Institutions
Dr. Fimple presented the annual authorization report on the following institutions:
- Life Chiropractic College West, Hayward, CA, at Bellevue University

- Ricketts Great Books College, Omaha, NE
- Western Governors University, Salt Lake City, UT, with office in Fremont
- North Park Theological Seminary, Chicago, IL, at Carol Joy Holling Camp
- University of South Dakota, at Lincoln Public Schools

Report on College Course Offerings for High School Students, 2024-25
Dr. Fimple gave a report on courses offered by public institutions for high school students in Nebraska. She stated that while the majority of dual credit courses are offered in high school, Wayne State College, the University of Nebraska, and all the Community Colleges except for Western Nebraska Community College included courses that were taught on a campus or center. The report covers distribution of courses by sector, delivery methods, subject areas, accessibility by location and variety, and course locations by institution.

Report on Institutional Activities Related to Existing Programs

Reasonable and Moderate Extensions
- MCC – Video Audio Communication Arts – Audio, AAS
- MCC – Content Creation Certificate of Achievement
- MCC – Digital Cinema Career Certificate
- MCC – Collision Engineering Fundamentals Career Certificate
- MCC – Information Technology Networking Technician Career Certificate
- MCC – Intelligent Systems and Innovations Career Certificate
- MCC – AI Systems Design and Innovation Career Certificate
- WSC – Applied Special Education Generalist (K-12), BS Reduced credit degree program
- WSC – Applied Business Administration, BS/BA Reduced credit degree program

Program Name Changes
- MCC – Architectural Design Technician, AAS to *Architectural Design Technology, AAS*
- MCC – Architectural Engineering Design Technician, AAS to *Architectural Engineering Design Technician, AAS*
- MCC – Civil Engineering-Computer Aided Design Career Certificate to *Introduction to BIM for Civil Engineering Career Certificate*
- MCC – Computer Programming Career Certificate to *Software Developer Career Certificate*
- MCC – Web and Mobile App Programming to *Full Stack Developer Career Certificate*

Discontinued Programs
- MCC – Web Development Career Certificate

Chair Daniels called for a break at 10:21 a.m. The meeting resumed at 10:31 a.m.

PUBLIC HEARING ON BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE ITEMS
There was no testimony on Budget, Construction, and Financial Aid Committee Items.

Chair Daniels closed the public hearing on Budget, Construction, and Financial Aid Committee Items.

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner O'Holleran, Committee Chair, began the Budget committee, noting there was a capital construction project on the agenda.

Central Community College – Columbus Campus – Physical Education Center Addition and Renovation

Matthew Roque, Capital Project & Financial Analyst, presented the proposal. Central Community College – Columbus Campus, is proposing a remodel of and addition to the existing Physical Education Center built in 1970. The remodel will include a new mechanical system. The addition will be approximately 5,500 GSF and located on the east and south side of the existing building. It will include a large entry, support-space for athletes, a classroom, and restrooms that will be updated to code. The cost of the project is approximately $7.25 million and will come from the Capital Improvement Fund and ADA Reserve Funds.

Committee Recommendation: Pursuant to the Nebr. Rev. Stat. § 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 utilize Capital Improvement Funds and ADA Reserve Funds to construct and equip the Physical Education Center project as outlined in the governing board's program statement approved on February 19, 2026, along with supplemental information provided.

Commissioner O'Holleran, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve Central Community College – Columbus Campus Physical Education Center Addition and Renovation. A roll call vote was taken. Those voting aye: Daniels, Frison, Headrick, Nelson, O'Holleran, and Wilson. The motion carried.

PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS

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

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

PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner Wilson, Committee Chair, introduced Jill Heese, Research Director, to present the Factual Look Report.

2026 Factual Look at Higher Education in Nebraska – Degrees and Other Awards Conferred

Ms. Heese delivered a presentation on the *2026 Factual Look at Higher Education in Nebraska: Degrees and Other Awards Conferred*. The report provides a statewide statistical analysis that focuses on the latest 10-year trends by sector, award level, sex, race/ethnicity, discipline cluster, and age group. Ms. Heese stated total degrees and awards were up 3.1% over the previous year and 11.8% over the last 10-year period. Ms. Heese provided a demonstration on how to use the dashboard on the CCPE website.

EXECUTIVE COMMITTEE

Chair Daniels introduced Mr. Timm to present the proposed agency budget.

Proposed Agency Budget FYE June 30, 2027
Mr. Timm presented the Proposed Agency Budget for the fiscal year ending June 30, 2027, noting that the state appropriates funding for agencies on a two-year basis. Mr. Timm provided information on the following: Administrative Budget, the Nebraska Opportunity Grant (NOG), Access College Early Scholarship (ACE), Gap Assistance Program, Excellence in Teaching Program, Door-to-College, Nebraska Career Scholarships for the Community Colleges and Private Colleges, and the Guaranty Recovery Cash Fund.

Committee Recommendations: That the Commission approve the July 1, 2026, through June 30, 2027, agency budget and authorize the Executive Director to make minor revisions to the budget line items.

Chair Daniels, on behalf of the Executive Committee, moved to approve the Proposed Agency Budget FYE June 30, 2027. A roll call vote was taken. Those voting aye: Daniels, Frison, Headrick, Nelson, O'Holleran, and Wilson. The motion carried.

Approval of the Executive Director Salary for 2026-2027

Chair Daniels made a motion to enter into closed session as authorized by the Nebraska Revised Statues, Section 84-1410, for the protection of the public interest and to prevent needless injury to the reputation of Dr. Michael Baumgartner, who has not requested a public hearing, for the purpose of discussing the executive director's salary. Commissioner Headrick seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, Nelson, O'Holleran, and Wilson. The motion carried.

Chair Daniels requested that staff and guests leave the room while the Commission goes into closed session to discuss the salary of the executive director recommended by the Executive Committee.

The Commission entered into closed session at 11:33 a.m. The Commission ended the closed session at 11:45 a.m. by a unanimous vote.

Chair Daniels stated that formal action must be taken in open session on the executive director's salary recommendation, which is a 3.25 percent increase.

Commissioner O'Holleran made a motion to approve the proposed 3.25 percent salary increase for 2026-2027 for Executive Director Baumgartner. Commissioner Nelson seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, Nelson, O'Holleran, and Wilson. The motion carried.

FUTURE MEETING
The next Commission meeting will be Friday, July 24, 2026, 8:30 a.m. at South Sioux City Education Center, South Sioux City, Nebraska.

ADJOURNMENT
Chair Daniels adjourned the meeting at 11:50 a.m.

Quarterly Report as of June 30, 2026

Administrative Funds (Program 640)

	2025-26 Appropriations	*2025-26 Current Expenditures*	*Balance Remaining*	*% of Budget Expended Time Elapsed* 100.00%
PERSONAL SERVICES				
PSL	*$1,148,734*			
Permanent Salaries	$1,050,585	$970,651	$79,934	92.4%
Benefits	$307,545	$243,634	$63,911	79.2%
Subtotal	$1,358,130	$1,214,285	$143,845	89.4%
OPERATING EXPENSES				
Postage	$4,000	$4,198	-$198	105.0%
Communication	$11,000	$5,526	$5,474	50.2%
Data Processing	$52,486	$39,496	$12,990	75.3%
Publication & Printing	$6,000	$3,857	$2,143	64.3%
Awards Expense	$500	$8	$492	1.6%
Dues & Subscriptions	$41,342	$35,409	$5,933	85.6%
MHEC Dues	$115,000	$115,000	$0	100.0%
Conference Registration Fees	$2,500	$6,356	-$3,856	254.2%
Electricity	$2,500	$2,382	$118	95.3%
Rent Expense	$60,858	$57,991	$2,867	95.3%
Office Supplies	$2,000	$1,318	$682	65.9%
Food Expenses	$2,000	$1,444	$556	72.2%
Education Supplies	$500	$226	$274	45.2%
Data Processing License Fee	$2,128	$2,128	$0	100.0%
Other Contractual Services	$6,160	$12,320	-$6,160	200.0%
Account & Auditing Services	$8,029	$8,029	$0	100.0%
Purchasing Assessment	$110	-$23	$133	-20.9%
Insurance Expense	$300	$628	-$328	209.3%
Other	$800	$349	$451	43.6%
Subtotal	$318,213	$296,642	$21,571	93.2%
STAFF TRAVEL				
Board & Lodging	$6,913	$9,402	-$2,489	136.0%
Commercial Transportation	$2,000	$4,448	-$2,448	222.4%
Meals-Travel Status	$2,000	$2,338	-$338	116.9%
State-Owned Transportation	$2,000	$1,486	$514	74.3%
Mileage	$2,000	$1,678	$322	83.9%
Other	$500	$528	-$28	105.6%
Subtotal	$15,413	$19,880	-$4,467	129.0%
COMMISSIONER TRAVEL				
Board & Lodging	$3,000	$1,784	$1,216	59.5%
Meals-Travel Status	$1,500	$670	$830	44.7%
Mileage	$8,000	$4,758	$3,242	59.5%
Other	$500	$4	$496	0.8%
Subtotal	$13,000	$7,216	$5,784	55.5%
TOTAL EXPENDITURES	$1,704,756	$1,538,023	$166,733	90.2%
General Fund	$1,642,991	$1,531,340	$111,651	
Cash Fund	$61,765	$6,683	$55,082	
Total	$1,704,756	$1,538,023	$166,733	90.2%

Note: The percentage of budget spent without including the MHEC dues is 89.5%.
The MHEC dues are paid in full ($115,000) during the first month of the fiscal year.

Quarterly Report as of June 30, 2026

Nebraska Opportunity Grant Program (NOG)

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
GOVERNMENT AID				
Other Government Aid	$24,948,302	$23,431,015	$1,517,287	93.9%
TOTAL EXPENDITURES	$24,948,302	$23,431,015	$1,517,287	93.9%
General Fund	$6,833,430	$6,833,430	$0	
Cash Fund	$18,114,872	$16,597,585	$1,517,287	
Total	$24,948,302	$23,431,015	$1,517,287	93.9%

Higher Education Financial Aid

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
PERSONAL SERVICES				
PSL				
Permanent Salaries	$150,243	$60,903	$89,340	40.5%
Benefits	$68,929	$17,238	$51,691	25.0%
Subtotal	$219,172	$78,141	$141,031	35.7%
OPERATING EXPENSES				
Postage Expense	$2,500	$0	$2,500	0.0%
Data Processing	$10,225	$0	$10,225	0.0%
Communications	$1,510	$0	$1,510	0.0%
Dues & Subscriptions	$100	$0	$100	0.0%
Rent Expense-Buildings	$11,172	$0	$11,172	0.0%
Accounting & Auditing	$600	$0	$600	0.0%
Conference Registration	$150	$0	$150	0.0%
Other Operating Expenses	$160	$0	$160	0.0%
Other Contractual Services	$100,653	$6,000	$94,653	6.0%
Subtotal	$127,070	$6,000	$121,070	4.7%
STAFF TRAVEL				
Personal Vehicle Mileage	$200	$0	$200	0.0%
Subtotal	$200	$0	$200	0.0%
GOVERNMENT AID				
Gap Assistance	$1,939,557	$1,980,970	-$41,413	102.1%
AETP	$735,000	$559,000	$176,000	76.1%
AETP-ST	$400,000	$291,000	$109,000	72.8%
EEPT	$1,135,000	$706,875	$428,125	62.3%
CRCD	$231,000	$65,011	$165,989	28.1%
Door to College	$132,018	$13,833	$118,185	10.5%
Career SCH-Community College	$4,000,000	$3,728,716	$271,284	93.2%
Career SCH-Community College	$4,000,000	$3,860,908	$139,092	96.5%
Subtotal	$12,572,575	$11,206,313	$1,366,262	89.1%
TOTAL EXPENDITURES	$12,919,017	$11,290,454	$1,628,563	87.4%
General Fund	$8,000,000	$7,589,624	$410,376	94.9%
Cash Fund	$4,919,017	$3,700,830	$1,218,187	75.24%
Total	$12,919,017	$11,290,454	$1,628,563	87.4%

Quarterly Report as of June 30, 2026

Access College Early Scholarship (ACE)

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
OPERATING EXPENSES				
Data Processing	$100,000	$59,595	$40,405	*59.60%*
Subtotal	$100,000	$59,595	$40,405	*59.60%*
GOVERNMENT AID				
Other Government Aid	$1,353,537	$1,124,454	$229,083	83.1%
TOTAL EXPENDITURES	$1,453,537	$1,184,049	$269,488	81.5%
General Fund	$1,453,537	$1,184,049	$269,488	
Total	$1,453,537	$1,184,049	$269,488	81.5%

Guaranty Recovery Program

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
GOVERNMENT AID				
Other Government Aid	$8,000		$8,000	0.0%
TOTAL EXPENDITURES	$8,000	$0	$8,000	0.0%
Cash Fund	$8,000		$8,000	
Total	$8,000	$0	$8,000	0.0%

Community College ARPA Funds - Dual Enrollment (Agency 83)

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
GOVERNMENT AID				
Other Government Aid	$5,000,000		$5,000,000	0.0%
TOTAL EXPENDITURES	$5,000,000	$0	$5,000,000	0.0%
Federal Fund	$5,000,000		$5,000,000	
Total	$5,000,000	$0	$5,000,000	0.0%

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**University of Nebraska at Omaha (UNO)**
Program:	**Social Work**
Award:	**Doctor of Social Work (DSW)**
Mode of Delivery:	**Online with synchronous components**
Institution's Existing Degree(s) in Same or Similar Discipline:	**Bachelor of Science in Social Work (BSSW); Master of Social Work (MSW)**
Proposal Received by Commission:	**April 27, 2026**
Proposed Start Date:	**Upon approval**

Description
The area of focus for the DSW program is social work leadership in clinical practice, administration, and higher education settings. It is designed for experienced social work professionals seeking to advance their leadership, elevate their practice, and increase their impact within the field.

Students would complete 51 credit hours beyond a master's degree (see page 4). The program is designed in an accelerated format, requiring students to take courses year-round. If the format is followed, the program can be completed in three years. At the end of the second spring semester, students undergo an oral and written comprehensive examination that they must pass with 85% or higher. Most of the third year focuses on the dissertation project. With the exception of Research Methods, all courses are new.

The existing BSSW and MSW degree programs are accredited through the Council on Social Work Education (CSWE). The CSWE does not currently offer accreditation for doctoral programs. However, in 2025 they adopted standards for professional practice doctoral programs in social work. They anticipate accepting applications for doctoral accreditation by August 2025. The proposed program has been developed to address each of the accreditation standards.

Consistent with Institutional Role and Mission? ___√__ YES ______ NO

Consistent with Statewide Comprehensive Plan? ___√__ YES ______ NO

REVIEW CRITERIA

A. Need for the Program

High---------------Low				
√				

UNO cites the Behavioral Health Education Center of Nebraska: "There are many students interested in the field [of behavioral health] and a lack of ability to train them all. This will become worse as the behavioral health population ages and the number of retirees exceeds the number of students that are trained." Consequently, UNO completed a comprehensive needs assessment to determine the need for a doctoral program in social work. The assessment concluded that a doctorate in social work was a high growth and high demand program with the DSW the preferred degree vs a PhD. It characterized the labor market as exhibiting a consistent and steady need for advanced social work professionals. It also noted that the only institution within a 200-mile radius from UNO offering a DSW is the University of Kansas. None of UNO's peers offer a DSW.

Letters of support were provided by the Dean of UNO's College of Public Affairs and Community Service, the department chair and MSW Program Director at Nebraska Wesleyan University, and a professor and Associate Dean for doctoral education at Columbia University School of Social Work.

B. Demand for the Program

High---------------Low				
	√			

UNO conducted focus groups in evaluating the potential for a DSW program. A significant number of focus group participants expressed a desire for UNO to develop the doctoral program, in part due to a commitment to live and work in Nebraska. UNO provided the following figures in support of program development.

- UNO graduates 95% of all MSWs in the state of Nebraska;
- 70-80 students graduate each year with an MSW;
- The nearest DSW program is 189 miles away.

UNO anticipates that 20 students would enroll in each of the first five years of operation. Because the program will be 100% online, it is expected that UNO MSW graduates living in other states would seek admission into the DSW program. In addition, UNO expects that, with communication and marketing efforts, MSW graduates from other colleges and universities would seek admission to the DSW program.

The proposal didn't identify the number of students who expressed interest in the proposed program. The table below shows the number of baccalaureate and master's degrees awarded in 2023-24 as reported to IPEDS. The figures from UNO could support the estimate of 20 students per year although that number may be optimistic.

2023-24	UNO	UNK	CSC	Nebraska Wesleyan	Creighton	Union
Master's	115			21		
Bachelor's	32	43	5	13	9	5

The University of Kansas program graduates about four DSW students per year. That program is 42 credit hours with a capstone requirement (vs a dissertation) and delivered online.

C. Avoidance of Unnecessary Duplication

High---------------Low				
√				

The *Comprehensive Statewide Plan for Postsecondary Education* identifies UNO's statewide responsibility for graduate level programs in Criminal Justice, Social Work, Gerontology, and Public Administration.

There are no doctoral degrees in social work in Nebraska at any public or private institution. There are six baccalaureate social work programs in the state (Chadron State, Creighton, Nebraska Wesleyan, UNK, UNO, and Union College (in the process of withdrawing from accreditation)). In 2021 Nebraska Wesleyan University became the second institution after UNO to offer the MSW. Bellevue University is in pre-candidacy status by the CSWE for an MSW program. UNO reports that there are over 35 DSW programs in the United States, many online. While these may attract some Nebraska students, information from the focus groups suggests that many would prefer to stay in-state (and could benefit from in-state tuition).

D. Resources: Faculty/Staff

High---------------Low				
		√		

CSWE requires two new full-time doctoral-level faculty be assigned to the DSW program. One full-time 12-month DSW Program Director would need to be hired by fall 2026. Two additional 1.0 FTE doctoral level tenure-track faculty would also be needed, one to begin in year 2 of the program and one to begin in year 3.

CSWE also requires the majority of faculty who teach in the program to have an MSW from a CSWE-accredited program and a minimum of two years post-master's social work practice experience. The Grace Abbott School of Social Work meets these requirements with 11 full-time doctoral-level faculty and four full-time MSW faculty. Possible retirements of some of the faculty in 2026 would require replacements.

The Abbott School of Social Work has 5.5 FTE support staff. The proposed program would require an additional 1.0 FTE student support specialist to serve as the assistant to the DSW Program Director. One graduate assistant position would also be added to support research initiatives.

E. Resources: Physical Facilities/Equipment/Library/Information Access

High---------------Low				
	√			

Since the proposed program would be online, no new resources would be needed to deliver instruction. The program would share space within the Social Work offices and College facilities. Three new office spaces with desks, computers, phones, and other supplies would be needed for the two added faculty members and one student support specialist. These costs are included in the budget.

The proposal states that UNO Criss Library offers multiple formats to assist online DSW students with access to assistive technology. The Grace Abbott School of Social Work provides computer-mediated access and services to all students regardless of location or learning modality. Instructional technology is also provided for faculty.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff[1]	$1,842,000	Reallocated/Existing Funds[5]	$720,000
General Operating[2]	$55,000	New State Funds	
Equipment[3]	$17,500	New Local Funds	
Other[4]	$39,500	Tuition and Fees[6]	$1,356,583
Five-Year TOTAL	$1,954,000	Five-Year TOTAL	$2,076,583

[1]Two faculty (one in year 2 and one in year 3); one student support specialist; one graduate assistant; one program director funded from an existing line
[2]Faculty search costs, advertising and student recruitment, research travel, professional development, and doctorate-level professional memberships
[3]Set-up costs including computers, monitors, phones, software, etc.
[4]Initial CSWE and ongoing accreditation fees
[5]Funding for the program director from an existing salary line
[6]Based on 20 students enrolling in each of the first five years, increasing to a total enrollment of 48 in each of years 3, 4, and 5, taking an average of 17 credit hours per year with $401 tuition per credit hour (for in-state students, $848 for out-of-state students, and $602 for Omaha Urban Rate students).

Committee Recommendation: That the Commission approve the Doctor of Social Work at the University of Nebraska at Omaha.

First Regular Program Review: Due June 30, 2028

Doctor of Social Work--51 credit hours

Required Courses: Course Code and Title	Major/Degree Credit Hours
Doctoral Seminar I, II, and III	3 (1 per seminar)
SOWK Leadership: History, Philosophy, and Macro Practice	3
SOWK Advanced Clinical Practice: Theoretical Perspectives	3
Implementation Science and Program Development	3
Data-Driven Decision Making and Continuous Quality Improvement in SOWK Practice	3
Supervision, Ethics, and Professional Practice	3
Research Methods	3
Program Administration and Financial Management	3
Using Technology in SOWK Practice	3
Program Evaluation and Assessment Measures	3
Writing for Presentations and Publications	2
Marketing and Communication in SOWK Practice	1
Dissertation Project I: Generating a Proposal: Scope and Lit Review	3
Dissertation Project II: Data Collection and Analysis	3
Dissertation Project III: Developing a Publishable Paper	6
Dissertation Project IV: Developing a Professional Presentation	6
Elective	
Independent Study	1-3

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**University of Nebraska at Omaha (UNO)**
Program:	**Professional Training and Development**
Award:	**Bachelor of Science (BS)**
Mode of Delivery:	**Online and Hybrid/blended**
Institution's Existing Degree(s) in Same or Similar Discipline:	**BSBA with Human Resource concentration; Graduate Certificate in Human Resources and Training**
Proposal Received by Commission:	**April 27, 2026**
Proposed Start Date:	**Upon approval (Fall 2026)**

Description
This proposed program responds to pressing workforce needs in Nebraska and across the nation. As industries adapt to change, organizations increasingly rely on upskilling and reskilling existing employees. The degree would prepare students, especially adult contemporary learners, to lead organizational learning, talent development, and professional training initiatives.

Students would complete 36 credit hours that include a Foundations seminar (3 credit hours), Capstone seminar (3 credit hours), 15 credit hours in the Major CORE block, and 15 credit hours in the Major Capabilities block (coursework from across the university that align with learners' goals, needs, and interests and include topics in leadership, communication, technical writing, and business) (see page 3).

The curriculum aligns with the Association for Talent Development (ATD) Talent Development Capability Model and is designed to maximize access for working adults, military-connected learners, and those living outside the Omaha metropolitan area.

Consistent with Institutional Role and Mission? ___√___ YES _______ NO

Consistent with Statewide Comprehensive Plan? ___√___ YES _______ NO

REVIEW CRITERIA

A. Need for the Program

High---------------Low				
	√			

UNO cites a 2025 report from the Nebraska Chamber of Commerce identifying workforce development as a top economic priority, emphasizing the critical need to expand training and education programs to meet employer demand and address persistent workforce shortages. The report also states that Nebraska employers are having trouble finding skilled workers, underscoring the need for targeted workforce education initiatives. A second study from 2025 found that nearly 40% of required job skills were projected to change within the next five years; 63% of employers identified it as a major barrier to long-term sustainability. Additionally, one in five Nebraska workers is expected to retire within the next decade, further adding to labor shortages.

The proposal also included a labor market analysis that found that training and development specialists are among the fastest-growing fields, with 5,310 unique job postings in Nebraska between March 2023 and February 2025. Training and development managers had 1,029 job postings in the same period. A study of workforce surveys from 2023 supported the employees' position that professional development was of value, with 75% of employees indicating they are more likely to stay with their employer when provided access to education and career advancement opportunities.

The Lightcast Q1 September 2025 data set broke down these figures even further. It also reported that the median advertised salary was $72,600.

Letters of support came from the College of Communication, Fine Arts and Media, the College of Public Affairs and Community Service, and the School of Communication.

B. Demand for the Program

High---------------Low				
		√		

As evidence of demand, UNO notes the success of its Bachelor of Multidisciplinary Studies (BMS). Designed to meet the needs of adult learners, it enrolls over 1,000 students annually, impacting the students, their families, the communities in which they live, and the Nebraska economy. The proposed program follows the successful formula of the BMS: structured to provide flexible, applied learning pathways, enabling working adults to balance education with professional and personal responsibilities while advancing durable, transferable skills.

Enrollment projections are based on the demand for adult degree-completion pathways evidenced by the BMS. They align with advising capacity, course availability, typical time-to-degree completion for part-time adult learners, and recent experience with new specialized online degree-completion programs. Initial enrollment is projected at approximately 30 students in the first year, with steady growth to 42 students in year two, 53 students in year three, and 63 students in years four and five.

The proposal relies on the popularity of a program with a similar format for evidence of demand. There are no specific figures to support the expected enrollments.

C. Avoidance of Unnecessary Duplication

High---------------Low				
	√			

There are no stand-alone baccalaureate degrees in professional training and development in Nebraska. Several institutions offer a concentration in human resource management within their Bachelor of Business Administration programs. UNO asserts that these programs are primarily designed to prepare HR generalists covering topics such as staffing, compensation and benefits, labor relations, and employment law. In contrast, the proposed program would focus on talent development, learning, and workforce training with subject areas including adult learning theory, instructional design, coaching, and organizational development.

D. Resources: Faculty/Staff

High---------------Low				
√				

Existing faculty with appropriate expertise would support the program in year 1. Additional resources, including faculty and staff, would be added in anticipation of program growth beginning in year 2. If enrollment growth occurs at a faster rate than projected, resource allocation would need to accelerate to match demand. A half-time faculty member is budgeted for years 1 and 2 with a full-time position in years 3, 4, and 5.

E. Resources: Physical Facilities/Equipment/Library/Information Access

Acceptable				
yes	√		no	

The proposal states that no additional physical facilities, instructional equipment, or informational resources would be needed.

G. Budget

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

PROJECTED COSTS		**ANTICIPATED REVENUES**	
Faculty and Staff[1]	$482,835	Reallocated/Existing Funds	
General Operating	$98,000	New State Funds	
Equipment[2]	$2,000	New Local Funds	
		Tuition and Fees[3]	$834,324
Five-Year TOTAL	$582,835	Five-Year TOTAL	$834,324

[1] .5 FTE faculty in years 1 and 2, increasing to 1.0 in subsequent years. .25 FTE academic adviser in years 1 and 2, increasing to .5 in the following years.

[2] Computers

[3] Based on tuition and fees for in-state tuition ($277/credit hour) with part-time enrollment (six credit hours) in the fall and spring semesters and a 10% attrition rate per year. Enrollment projections: 30 students in year 1, 42 students in year 2, 53 students in year 3, and 63 students in years 4 and 5.

Committee Recommendation: That the Commission approve the Bachelor of Science in Professional Training and Development at the University of Nebraska at Omaha.

First Regular Program Review: Due June 30, 2033.

BS, Professional Training and Development

Required Courses: CODE Block	**Credit Hours**	**Prerequisites**
MLTI 3000: Foundations Seminar	3	None
APLD 3410: Adult Learning Theory & Practice	3	None
CMST 4150: Organizational Training and Development	3	JR/SR Standing
CMST 4160: Communication for Instructional Settings	3	JR/SR Standing
CMST 4170: Organizational Communication OR CMST 4180: Organizational Communication, Leadership, Power	3	JR/SR Standing; 2.25 GPA
APLD 4240: Operational Essentials: Processes & Projects	3	APLD 3210 and APLD 3220
MLTI 4000: Capstone Seminar	3	MLTI 3000 and ENGL 1160
Electives (**Capabilities Block**) The 15 hours of credit may come from coursework selected based on learning needs, goals, and in consultation with academic advisors to align with the ATD's capabilities framework's domains – building personal capabilities, developing professional capabilities, and impacting organizational capabilities.	15	
Total	**36**	

NEW ORGANIZATIONAL UNIT PROPOSAL

Institution:	**University of Nebraska Medical Center (UNMC)**
Name of the new unit:	**Research Center for Developmental Toxicology and Pharmacology**
Proposal Received by the Commission:	**April 27, 2026**
Departments participating in the new unit:	**College of Medicine; College of Pharmacy; College of Public Health; Child Health Research Institute; Munroe-Meyer Institute**
Proposed Start Date:	**Upon approval by CCPE**

Description
The mission of the proposed center is to advance interdisciplinary research, education, and translational science focused on developmental health, maternal–fetal medicine, toxicology, and pharmacology. The focus would be on neurodevelopmental deficits affecting cognition, language, learning, intellectual abilities, or congenital abnormalities. The research would target exposures to prescription medicines, substance use/abuse, or environmental toxicants during gestation or neonatal period.

The center would host faculty from the colleges and institutes listed above. The administrative home for the center would be the Department of Pharmacology and Experimental Neuroscience in the College of Medicine.

Consistent with Institutional Role and Mission? ___√__ YES ______ NO

Consistent with Statewide Comprehensive Plan? ___√__ YES ______ NO

REVIEW CRITERIA

A. Demonstrated Need and Appropriateness of the Unit

High---------------Low				
√				

The proposal states that fetal or early postnatal developmental impairments induced by maternal use of drugs (prescription medicines or illicit substance use/abuse) or environmental toxicant exposures continue to be one of the major public health concerns in Nebraska, the United States, and the world. Despite the prevalence of this situation, researchers do not have a good understanding of how these different pharmacologic or environmental agents cause developmental deficits and therefore therapeutic interventions are not available. As evidence of the need for additional study, UNMC provided the following data.

- In Nebraska in 2020, 1.9 newborns per 1,000 hospitalized were diagnosed with neonatal abstinence syndrome, a withdrawal syndrome in infants exposed to drugs prenatally.
- In 2023, more than 20% of Nebraska women of childbearing age between 18 and 44 reported binge drinking.
- In 2022, 3.8% of Nebraska mothers reported smoking during the last three months of pregnancy.
- Currently, utilization of at least one prescription medication during pregnancy has reached up to 75%. However, safety of prescription medication during pregnancy for a majority of medicines is unknown.
- In the United States birth defects occur in approximately 3 percent of all live births. Nebraska exceeds the national average with birth defects occurring in around 6% percent of all live births. The findings of several studies published since 2000 indicate that birth defects may be associated with the mother's exposure to some type of agricultural compound.

The center would bring together in a central collaborative space researchers who have worked separately on focused areas. The overall objective would be to alleviate the burden of developmental disorders induced by drugs or environmental toxins and in so doing reduce health care costs in Nebraska and the nation.

Letters of support were provided by 15 directors, department chairs, and professors at UNMC and its extensions, such as the Child Health Research Institute and the Environmental Agricultural and Occupational Health Department. Letters were also submitted by the UNL Department of Electrical and Computer Engineering, the UNO Departments of Biostatistics and Chemistry, and the Department of Psychiatry and Psychology at the Mayo Clinic.

The documented number of women and their children impacted by drugs or environmental exposure, as well as the lack of research in the field, strongly support a need for the proposed center.

B. Resources: Faculty/Staff

High---------------Low				
√				

UNMC reports that three faculty would commit a portion of their time to serve the center in the following positions: director (.25 FTE), an imaging faculty member (.15 FTE), and a postdoctoral research associate (1.0 FTE). A full-time assistant professor with expertise in developmental toxico-pharmacology would be hired in year 3 as well as a full-time administrative support staff member. A half-time administrative support staff would create a web page and maintain the unit in the first two years. A list of 16 faculty members who would be active participants in the center was provided.

Partial salaries for the existing staff and salaries for new hires were included in the budget.

C. Resources: Physical Facilities/Equipment

High---------------Low				
√				

UNMC states that the existing facility and resources are adequate to initiate the center. It would be physically located in the department of Pharmacology & Experimental Neuroscience in the Durham Research Center. Required laboratory and office space on the same floor is currently available for the Center, and if needed, additional laboratory and office space would be requested. The laboratories in the department are equipped with instruments to conduct investigations in this field.

D. Budget

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS as reported by UNMC

PROJECTED COSTS		**ANTICIPATED REVENUES**	
Faculty and Staff[1]	$1,080,213	Existing Funds[3]	$875,000
General Operating[2]	$525,000	New State Funds	
		New Local Funds	
		Other Funding-[4] NIH grants Donations	 $2,550,000 $450,000
Five-Year TOTAL	$1,605,213	Five-Year TOTAL	$3,875,000

[1] .4FTE for center director and a professor to implement and maintain the center; 1.0 FTE assistant professor in years 3, 4, and 5; .5 FTE in years 1 and 2 for a research associate and administrative support staff; 1.0 FTE in years 3, 4, and 5 for full-time administrative support staff.

[2] Teaching/educational materials, seminars/symposium/workshop, summer scholarship program for high school and undergraduates, recruitment, advertising.

[3] Committed Dr. Aditya N. Bade Retention Package 2024/25, supported by multiple UNMC sources.

[4] Potential sources:

- seed funding from the university, including internal grants and institutional support, government grants, private foundations, or philanthropic donations
- federal research grants from agencies like the NIH, particularly from the Eunice Kennedy Shriver National Institute of Child Health and Human Development, the National Institute of Neurological Disorders and Stroke, National Institute on Drug Abuse, or National Institute of Environmental Health Sciences
- state and local funding opportunities
- federal and private grants

Committee Recommendation: that the Commission approve the Research Center for Developmental Toxicology and Pharmacology at the University of Nebraska Medical Center.

Approval of the Center does not constitute approval of any new programs now nor in the future.

Information Items

Reasonable and Moderate Extensions

- UNO – Instructional Technology Leadership, Graduate Certificate
- UNO – Victimology and Victim Services, Graduate Certificate
- UNO - Health Science Education, Graduate Certificate
- UNO – Addiction Counseling, Graduate Certificate
- UNO – Applied Business Economics and Analysis, Graduate Certificate
- WNCC – Basic Construction Technology, Certificate
- WNCC – Advanced Construction Technology, Certificate

Program Name Changes

- UNO – Master of Science in Economics to *Master of Science in Applied Economics*
- UNO – Bachelor of Science in Special Education – Elementary Education and Bachelor of Science in Special Education – Secondary Education to *Bachelor of Science in Special Education*

Discontinued Programs

- UNK – Higher Education Student Affairs, MSEd
- UNK – 7-12 Modern Languages-German Emphasis, BAEd
- UNK – Modern Languages Comprehensive-German Emphasis, BA
- UNK – Music Comprehensive-Music Business Emphasis, BM
- WNCC – Construction, Professional Skills Award
- WNCC – Electrical, Professional Skills Award
- WNCC – Plumbing, Professional Skills Award
- WNCC – HVAC, Professional Skills Award

Coordinating Commission for Postsecondary Education
Capital Construction Project Evaluation Form

NEBRASKA ccpe COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

Institution/Campus: Northeast Community College – Norfolk Campus
Project Name: Weller Renovation
Date of Governing Board Approval: May 14, 2026
Date Complete Proposal Received: June 26, 2026
Date of Commission Evaluation: July 24, 2026

Committee Recommendation

Northeast Community College – Norfolk Campus
Fall Semester Enrollment by Campus*

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
On-campus HC	2,529.0	1,937.0	2,261.0	2,334.0	2,277.0	1,975.0
Off-campus HC	2,319.0	2,514.0	2,481.0	1,855.0	2,245.0	2,571.0
Online HC	2,967.0	3,632.0	3,310.0	2,382.0	2,452.0	2,537.0
Campus FTE	2,563.7	2,822.9	2,952.1	2,828.1	2,863.2	2,941.5

* Source: Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment. Student HC may be duplicated at a campus or center if a student takes more than one type of delivery-site course (on-campus, off-campus, or online). Full-time equivalent (FTE) enrollment is based on 15 semester credit hours for undergraduate students.

Project Description: Northeast Community College proposes a 58,623 Gross Square Foot extensive remodel of the existing Main Floor of the Weller Building, on the Norfolk Campus. This includes a 1,319 SF addition to the south side of the building to connect the original 1971 building core to the 1973 addition. This project will provide remodeled lab and classroom spaces on the first floor, within the existing Weller Building, to support the Welding, Automotive, Auto Body, and Plumbing Technology Programs. In addition to realigning program spaces, the project will also include bringing the building support spaces up to current life and safety codes and campus standards.

Weller continues to be an asset to instructional coursework for Northeast Community College. Although the College has utilized the Weller Building for various offerings over the years, the building was identified to be in poor condition in the 2017 Master Site and Facilities Plan (MSFP) with a need for major renovation. When the building opened in 1971, traditional labs and classrooms were utilized for a variety of programs and met the needs at that time. As teaching methods have transformed into innovative platforms and technology has become a prominent tool, the Weller building has adapted to fit the growing needs of students and faculty. The physical lab, classroom, and office environments need to evolve to support modern instruction.

Renovated Entrance to the Weller Building

Renovated Entrance and Terracing

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

Yes ☒ No ☐

Comments: Page 4-1 of the *Plan* states: "Exemplary institutions provide high quality education and skill development opportunities that prepare students to be personally and professionally successful, to be good citizens of the state and knowledgeable contributors to an increasingly global and multi-cultural society, and to be lifelong learners." This building, with the proposed small addition, will enable each program to right-size their physical space with the size of their enrollment.

Page 6-2 of the *Plan* states: "Nebraskans will advocate a physical environment for each of the state's postsecondary institutions that: supports its role and mission; is well utilized and effectively accommodates space needs; is safe, accessible, cost effective, and well maintained; and is sufficiently flexible to adapt to future changes in programs and technologies." The proposed project uses the existing structure of the building to make the space more effective for both the physical and programmatic needs of each academic program. This project supports this major statewide goal.

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

Yes ☒ No ☐

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

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

Yes ☒ No ☐

Comments: The renovated Weller building will be the primary location for students pursuing the following programs.

- Welding (Diploma, Certificate)
- Automotive Technology (AAS, Diploma)
- Automotive Technology, Automotive Light Service Technician (Certificate)
- Auto Body Repair Technology (AAS)
- Plumbing Technology (Diploma)

The Commission reviews existing academic programs on a seven-year cycle.

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

High . . . . Low

☐ ■ ☐ ☐ ☐

Comments: The original Facilities Plan was approved by the College Board and presented to the CCPE in 1998. The plan was updated in 2003, in 2010, and the most recent MSFP was approved by the Northeast Board of Governors in March 2017.

During the development of the 2017 MSFP, the existing Weller Building was noted in poor condition and recommended for major renovation.

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

High . . . . Low

☐ ■ ☐ ☐ ☐

The Weller Building, and specifically the program areas occupied for Welding, Automotive, & Auto Body, are in poor condition. The general building layout is not efficient or reflective of industry standards, which creates programmatic deficiencies. The existing footprint of the building does not allow for major additions. This necessitates heavy renovation to bring the lab spaces up to standards.

Physical Deficiencies:

- Entry access that connects all sections of the building for transitioning between labs and classrooms does not currently exist. Currently each section is separated, and students / faculty travel outside to go to other sections of the building.
- No shared support spaces, including restrooms, vending, and storage, are up to College standards, and many support spaces do not meet accessibility requirements and recommendations.
- Classrooms and storage areas within the building are shared. Due to this, material storage is limited within the building. Students currently carry large and heavy metal pieces weekly to restock supplies kept in the lab.
- There is currently no breakroom or computer lab available.
- Bathrooms need to be updated and expanded to meet ADA recommendations & campus standards.
- Classroom and office spaces do not meet current needs.
- NC3 classroom & certification kit storage are lacking dedicated access for increased offerings.
- Lacking infrastructure for technology updates, prohibiting access control, safety, etc.
- Lacking appropriate lighting throughout building.
- Dated interior materials throughout.
- Lacking temperature control in offices.
- Drainage outside of building is poor, causing water retention in undesirable areas.
- Exterior facade materials are deteriorating or failing in multiple instances.

The renovation will consist of materials and design elements consistent with local building codes and surrounding construction aesthetics on the Norfolk campus. The existing building structure is a single-story structure and basement with commercial grade steel framing. With extents of the renovation required, a new fire sprinkler system on the main floor will need to be added to comply with code requirements. Renovation work will adhere to all College Facility Standards to tie into the existing campus.

Programmatic Deficiencies:

The current Weller Building is not adequate to continue serving the interest and number of students in the program areas due to limited space and equipment deficiencies. The current space was designed for smaller class sizes and older technology. Due to the hands-on nature of the learning environment, current spaces are lacking required footprint for proper instruction. Additionally, demonstrations through technological advancements have adapted. As growing regional demand for associate degrees and specialized certification has increased, the current Weller Building lacks physical requirements to meet demand. This has left many interested students on a waitlist once classes fill up each semester.

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: The 2017 Northeast Community College MSFP was developed to provide the College with a collection of background information, an analysis of key issues, and a list of potential projects for implementation over the next decade. The MSFP lays out a framework for the future that identifies facility and site projects that will contribute to achieving the strategic goals of student success, student access, global competitive workforce, and maximizing resources. The result is a plan designed to advance the defined strategic goals of the College and to encourage the development of an efficient, safe, and vibrant Norfolk campus.

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: Spaces are based upon the size and scope of programmatic needs as confirmed by meetings with users and the steering committee, consultation with the College's facilities design standards and utilization study recommendations, and evaluation of precedent facilities at other institutions.

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: The programs housed in the existing Weller Building require students to have many hours of hands-on laboratory experience using specialized equipment commonly found within their respective industries. With growing student interest and current instructional space limitations, this proposed remodel project will "right-size" the space assigned to each program. The size of spaces requested are based upon the size and scope of programmatic needs.

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

High . . . . Low

Comments: The remodel of the existing Weller Building represents a significant investment in the future of skilled trades education. By providing students with access to modern facilities, specialized equipment, and skilled training, the college strives to empower students to pursue rewarding careers in Welding, Automotive, Auto Body, and Plumbing Technologies that contribute to economic vitality in the Central Nebraska Region and beyond. Northeast Community College graduates find there is a high demand for well-trained professionals. Nebraska Department of Labor inputs indicate a shortage of skilled trades across the state of Nebraska. Workforce shortages have been persistent for nearly a decade, intensified by declines in youth participation and economic shifts (U.S. Bureau of Labor Statistics, May 2023 Nebraska Occupational Employment and Wage Estimates).

Current program enrollment and projected post-project estimates can be found in Appendix 1.

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: Any increase in facility operating and maintenance (O&M) costs that may be needed for the renovated facility would be drawn from General Operating Funds.

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

High . . . . Low

Comments: There were two alternatives to the proposed project considered.

Building a new facility on an adjacent site to meet new programmatic needs and industry alignment:

- In assessing the option to build a new facility on the Norfolk Campus, it was determined that a new facility was not favored due to program limitations and budget restrictions. Ultimately, building a new facility leaves existing spaces in the Weller Building unfit for program re-purposing without extensive remodeling. Due to the current shape of the existing Weller Building, improvements are crucial to address poor conditions.

Building a new facility on the existing site to meet new programmatic needs and industry alignment:

- After evaluating the possibility of demolishing the existing Weller Building and constructing a new facility within the current footprint, the option was deemed undesirable due to timeline constraints, core infrastructure limitations, and budget restrictions. While a new build could address the poor condition of the current spaces, the College determined that a renovation is the more practical approach, as it allows for phased construction and continued use of lab spaces throughout the project.

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

High . . . . Low

Comments: To achieve the college's Master Planning goals, Northeast is committed to remodeling the existing Weller Building. While creating ideal and safe learning environments, this effort prioritizes continued utilization of an existing resource on campus. Extensive renovations are needed to improve the existing Weller building. Relocating existing campus programs within the current Weller footprint enables the College to use main campus space more efficiently, while maintaining close access to existing student support resources.

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

High . . . . Low

☐ ■ ☐ ☐ ☐

Comments:

Construction Costs - The College estimate to design, construct, and equip the new Weller Renovation Project is $17,858,394 ($305/gsf). Commission staff's estimate of the total project cost is $17,639,143 ($301/gsf) using *R.S. Means Square Foot Costs* modified to account for local conditions and costs from past college construction projects. The College's estimate is $219,251 (1.24%) higher than Commission staff's estimate. The difference between these estimates is within an acceptable threshold.

Operating and Maintenance Costs - The College has not identified an increase in operating and maintenance (O&M) costs. If a minor increase does occur, NECC has identified General Operating Funds to cover this increase. Commission staff concur with this assessment.

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

High . . . . Low

☐ ■ ☐ ☐ ☐

Comments: For the approximate $17.9 million project cost, all of it will come from the Capital Improvement Fund. The use of Capital Improvement funds to construct instructional and program support space is appropriate.

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

Yes ☒ No ☐

Comments: Northeast Community College recognizes the need for a supportive facility capable of accommodating programmatic and instructional goals. The College understands that meaningful improvements are necessary to meet workforce demands.

Persistent issues with noise, air quality, drainage, and deteriorating interior & exterior materials in the Weller Building remain a significant concern. Addressing these conditions is essential and will require major upgrades to the interior and exterior architecture, electrical, lighting, and HVAC systems to create a healthier, more effective learning environment. Northeast also acknowledges the importance of adequate storage for tools, parts, and equipment. As technology advances, the volume and complexity of instructional materials continue to increase.

Renovated facilities are critical to keeping resources organized, accessible, and safe for both students and instructors.

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 Weller Building has long served as the home for technical trade programs at Northeast Community College, and its industrial design makes it ideally suited for that purpose. The building features tall, open-bay areas that accommodate large equipment and specialty training environments.

Current program occupants -- Welding, Automotive Technology, and Auto Body -- will remain in Weller, while the downsizing of Auto Body and the relocation of Art/Ceramics to the Ag/Allied Health Building have created available space within the facility. This natural opening presents an opportunity to consolidate trade programs in an environment already built for them. Plumbing Technology is a strong programmatic fit for Weller's open-bay infrastructure, which supports the hands-on, equipment-intensive nature of the trade. Relocating Plumbing from the L-Building into Weller places the program in a more appropriate and functional setting, while also freeing the L-Building to return to its intended role as flexible growth space — allowing the College to continue responding to shifting enrollment demands and emerging community needs.

COMMISSION ACTION AND COMMENTS:

Approve	Disapprove
■	☐

Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction, and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Northeast Community College's proposal to utilize Capital Improvement funds to renovate and equip the existing Weller Building project as outlined in the governing board's program statement approved on May 14, 2026, along with supplemental information provided.

Comments: The primary reason for this project is the need to provide modern, safe, and quality spaces for current programs in the Weller Building. This proposed project will accomplish this goal.

Appendix 1

Enrollment Per Program					
Program	2023-2024	2024-2025	2025-2026	Registered for 2026-2027	2023-2027 Unduplicated
Welding - 1 Year (Diploma)	39	42	48	44	165
Automotive Technology - 2 Year (AAS)	46	29	27	47	110
Plumbing - 1 Year (Diploma)	8	12	18	11	49
Auto Body - - 2 Year (AAS) discontinued Spring 2027	22	17	19	9	41

Projected Enrollment Post Project				
Program	Year 1 Post Complettion	Year 2 Post Complettion	Year 3 Post Complettion	Notes
Welding - 1 Year (Diploma)	50	55	60	Expand from 2 cohorts of 24 to 3 cohorts of 20 each
Automotive Technology - 2 Year (AAS)	55	60	65	Expanded to 2 cohorts freshman (ea. Max 20) entering 2026-2027. Goal is to maintain 2 cohorts throughout construction
Plumbing - 1 Year (Diploma)	20	30	35	Anticipated goal to grow and expand to 2 separate cohorts. One day time and one late afternoon evening
AUTB Skill Award	8	10	15	

NEBRASKA OPPORTUNITY GRANT 2026-27
ANNUAL ALLOCATION REPORT

Presented to the Commission
July 24, 2026

2026-27 Allocations for Students Attending:

UNIVERSITY OF NEBRASKA:	
Kearney	$1,641,343
Lincoln	$6,021,902
Medical Center	$392,727
Omaha	$5,268,188
NCTA	$55,422
STATE COLLEGES:	
Chadron	$458,377
Peru	$232,397
Wayne	$982,347
COMMUNITY COLLEGES:	
Central	$561,767
Metropolitan	$1,147,147
Mid-Plains	$124,089
Northeast	$437,748
Southeast	$866,428
Western Nebraska	$158,868
PRIVATE CAREER COLLEGES:	
Capitol Beauty School	$113,506
College of Hair Design	$177,351
Joseph's Colleges of Beauty	$0
Xenon Stephanie Moss Academy	$216,218
INDEPENDENT COLLEGES & UNIVERSITIES:	
Bellevue University	$770,580
Bryan College of Health Sciences	$196,162
Clarkson College	$262,996
College of Saint Mary	$280,462
Concordia University	$282,961
Creighton University	$313,753
Doane University	$147,096
Hastings College	$221,906
Little Priest Tribal College	$41,617
Midland University	$378,290
Nebraska Indian Community College	$42,492
Nebraska Methodist College	$340,103
Nebraska Wesleyan University	$586,416
Union Adventist University	$112,072
Western Governors University	$274,186
York University	$84,098
GRAND TOTALS:	$23,191,015

The NOG program is a decentralized financial aid program. The commission allocates state funding to participating institutions based on a statutory formula that takes into account the proportion of all eligible students attending each institution and their tuition and fees (capped at tuition and fees at the University of Nebraska Lincoln) and verifies student eligibility but does not determine individual student award amounts or dictate how many eligible students receive NOG grants. Participating institutions award NOG grants to eligible students subject to eligibility criteria, maximum award limits, and available allocations.

2026-27

	Dollars	Percent
NU	$13,379,582	57.7%
NSCS	$1,673,121	7.2%
CC	$3,296,047	14.2%
Priv	$507,075	2.2%
Ind	$4,335,190	18.7%
Total	$23,191,015	100.0%
Public	$18,348,750	79.1%
Private	$4,842,265	20.9%
Total	$23,191,015	100.0%

2025-26

	Dollars	Percent
NU	$13,683,229	58.4%
NSCS	$1,891,426	8.1%
CC	$3,258,977	13.9%
Priv	$581,328	2.5%
Ind	$4,033,342	17.2%
Total	$23,448,302	100.0%
Public	$18,833,632	80.3%
Private	$4,614,670	19.7%
Total	$23,448,302	100.0%

2024-25

	Dollars	Percent
NU	$14,367,399	58.8%
NSCS	$2,063,275	8.4%
CC	$3,196,237	13.1%
Priv	$627,448	2.6%
Ind	$4,193,943	17.2%
Total	$24,448,302	100.0%
Public	$19,626,911	80.3%
Private	$4,821,391	19.7%
Total	$24,448,302	100.0%

2023-24

	Dollars	Percent
NU	$14,083,410	57.6%
NSCS	$2,118,600	8.7%
CC	$3,499,620	14.3%
Priv	$579,160	2.4%
Ind	$4,167,512	17.0%
Total	$24,448,302	100.0%
Public	$19,701,630	80.6%
Private	$4,746,672	19.4%
Total	$24,448,302	100.0%

2022-23

	Dollars	Percent
NU	$13,615,173	55.7%
NSCS	$2,162,749	8.8%
CC	$3,293,383	13.5%
Priv	$604,631	2.5%
Ind	$4,272,366	17.5%
Total	$23,948,302	98.0%
Public	$19,071,305	78.0%
Private	$4,876,997	19.9%
Total	$23,948,302	98.0%

2021-22

	Dollars	Percent
NU	$13,414,179	58.5%
NSCS	$1,910,417	8.3%
CC	$3,095,056	13.5%
Priv	$532,822	2.3%
Ind	$3,995,828	17.4%
Total	$22,948,302	100.0%
Public	$18,419,652	80.3%
Private	$4,528,650	19.7%
Total	$22,948,302	100.0%

2020-21

	Dollars	Percent
NU	$11,564,965	54.7%
NSCS	$1,752,168	8.3%
CC	$3,151,419	14.9%
Priv	$449,658	2.1%
Ind	$4,221,758	20.0%
Total	$21,139,968	100.0%
Public	$16,468,552	77.9%
Private	$4,671,416	22.1%
Total	$21,139,968	100.0%

2019-20

	Dollars	Percent
NU	$10,294,910	54.3%
NSCS	$1,495,400	7.9%
CC	$2,968,686	15.7%
Priv	$442,081	2.3%
Ind	$3,747,225	19.8%
Total	$18,948,302	100.0%
Public	$14,758,996	77.9%
Private	$4,189,306	22.1%
Total	$18,948,302	100.0%

2018-19

	Dollars	Percent
NU	$9,467,798	52.6%
NSCS	$1,383,314	7.7%
CC	$3,067,929	17.0%
Priv	$558,421	3.1%
Ind	$3,526,912	19.6%
Total	$18,004,374	100.0%
Public	$13,919,041	77.3%
Private	$4,085,333	22.7%
Total	$18,004,374	100.0%

2017-18

	Dollars	Percent
NU	$9,008,975	51.6%
NSCS	$1,288,880	7.4%
CC	$2,599,823	14.9%
Priv	$1,172,514	6.7%
Ind	$3,378,110	19.4%
Total	$17,448,302	100.0%
Public	$12,897,678	73.9%
Private	$4,550,624	26.1%
Total	$17,448,302	100.0%

2016-17

	Dollars	Percent
NU	$8,426,399	49.7%
NSCS	$1,326,487	7.8%
CC	$2,934,560	17.3%
Priv	$866,711	5.1%
Ind	$3,394,146	20.0%
Total	$16,948,302	100.0%
Public	$12,687,446	74.9%
Private	$4,260,856	25.1%
Total	$16,948,302	100.0%

2015-16

	Dollars	Percent
NU	$7,734,845	45.9%
NSCS	$1,175,019	7.0%
CC	$3,110,456	18.4%
Priv	$1,559,712	9.2%
Ind	$3,288,124	19.5%
Total	$16,868,156	100.0%
Public	$12,020,320	71.3%
Private	$4,847,836	28.7%
Total	$16,868,156	100.0%

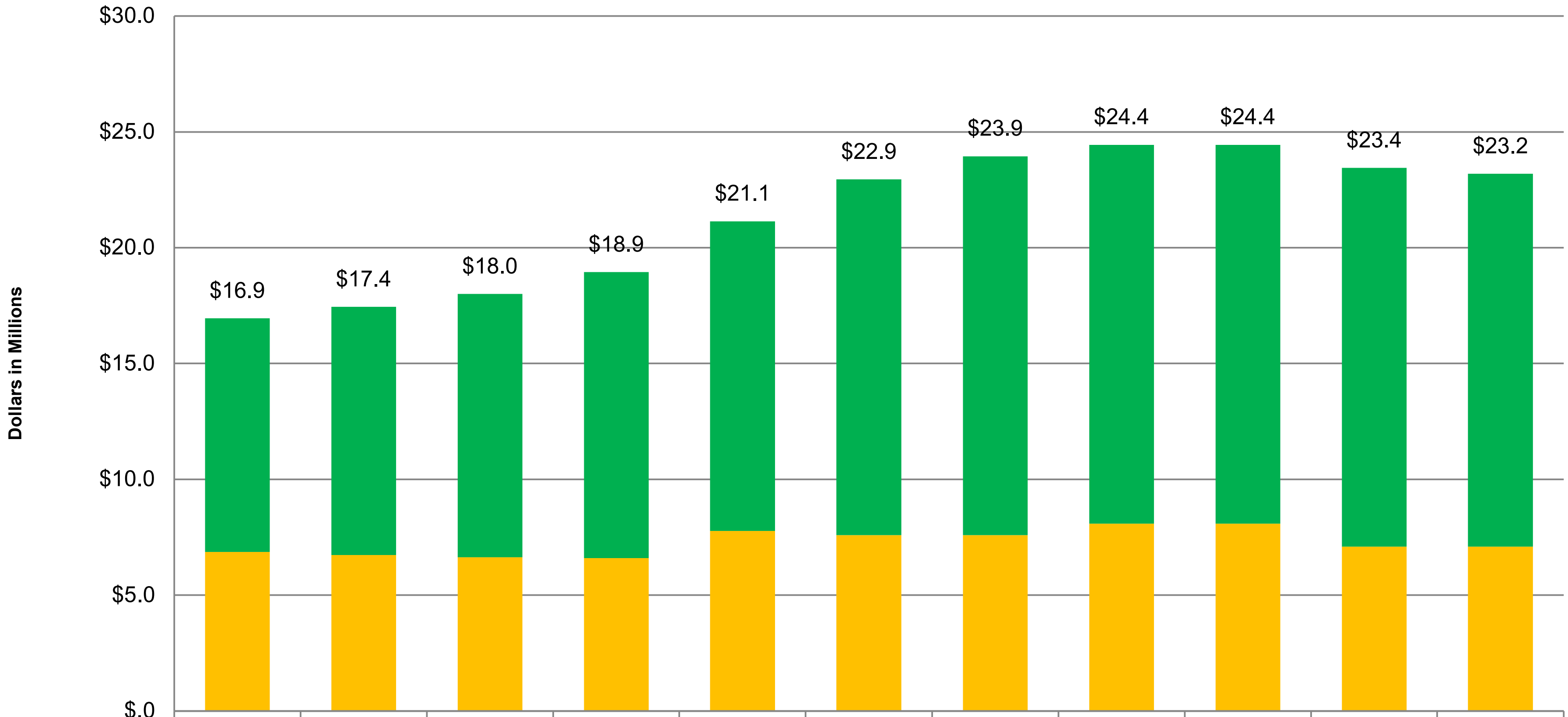
2014-15

	Dollars	Percent
NU	$7,256,011	44.1%
NSCS	$1,182,964	7.2%
CC	$3,067,820	18.6%
Priv	$1,803,200	10.9%
Ind	$3,158,161	19.2%
Total	$16,468,156	100.0%
Public	$11,506,795	69.9%
Private	$4,961,361	30.1%
Total	$16,468,156	100.0%

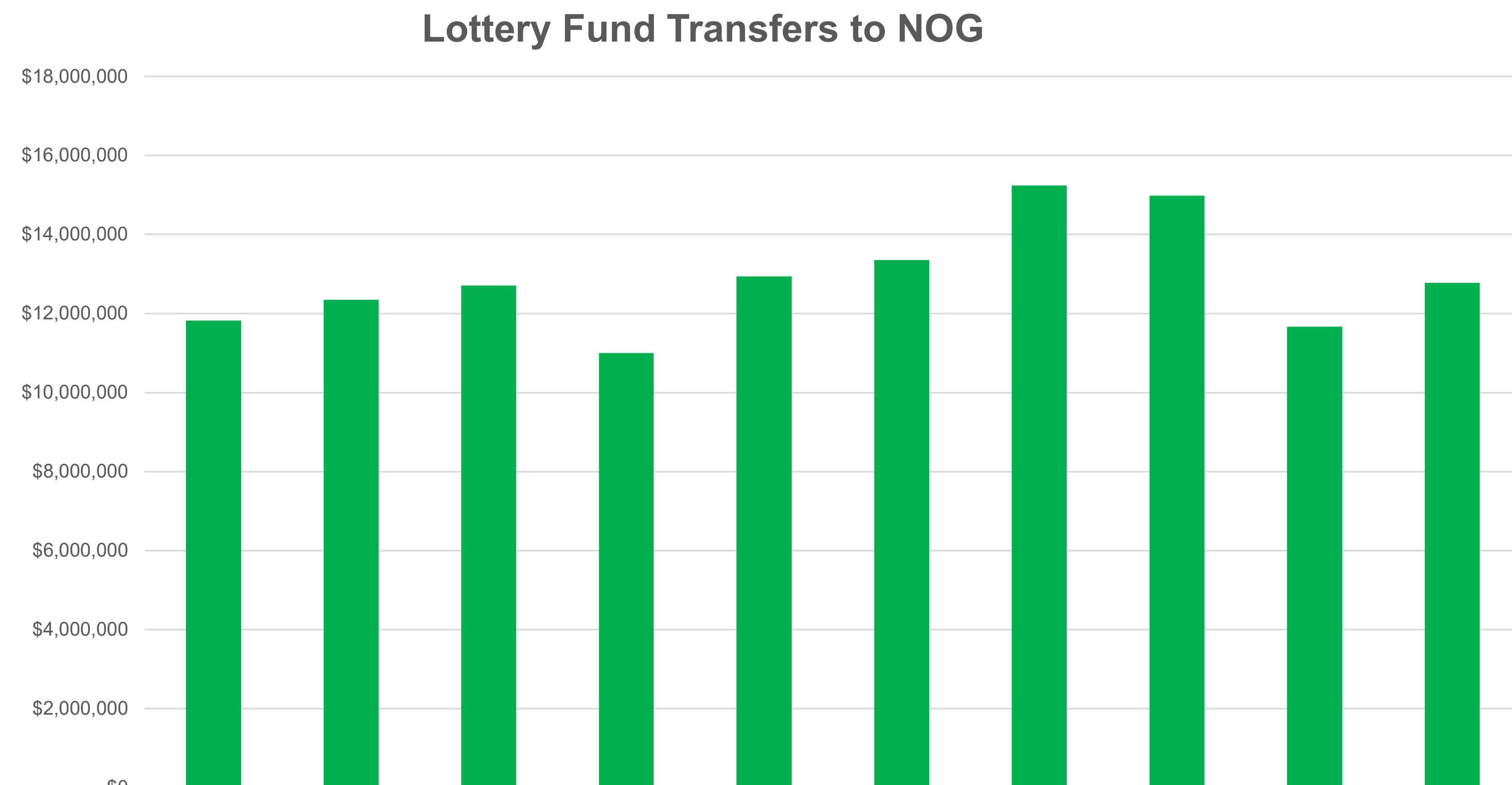
2013-14

	Dollars	Percent
NU	$7,026,919	42.7%
NSCS	$1,109,418	6.7%
CC	$3,187,642	19.4%
Priv	$1,985,779	12.1%
Ind	$3,138,286	19.1%
Total	$16,448,044	100.0%
Public	$11,323,979	68.8%
Private	$5,124,065	31.2%
Total	$16,448,044	100.0%

NOG Funding by Source



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Lottery Funds	$10.1	$10.7	$11.4	$12.4	$13.4	$15.4	$16.4	$16.4	$16.4	$16.4	$16.1
General Funds	$6.9	$6.7	$6.6	$6.6	$7.8	$7.6	$7.6	$8.1	$8.1	$7.1	$7.1
Total	$16.9	$17.4	$18.0	$18.9	$21.1	$22.9	$23.9	$24.4	$24.4	$23.4	$23.2



	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
Lottery Proceeds for NOG	$11,820,142	$12,346,557	$12,710,048	$11,003,089	$12,944,921	$13,355,957	$15,238,515	$14,987,173	$11,665,757	$12,777,811

*Beginning July 1, 2024, the portion of lottery funds allocated to the NOG decreased from 62% to 58%.

EXCELLENCE IN TEACHING ACT (ETA)
FORGIVABLE LOAN PROGRAMS ALLOCATIONS REPORT

Coordinating Commission for Postsecondary Education
July 24, 2026

Attracting Excellence in Teaching Program (AETP)

Institution	**2024 – 25 Allocation**	**2025 – 26 Allocation**	**2026 – 27 Allocation**
Bellevue University	$0.00	$0.00	$6,000.00
Chadron State College	$24,000.00	$12,000.00	$45,000.00
College of St. Mary	$12,000.00	$15,000.00	$6,000.00
Concordia University	$15,000.00	$9,000.00	$24,000.00
Creighton University	$6,000.00	$6,000.00	$12,000.00
Doane University	$18,000.00	* $66,000.00	$21,000.00
Hastings College	$6,000.00	* $30,000.00	$15,000.00
Midland University	$12,000.00	* $30,000.00	$27,000.00
NE Wesleyan University	$15,000.00	* $18,000.00	$15,000.00
Peru State College	$12,000.00	* $6,000.00	$48,000.00
Union Adventist	$0.00	$3,000.00	$3,000.00
UNK	$54,000.00	$93,000.00	$135,000.00
UNL	$111,000.00	* $222,000.00	$114,000.00
UNO	$72,000.00	* $120,000.00	$102,000.00
Wayne State College	$51,000.00	* $96,000.00	$72,000.00
York University	$3,000.00	$6,000.00	$3,000.00
Total	**$411,000.00**	**$732,000.00**	**$648,000.00**

*These institutions were reallocated extra funds following the initial round of awarding for the 2025-26 award year.

Allocations for AETP are based on the number of teacher education completers as reported annually to NDE. Prior to July 1, 2024, ETA programs were administered by the Nebraska Department of Education.

Attracting Excellence in Teaching–Student Teaching Program (AETP-ST)

Institution	2024 – 25 Allocation	2025 – 26 Allocation	2026 – 27 Allocation
Bellevue University	$0.00	$0.00	$3,000.00
Chadron State College	$0.00	$3,000.00	$21,000.00
College of St. Mary	$12,000.00	$9,000.00	$3,000.00
Concordia University	$0.00	$6,000.00	$12,000.00
Creighton University	$0.00	$0.00	$6,000.00
Doane University	$18,000.00	* $24,000.00	$9,000.00
Hastings College	$12,000.00	* $27,000.00	$6,000.00
Midland University	$0.00	* $45,000.00	$12,000.00
NE Wesleyan University	$15,000.00	$3,000.00	$6,000.00
Peru State College	$12,000.00	$9,000.00	$21,000.00
Union Adventist	$0.00	$0.00	$0.00
UNK	$63,000.00	$48,000.00	$66,000.00
UNL	$42,000.00	* $150,000.00	$51,000.00
UNO	$33,000.00	$33,000.00	$48,000.00
Wayne State College	$51,000.00	$45,000.00	$33,000.00
York University	$0.00	$3,000.00	$3,000.00
Total	**$258,000.00**	**$405,000.00**	**$300,000.00**

*These institutions were reallocated extra funds following the initial round of awarding for the 2025-26 award year.

Allocations for AETP-ST are based on the number of teacher education completers as reported annually to NDE. Prior to July 1, 2024, ETA programs were administered by the Nebraska Department of Education.

Enhancing Excellence in Teaching Program (EETP)

Institution	2024 – 25 Allocation	2025 – 26 Allocation	2026 – 27 Allocation
Bellevue University	$0.00	$0.00	$13,462.00
Chadron State College	$31,190.00	$20,025.00	$50,444.00
College of St. Mary	$16,390.00	$0.00	$17,161.00
Concordia University	$98,057.00	* $113,288.00	$100,000.00
Creighton University	$47,324.00	$2,625.00	$34,172.00
Doane University	$86,057.00	* $153,914.00	$128,846.00
Hastings College	$12,857.00	$0.00	$0.00
Midland University	$9,524.00	$6,000.00	$13,462.00
NE Wesleyan University	$10,857.00	$0.00	$0.00
Peru State College	$67,590.00	$77,706.00	$80,769.00
Union Adventist	$0.00	$0.00	$0.00
UNK	$122,924.00	* $280,131.00	$210,946.00
UNL	$62,524.00	$61,522.00	$74,852.00
UNO	$102,590.00	* $224,291.00	$145,857.00
Wayne State College	$71,257.00	$155,867.00	$102,958.00
York University	$61,590.00	$36,631.00	$77,071.00
Total	**$800,731.00**	**$1,132,000.00**	**$1,050,000.00**

*These institutions were reallocated extra funds following the initial round of awarding for the 2025-26 award year.

Allocations for EETP are based on the number of completers with a master’s degree in education awarded by each eligible institution.

Coordinating Commission for Postsecondary Education

Subject: Authorize the Executive Director to contract with Education Strategy Group (ESG) to provide support for the Proactive Admissions Initiative

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Committee Recommendation: That the Commission authorize the Executive Director to contract with Education Strategy Group (ESG) to provide support for the Proactive Admissions Initiative

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Purpose: The Commission, in partnership with the Nebraska State College System and the Nebraska Department of Education, is the recipient of a four-year grant from an anonymous foundation to support the development, piloting, and evaluation of a statewide proactive admissions framework designed to expand postsecondary access and strengthen college-going pathways for Nebraska students.

One critical component of the grant is a $454,300 contract over the four years of the grant with Education Strategy Group (ESG) to develop materials, training, data sharing agreements, and evaluate the project. ESG support will include:

1. Facilitate a Core Team of cross-sector leaders in determining the key programmatic design elements of the direct admissions initiative, including eligibility criteria, application process and platform(s), and financial aid integration.
2. Develop a detailed implementation plan and strategic communications plan that position Nebraska to launch an initial pilot direct admissions initiative in Fall 2027.
3. Advise and support agency and institutional staff on developing the necessary data, governance, and communications tools, resources, and routines to support implementation and change management.
4. Provide quantitative and qualitative evaluation of the pilot implementation, and offer strategic recommendations for how to iterate and scale in alignment with defined goals.

Under the State Procurement Act (Neb. Rev. Stat. 73-803(11)) the Commission is not required to solicit bids to procure service contracts. ESG was selected because they have been the core technical assistance provider for the Lumina Foundation's Great Admissions Redesign Initiative and the states that have received Lumina grants to implement direct admissions programs (AZ, CA, IL, WA, KY, LA, TX, ID, HI, GA, NC, FL, WI, MN, and TN). They also lead a 21-state national community of practice of states implementing direct admissions (the 15 listed plus CT, DE, MT, NY, OR, and

RI). The ESG proposal includes two project evaluators (university faculty at the University of Wisconsin Madison and the University of Michigan) who are recognized experts in the evaluation of direct admissions programs. In addition, ESG has authored two of the leading publications on admissions redesign in the field, including a research-driven state policy brief and Lessons Learned report.

The complete ESG proposal is attached to this cover.

ACHIEVING GREATER IMPACT

Partnering to Launch Direct Admissions in Nebraska

A Collaborative Effort Among the Nebraska Coordinating Commission for Postsecondary Education, Nebraska Department of Education, and the Nebraska State College System

A Proposal from Education Strategy Group (ESG)
July 1, 2026

Overview and Context

Education Strategy Group (ESG) is enthusiastic about the potential to support the state of Nebraska in designing, implementing, and evaluating a direct admissions initiative pilot. With extensive knowledge and experience in supporting states and institutional systems with redesigning their college admissions processes, strengthening their financial aid and affordability programs, and aligning their advising capacity, ESG is well-positioned to deliver a tailored solution to meet the needs of Nebraska's students, institutions, and communities. ESG proposes a four-year engagement, from **August 2026 to June 2030.**

Through our support, ESG would partner with Nebraska leaders in crafting and documenting answers to the following questions:

Governance

- Where should the initiative be housed?
- What governance and decision-making structures have other states used to manage interagency coordination and institutional participation?

Data

- What data is shared, and who currently owns and warehouses it? Which directions would data need to flow? What legal agreements would need to underlie data exchanges?
- What FERPA, state privacy, or consent challenges have emerged in other states, and how were they resolved?

Communications

- How should the state target messaging? Who communicates with students, and what is the nature of the communication?
- What is the role of high schools in the direct admissions process? What training or guidance have high school counselors in other states needed to effectively support students through their initiatives?

Program Design

- What should the academic preparation and/or achievement requirements for direct admission be?
- To what extent should the state leverage a common application? If so, homegrown or Common App?

- How can the state connect financial aid information and offers to statewide direct admission? What models exist for pairing admission offers with early or estimated financial aid information? How critical has financial aid clarity been to converting direct admission offers into enrollment?

Primary Objectives

In supporting the state of Nebraska, Education Strategy Group will aim to:

1. Facilitate a Core Team of cross-sector leaders in determining the key programmatic design elements of the direct admissions initiative, including eligibility criteria, application process and platform(s), and financial aid integration.
2. Develop a detailed implementation plan and strategic communications plan that position Nebraska to launch an initial pilot direct admissions initiative in Fall 2027.
3. Advise and support agency and institutional staff on developing the necessary data, governance, and communications tools, resources, and routines to support implementation and change management.
4. Provide quantitative and qualitative evaluation of the pilot implementation, and offer strategic recommendations for how to iterate and scale in alignment with defined goals.

Proposed Approach

ESG proposes a four-year engagement, from **August 2026 to June 2030,** across four primary phases of work: (1) landscape assessment and stakeholder mapping, (2) implementation planning and build-out, (3) pilot launch and monitoring, and (4) evaluation, iteration, and scaling.

Phase 1: Landscape Assessment and Stakeholder Mapping (August-October 2026)

- *Core Team Assembly:* ESG will begin by coordinating with the Nebraska Commission for Postsecondary Education, Nebraska Department of Education, and Nebraska State College System to solidify the membership and approach for engaging a core team of stakeholders who will have central coordination and decision making roles for the planning and launch of the direct admissions initiative, including clearly defined responsible parties for the data and communications elements of the work. This might additionally include individuals representing high school counselors (e.g. NSCA, EdQuest, etc.).
- *Landscape Review:* ESG will conduct desk research and facilitate the Core Team in defining the key enabling and limiting conditions for implementing direct

admissions in Nebraska, including policies, programs, infrastructure, partnerships, funding, and communications.

- *Student Journey Map:* Grounded in behavioral science, ESG will facilitate the Core Team, along with any other relevant stakeholders, in developing a student journey map to define both the current state and desired future state of the admissions process for the program's target student population(s).
- *Goal Setting:* ESG will facilitate the Core Team in setting initial goals for the first year of implementation, including defining the scale and focus of the pilot (e.g. high schools with lower college-going rates versus districts who opt-in; all two-year institutions versus all NSCS institutions; etc.).
- *Stakeholder Mapping:* ESG will facilitate the development of a stakeholder map that defines the key entities, individuals, roles, and connections for effectively implementing the direct admissions initiative. ESG will support the Core Team in identifying tactics for engaging priority stakeholders to integrate into the implementation plan.

Key Deliverables for Phase 1:

- Enabling and Limiting Conditions Assessment Summary
- Student Journey Map
- Goals Summary
- Stakeholder Map
- In-Person Planning Session

Phase 2: Implementation Planning and Build-Out (October 2026-April 2027)

- *Implementation Plan:* ESG will support the Core Team in developing an implementation plan that defines key activities and milestones, owners, and timelines for the direct admissions initiative.
- *Financial Aid Integration:* ESG will support the Core Team in exploring the integration of financial aid notifications with direct admissions initiative, bringing in examples and lessons learned from other states and connecting to asset mapping of existing state initiatives, such as universal FAFSA, NOG, ScholarshipQuest, etc.
- *Eligibility Criteria:* ESG will support the Core Team in developing a set of eligibility criteria for direct admissions and in crafting a plan for facilitating any necessary engagement with other key stakeholders to approve.
- *Data Infrastructure:* ESG will serve as an advisor to relevant data leads from agencies, systems, and institutions with developing the data infrastructure to enable the direct admissions eligibility identification and evaluation. This might include co-developing a data flow map (with key metrics, where the data currently lives, timelines, etc.), providing resources on potential approaches for navigating

FERPA, and sharing high-level guidance and/or examples on any necessary data sharing agreements.

- *Evaluation Planning:* ESG will collaborate with the Core Team and relevant data leads to develop a four-year qualitative and quantitative evaluation plan.
- *Messaging:* ESG will leverage behavioral science techniques and samples from other states to develop and test messaging for the direct admissions letter with students to be able to pilot during AY2027-2028. The state will be responsible for securing students for up to two virtual focus groups. ESG encourages budgeting for students to be paid small stipends, which can be disbursed by ESG, for their engagement.
- *Strategic Communications Toolkit:* ESG will collaborate with the Core Team to develop a strategic communications plan with key messages, dissemination channels, and timelines for each core stakeholder (e.g. students, families, advisors, institutional staff, etc.). As part of this plan, ESG will also advise relevant Communications staff around the branding and marketing of the initiative (e.g. name, logo, social media, press release, etc.).
- *Advising Playbook:* ESG will develop a playbook for building the capacity of high school counselors to communicate with and support students and families around the direct admissions initiative.

Key Deliverables for Phase 2:

- Implementation Plan
- Data Flow Map
- Direct Admissions Letter Template
- Strategic Communications Toolkit
- Evaluation Plan
- Advising Playbook
- In-Person Planning Session

Phase 3: Pilot Launch and Monitoring (June 2027-May 2028)

- *Initiative Launch:* ESG will continue to serve as a strategic advisor during the initial roll-out of the direct admissions initiative in Fall 2027. Routine check-ins will provide an opportunity for the Core Team to monitor progress and problem solve around any real-time challenges for the defined milestones in the implementation plan.
- *Early Measurement and Evaluation:* To ensure the direct admissions initiative is meeting its intended goals, ESG will assess qualitative and quantitative data provided by the state to estimate early descriptive and causal impacts of the pilot program.

- *Strategic Recommendations:* At the culmination of the pilot, ESG will offer recommendations for how Nebraska might consider refining and/or scaling its approach for the next year of implementation.
- *Forward Planning:* ESG will support the Core Team in iterating on its implementation plan and goals, as well as coordinating on any proposed shifts on data, communications, and partnerships (e.g. potential inclusion of four-year institutions, tribal colleges, etc.) for the next admissions cycle.

Key Deliverables for Phase 3:

- Memo on Key Findings from Early Monitoring
- Presentation of Strategic Recommendations
- In-Person Learning Session

Phase 4: Evaluation, Iteration, and Scale (June 2028-June 2030)

- *Evaluation:* In partnership with two national research experts in direct admissions, ESG will lead a qualitative and quantitative evaluation of the program. As relevant, ESG will partner with the Core Team to produce both academic and policy and practitioner-focused deliverables (e.g. journal articles, policy briefs, practice guides, presentations) that highlight important lessons for designing, scaling, and increasing the impact of direct admissions initiatives.
- *Just-in-Time Strategic Support:* ESG will provide strategic thought partnership through routine check-ins and provide technical assistance for just-in-time needs identified by the Core Team.
- *Forward Planning:* On an annual basis, ESG will support the Core Team in iterating on its implementation plan and goals, as well as coordinating on any proposed shifts on data, communications, and partnerships (e.g. potential inclusion of four-year institutions, tribal colleges, etc.) for the next admissions cycle.
- *Strategic Recommendations:* ESG will offer recommendations for how Nebraska might consider refining and/or scaling its approach for each additional year of implementation.
- *Sustainability Planning:* ESG will facilitate the Core Team in planning for how the state can allocate the funding and capacity to sustain the initiative.

Key Deliverables for Phase 4:

- Presentation of Strategic Recommendations
- Bi-Annual In-Person Learning Sessions
- Sustainability Plan

Additional Ongoing Support

- *Project Management:* ESG will provide overall initiative project management support, including developing and managing a work plan and planning and facilitating regular check-ins.
- *Content Learning and Connections:* Given ESG's extensive connections in the field, ESG will help to build the capacity of the Core Team and other relevant stakeholders in gaining the necessary knowledge and connections on lessons learned and promising practices from other states that have implemented direct admissions efforts. ESG will deliver this support through a combination of resource sharing, facilitating learning conversations with the Core Team as part of routine check-ins, and opportunities to engage in ESG's national community of practice with other states, if interested.

Proposed Timeline

The table below presents a proposed timeline for key milestones across the four phases of work to enable a pilot launch in Fall 2027. The timeline is ambitious, but feasible with the right level of capacity, commitment, and buy-in across all entities. While much of the work will be collaborative across ESG and the Nebraska state teams, the right-most column designates the primary entity responsible for delivering each milestone. Please note that this timeline assumes an anticipated contract start date in early-to-mid August 2026; as such, dates may be adjusted based on actual contract start date and the needs and preferences of the Nebraska state team.

Phase	Key Milestone or Deliverable	Timeline	Lead
1	Identify Core Team members.	August 2026	Nebraska
1	Develop a student journey map.	September 2026	ESG
1	Complete landscape review.	September 2026	ESG; Dr. Odle & Dr. Wright-Kim
1	Set initiative goals.	September 2026	ESG; Dr. Taylor Odle
1	Complete stakeholder mapping.	September-October 2026	ESG
2	Determine eligibility criteria.	October-December 2026	Nebraska
2	Develop data infrastructure.	August 2026-January 2027	Nebraska

2	Develop implementation plan.	October-November 2026	ESG
2	Develop plan for implementation study and program evaluation.	October 2026-January 2027	ESG; Dr. Odle & Dr. Wright-Kim
2	Draft student-facing communications, and conduct message testing with current students.	January-February 2027	ESG
2	Develop strategic communications toolkit.	February-March 2027	ESG
2	Develop advising playbook.	March-April 2027	ESG
3	Leverage strategic communications toolkit to publicly announce direct admissions initiative, and conduct additional outreach activities (e.g. trainings and information sessions, etc.).	April-May 2027	Nebraska
3	Send first round of admissions letters to eligible students.	October 2027	Nebraska
3	Conduct mixed-methods implementation study to gather key insights on the pilot.	October 2027-April 2028	ESG; Dr. Wright-Kim
3	Conduct quantitative evaluation of the program to estimate early descriptive and causal impacts of the pilot.	October 2027-April 2028	Dr. Taylor Odle
3	Submit key findings from implementation study, as well as recommendations for future iterations and scale, in memo.	May 2028	ESG; Dr. Wright-Kim & Dr. Odle
4	Launch second year of initiative, potentially scaling to additional institutions and/or student populations.	August 2028-June 2029	Nebraska
4	Conduct qualitative and quantitative evaluations of the program; provide forward planning and just-in-time implementation support; plan and facilitate on-site learning visits; provide recommendations for iteration, scale, and sustainability.	August 2028-June 2029	ESG; Dr. Wright-Kim & Dr. Odle
4	Launch third year of initiative, potentially scaling to additional institutions.	August 2029-June 2030	Nebraska

4	Conduct qualitative and quantitative evaluations of the program; provide forward planning and just-in-time implementation support; plan and facilitate on-site learning visits; provide recommendations for iteration, scale, and sustainability.	August 2029-June 2030	ESG; Dr. Wright-Kim & Dr. Odle

ESG's Expertise

Education Strategy Group is a national, mission-based strategic consulting firm with deep expertise partnering with states, foundations, and institutions. Our mission is to work with America's education, business, and civic leaders to expand opportunity and ensure economic mobility for all individuals by increasing educational attainment. We are driven by the conviction that a high-quality education system aligned with workforce demand leads to a more prosperous and equitable society. ESG specializes in strengthening the transition points that have the highest stakes for youth and adults and the highest benefit for states, communities, and economies.

ESG has deep content expertise in the design and implementation of direct admissions efforts that will set up Nebraska for an effective launch of its own initiative. In addition to authoring two of the leading publications on admissions redesign in the field, including a research-driven state policy brief and Lessons Learned report, ESG has been the core technical assistance partner for Lumina's Great Admissions Redesign initiative. In this role, ESG continues to serve as a strategic advisor to the Foundation on its evolving investment and field-building strategy and provides targeted technical assistance to grantees; we have also developed a suite of actionable tools and processes to guide grantees through the planning process. Furthermore, we lead a national community of practice with leaders and practitioners from over 15 states at varying stages of planning and implementing direct admissions programs, which will enable us to make meaningful connections to Nebraska stakeholders.

We also bring a breadth of knowledge and experience around issues integral to admissions redesign, including financial aid and advising. Our recent Aiding Attainment report details how states can lead the way in designing and implementing financial aid programs that expand postsecondary access and success, including a benchmarking tool; spotlights on aid programs in Michigan, Tennessee, and Washington; and hypothetical student profiles. We have applied this content expertise to offering tailored technical assistance to multiple states. In North Carolina, ESG partnered with the John M. Belk Endowment and the North Carolina State Education Assistance Authority to assess the state's current financial aid offerings, benchmark them against other peer states, and provide recommendations to address gaps and improve communications about programs. In Vermont, ESG is supporting the McClure Foundation with conducting research from peer states on messaging and advocacy strategies for their state's universal community college aid program. As part of our role for Lumina's Great Admissions Redesign initiative, we have supported the Washington Student Achievement Council with developing an implementation plan for integrating messaging on eligibility for the state WA Grant with guaranteed admissions notifications. For advising, ESG engaged an expert work group to codify a field-facing framework and toolkit for strengthening and aligning college and career advising across K-12 and higher education. In Kentucky, we supported the Council on Postsecondary Education with developing a state-level advising framework and toolkit, as well as served as a strategic advisor on their launch and implementation of the Kentucky Advising Academy; we have led similar efforts in Indiana and Arkansas.

Furthermore, ESG is skilled at cross-sector stakeholder coordination and facilitation. In addition to coaching cross-sector teams for our network initiatives, we have helped state agencies to lead numerous task forces and working groups, such as the Washington Dual Credit Task Force, the Ohio Math Pathways Task Force, and Indiana high school graduation requirements development. Relatedly, we bring significant experience in engaging and centering diverse voices in policy and programmatic design. For example, in Louisiana, we supported the Board of Regents with conducting message testing on their "promoting admissions" letters to high school students to capture insights on how to refine language to be more compelling, clear, and trustworthy. Additionally, in our Joyce Foundation-funded network of education advocacy organizations in the Great Lakes region, ESG facilitated a process last year to map the landscape of stakeholders within their state around a core policy issue; this year, we are providing a series of workshops, case studies, and tools to elevate student and practitioner voice in their campaigns. More broadly, our team has extensive experience conducting interviews and focus groups with both high school and college students, which has led us to develop competencies, tools, and norms for meaningfully, intentionally, and equitably engaging youth. In our Gates Foundation-funded Accelerate ED network, for example, we trained 20 cross-sector teams on how to conduct student empathy interviews and use the insights to inform pathway design.

Proposed Project Team

ESG's staff have worked in governor's offices, state K-12 and higher education agencies, urban school systems, institutions and systems of higher education, and local and national nonprofits in the education and workforce fields. We have deep content knowledge, research expertise, and implementation experience in efforts to improve students' postsecondary and career readiness and outcomes.

The following ESG team members will be involved in the management and execution of this project:

Lauren Norton (Director) will provide *project oversight*, helping the ESG project team to refine the vision and approach for the work and providing feedback on deliverables to ensure quality. Lauren currently leads ESG's state policy and seamless enrollment efforts in our Postsecondary Transitions portfolio, including leading our support of Lumina's Great Admissions Redesign initiative. Before coming to ESG, she served as an Innovation Strategist at DC Public Schools and a high school English Teacher. Lauren has a bachelor's in English from the University of Missouri and a masters in Education Policy and Management from Harvard.

Briana Falduti (Senior Associate) will serve as the *project lead*. Briana brings deep expertise in developing data-driven policies and practices. She has also led ESG's recent research and strategy for state financial aid, including authoring our Aiding Attainment report; and she is an integral member of the team supporting Lumina's Great Admissions Redesign effort. Before coming to ESG, Briana served as a graduate research assistant in the Office of Policy and Strategy at the Tennessee Board of Regents; the Post-Secondary Success Specialist for Greater Than, an education nonprofit in Portland, Oregon; and served two terms of AmeriCorps with College Possible where she coached students through the college admission process. Briana has a bachelor's in Business Administration from the University of North Carolina at Chapel Hill and a masters in education policy from Vanderbilt.

Cecilia Le (Associate Director) will support *project execution*, with a particular focus on leading the message testing with students. As former Managing Director at Persistence Plus, she worked with colleges and employers nationwide to increase retention, completion, and upskilling. There, Cecilia led the development and growth of a college retention platform that leverages behavioral science to increase student success. Previously, Cecilia facilitated national expansion of Early College High School models at Jobs for the Future. A former education journalist, she has authored numerous case studies, policy briefs, and toolkits, and led education-to-employment program design at youth-serving organizations in Oakland and Boston.

Jordan Mareno (Associate) will support *project execution*, leveraging her project leadership experience and deep content knowledge from Lumina's Great Admissions Redesign and ESG's national community of practice on direct admissions. Jordan began her career as a management consultant, specializing in corporate purpose and social impact. Later, she stepped into the nonprofit sector to design a K-12 partnerships strategy for an innovative STEM program. Additionally, she completed a policy fellowship with The Education Trust – Tennessee. Jordan has a bachelor's in Business Administration from the University of North Carolina at Chapel Hill and a masters in education policy from Vanderbilt.

Kristin Baddour (Project Manager) will serve as the *project manager*, supporting the ESG team with ensuring the project is thoughtfully designed, efficiently executed, and grounded in high-quality deliverables. Prior to ESG, Kristin was Deputy Director of National Programs at The Hunt Institute, where she oversaw the Hunt-Kean Leadership Fellows and governors portfolios, delivering programming and strategic support to senior policymakers. She also held policy and project management roles at the National Governors Association and the Council of Chief State School Officers. Kristin earned her bachelor's degree in Political Science from the University of North Carolina at Chapel Hill.

To provide expert leadership on the multi-year qualitative and quantitative evaluation of the direct admissions initiative, ESG proposes to subcontract with Dr. Taylor Odle and Dr. Jeremy Wright-Kim.

Taylor Odle, Ph.D. is an Assistant Professor of Educational Policy Studies at the University of Wisconsin-Madison. In addition to his other areas of research, Dr. Odle is regarded as the nation's foremost expert on direct admissions programs, where he regularly engages with state and institutional leaders to plan, pilot, evaluate, and improve upon new and existing college access initiatives, including related policies around college advising, common applications, and financial aid. Dr. Odle is PI of the Tennessee Direct Admission project, representing one of the largest education pilot programs and RCTs in nearly a century—pairing quantitative and qualitative implementation and evaluation research that is now following nearly 60,000 students over time. Dr. Odle is an expert in policy and program evaluation, and his work is regularly published in the most respected outlets, including the Journal of Policy Analysis and Management, the Economics of Education Review, Educational Researcher, and Educational Evaluation & Policy Analysis. He is ranked among the nation's top scholars who influence education policy and practice and is regularly quoted by The New York Times, The Washington Post, TIME, The Hill, Forbes, Bloomberg, Inside Higher Ed, The Chronicle of Higher Education, and others. Dr. Odle holds a Ph.D. from the University of Pennsylvania Graduate School of Education and a master's in statistics from The Wharton School.

Jeremy Wright-Kim, Ph.D. is an Assistant Professor in the Center for the Study of Higher and Postsecondary Education at the University of Michigan. Dr. Wright-Kim is a nationally recognized expert in mixed-methods policy and program evaluation, particularly known for his investigations into the role that various college access programs play in shaping students' college and career trajectories. Along with various policy briefs and book chapters, Dr. Wright-Kim's research has been published in leading education and policy journals, including The Journal of Higher Education, The Review of Higher Education, AERA Open, Community College Review, and Educational Policy. His work has been funded by the American Educational Research Association/National Science Foundation, the Bill & Melinda Gates Foundation, Lumina Foundation, Arnold Ventures, California Community College Chancellor's Office, and the University of Michigan. He has also been featured in The Hill, The Economist, The Chronicle of Higher Education, and The Conversation, among others. He earned a Ph.D. in higher education from the University of Pennsylvania.

Anticipated Budget

We anticipate a total budget for the scope of services provided in this proposal to be **$454,300** from **August 2026 to August 2030,** inclusive of all personnel time, as well as travel for a series of in-person working sessions with the Nebraska team.

Phase	Description of Expenses	Cost
1: Landscape Assessment and Stakeholder Mapping *(August-October 2026)*	***Personnel:*** ESG staff time for developing Enabling and Limiting Conditions Assessment Summary, Student Journey Map, and Stakeholder Map.	**$28,000**
2: Implementation Planning and Build-Out *(September 2026-May 2027)*	***Personnel:*** ESG staff time for developing Implementation Plan, Data Flow Map, Direct Admissions Letter Template, Strategic Communications Toolkit, and Advising Playbook.	**$62,500**
	Subcontract: Personnel and travel expenses for Dr. Taylor Odle and Dr. Jeremy Wright-Kim for development of evaluation plan and support on data infrastructure.	**$35,000**
	Travel: Flight, hotel, and meal costs for up to three ESG staff to attend a one-day, in-person working session with the Core Team, budgeted at $1,500 per person.	**$4,500**
	Student Incentives: $100 Visa gift cards for up to 50 students to engage in virtual focus groups to offer feedback on draft communication.	**$5,000**

YEAR ONE TOTAL		**$135,000**
3: Pilot Launch and Monitoring *(June 2027-June 2028)*	***Personnel:*** ESG staff time for developing Strategic Recommendations and providing ongoing technical assistance on program implementation.	**$82,500**
	Subcontract: Personnel and travel expenses for Dr. Taylor Odle and Dr. Jeremy Wright-Kim for support with qualitative research for pilot evaluation.	**$50,000**
	Travel: Flight, hotel, and meal costs for up to three ESG staff to attend a one-day, in-person learning session with the Core Team, budgeted at $1,500 per person.	**$4,500**
YEAR TWO TOTAL		**$137,000**
4: Evaluation, Iteration, and Scale *(June 2028-June 2030)*	***Personnel:*** ESG staff time for developing Presentation of Strategic Recommendations, Sustainability Plan, and providing ongoing technical assistance on program implementation.	**$106,500**
	Subcontract: Personnel and travel expenses for Dr. Taylor Odle and Dr. Jeremy Wright-Kim for support with qualitative and quantitative research for evaluation.	**$57,800**
	Travel: Flight, hotel, and meal costs for up to three ESG staff to attend a total of four one-day, in-person learning sessions with the Core Team, budgeted at $1,500 per person.	**$18,000**
YEARS 3-4 TOTAL		**$182,300**
TOTAL		**$454,300**

Contact

If you have any questions or would like to further discuss this proposal, please contact Lauren Norton (lnorton@edstrategy.org).