

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Thursday, March 6, 2025 9:00 AM
- Meeting Title:** State Board of Education Work Session Meeting and Notification and Agenda
- Location:** NDE Office Building
Board Room
500 South 84th Street
Lincoln, NE 68510
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/stateboard/state-board-agendas/
- Lunch:** On Thursday, March 6, 2025, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER (Start at 9:00 a.m.)
President Tegtmeier
 - 1.1. Roll Call
President Tegtmeier
 - 1.2. Pledge of Allegiance
President Tegtmeier
 - 1.3. Announcement of the placement of the Open Meetings Act information
President Tegtmeier
2. BUSINESS
President Tegtmeier
 - 2.1. NDE Strategic Planning

3. ADJOURNMENT (Est. at 10:30 a.m.)
President Tegtmeier

The regularly scheduled meeting of the State Board of Education will reconvene at 9:00 a.m. tomorrow in this room.



March State Board of Education Work Session Notes

Name _____

Opening Questions

What do you like about the current NDE strategic plan?

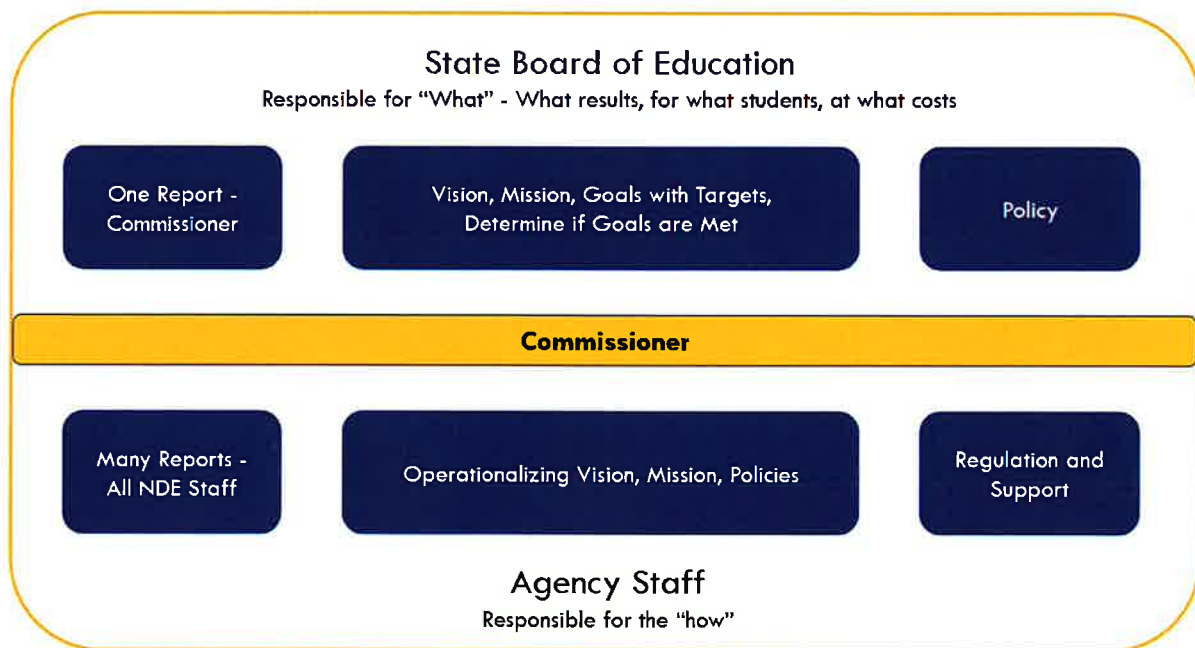
What worked about past strategic planning processes you were part of?

What would you like to see in the next strategic plan?

Strategic Plan Phases

What questions, comments, or concerns do you have about the three phases of the strategic plan?

Governance and Roles in the Process



What's missing from this graphic? What questions do you have?

Data Discussions

What's the most encouraging data point?

What was the most alarming data point?

What data do you want more information or more time to digest?

What are gaps in services or data?

--

Are any priorities emerging?

--

The NDE has several required state plans guiding the work of specific offices and teams. How should we integrate goals and objectives contained in these plans with the Strategic Plan?

Reviewing Strategic Plans

After reviewing other strategic plans, which if any, stands out?

What structure, phrasing, or format do you appreciate?

Foundational Pillars

What do you like about the University's "pillars"? What would you change?

Why are these types of guiding concepts important?

Do naming conventions matter? If so, what would you like these to be called?

Vision Casting Handout

<p>The NDE is....</p>	<p>At the NDE, we...</p>
<p>To meet the needs of the state, the NDE could...</p>	<p>I will be most proud of the NDE in the future when...</p>



NEBRASKA

Students at a Glance

328,649

PK-12 students



STUDENTS WITH
DISABILITIES

16.77%



HIGH ABILITY
LEARNERS

12.82%

ENGLISH
LEARNERS

9.15%

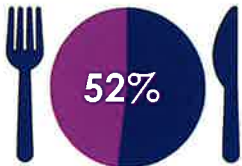


37% students of color

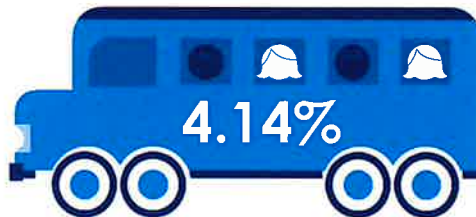
RACE/ETHNICITY



ECONOMICALLY
DISADVANTAGED
(Students receiving free and
reduced price meals)



HIGHLY MOBILE STUDENTS



7,919 children

IN WELFARE SYSTEM
WITH **5,057** children
RECEIVING OUT-OF-
HOME SERVICES



3,254
COURT INVOLVED
STUDENTS

78,687 children



WITH MENTAL,
EMOTIONAL, BEHAVIORAL,
OR DEVELOPMENTAL
PROBLEM



EXPERIENCING
HOMELESSNESS

4,000
children or youth

CHRONICALLY ABSENT
(Missing 10% of time enrolled)



HIGH POVERTY

23,859
children



35% of children
ONE OR MORE ADVERSE
CHILDHOOD EXPERIENCES



MEDICAID/CHIP

182,000
children enrolled



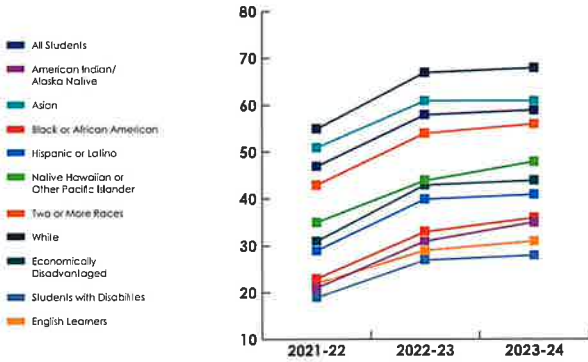
NEBRASKA

Student Achievement



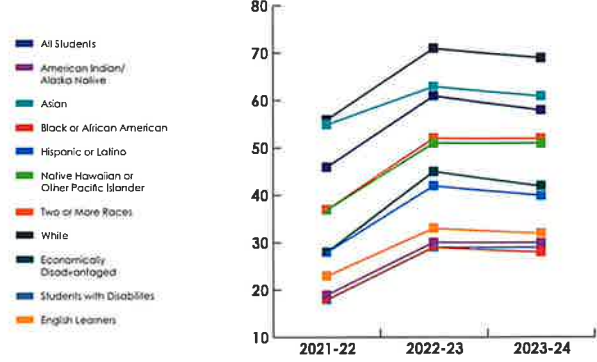
English Language Arts

Percent Proficient (Grades 3-8 & 11)



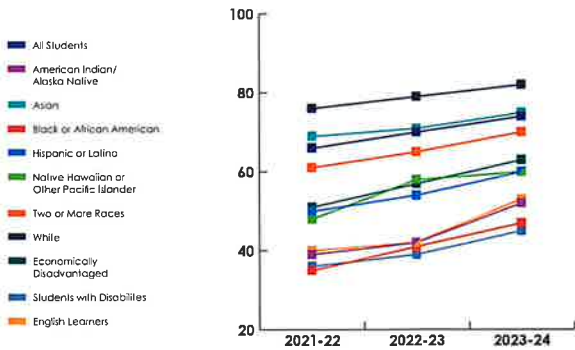
Mathematics

Percent Proficient (Grades 3-8 & 11)

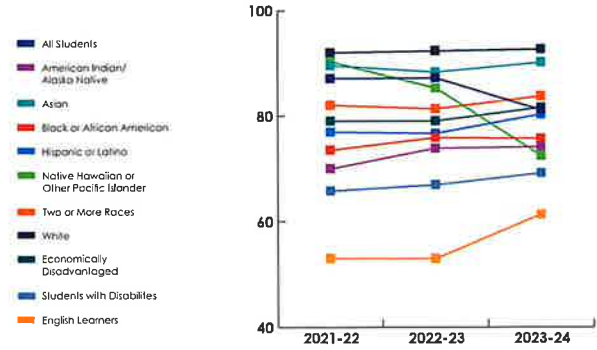


Science

Percent Proficient (Grades 5, 8, & 11)

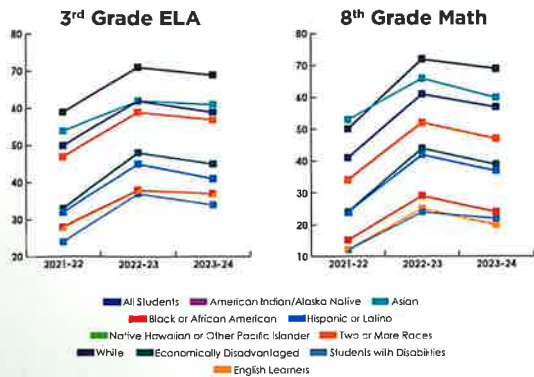


Graduation Rate (4 Year)



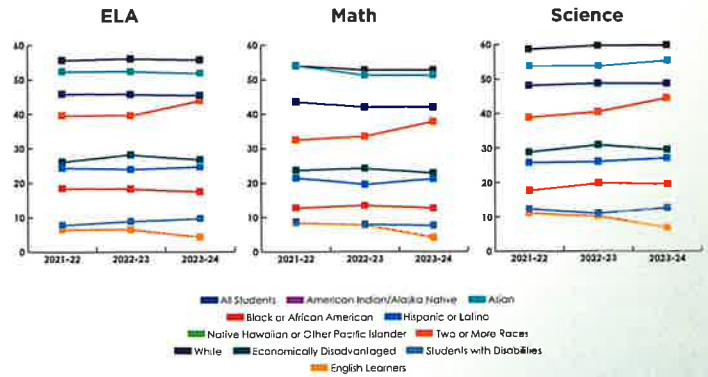
Predictors of Success

Percent Proficient



11th Grade ACT

Percent Proficient





NEBRASKA

2024-25

Teachers and Schools

23,792
FULL TIME TEACHERS



TEACHERS WITH
PROVISIONAL
CERTIFICATES



TEACHERS WITH
MASTER'S DEGREES
59% 13,929 Teachers



5,691
INEXPERIENCED TEACHERS
(Less than four-years experience)

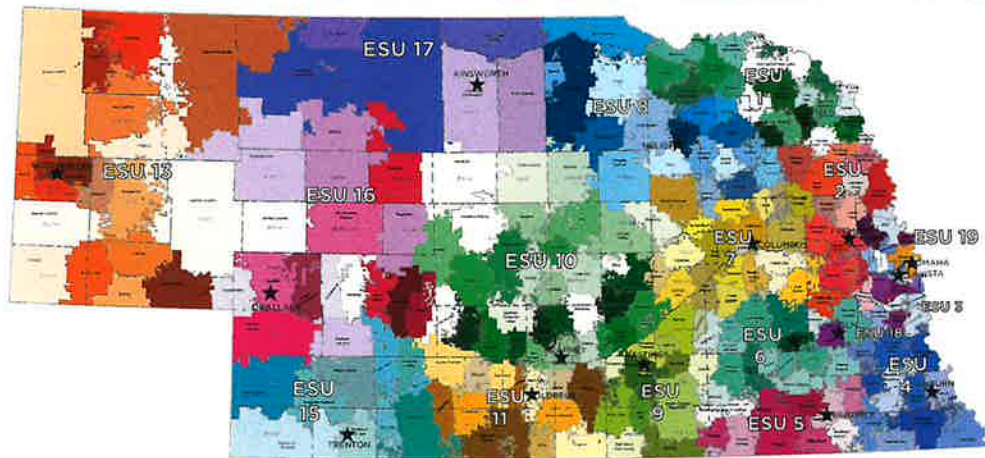


9,320
PARAPROFESSIONALS



1,713
OUT OF FIELD TEACHERS

245 school districts • 1003 schools • 17 ESUs

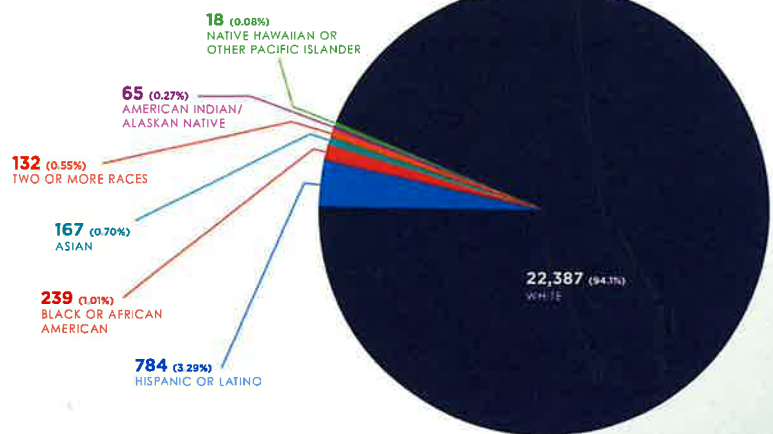


Educational Service Units

- | | | | |
|-------------|------------|----------------|--------------|
| ESU-City | 5-BEATRICE | 10-KEARNEY | 17-AINSWORTH |
| 1-WAKEFIELD | 6-MILFORD | 11-HOLDREGE | 18-LINCOLN |
| 2-FREMONT | 7-COLUMBUS | 13-SCOTTSDLUFF | 19-OMAHA |
| 3-LAVISTA | 8-NELIGH | 15-TRENTON | |
| 4-AUBURN | 9-HASTINGS | 16-OGALLALA | |

★ ESU Headquarters

TEACHER DEMOGRAPHICS



About Nebraska VR

Nebraska VR helps people with disabilities prepare for, obtain, and maintain employment while helping businesses recruit, train, and retain employees with disabilities. Work is aligned with Nebraska's Workforce Innovation and Opportunity Act (WIOA) Combined State Plan and the Nebraska Department of Education's Strategic Plan.



12 Service Offices

Nebraska VR is a statewide eligibility program. Clients must have the goal to become employed or maintain employment and:

- Have a physical, mental, emotional, or learning impairment that interferes with employment.
- Need Nebraska VR's help to find or keep a job.

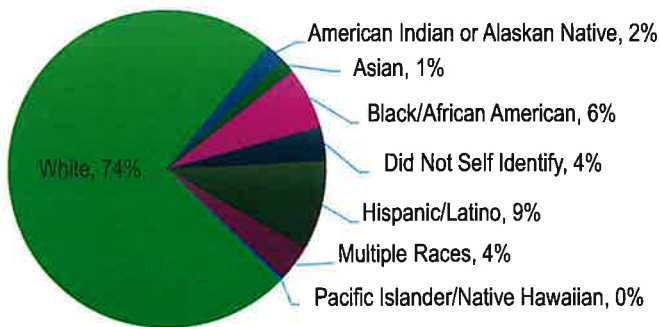
For Job Seekers

- Employment Specialists work with clients to identify strengths, interests, and abilities.
- An individualized plan is written to achieve the employment goal.
- Staff either provide or coordinate the services specified in the plan.
- Resumé, job seeking skills, and placement services are provided.
- Follow-up after successfully employed.

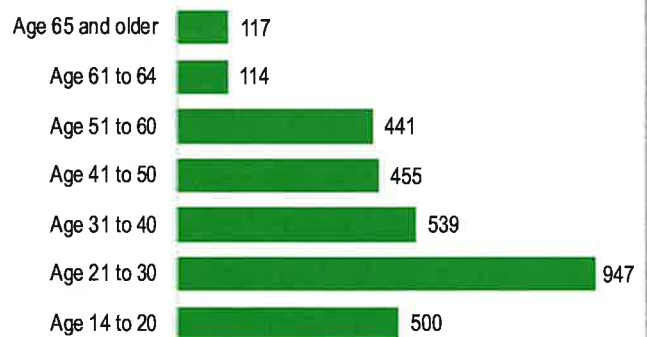


3113 Clients Served

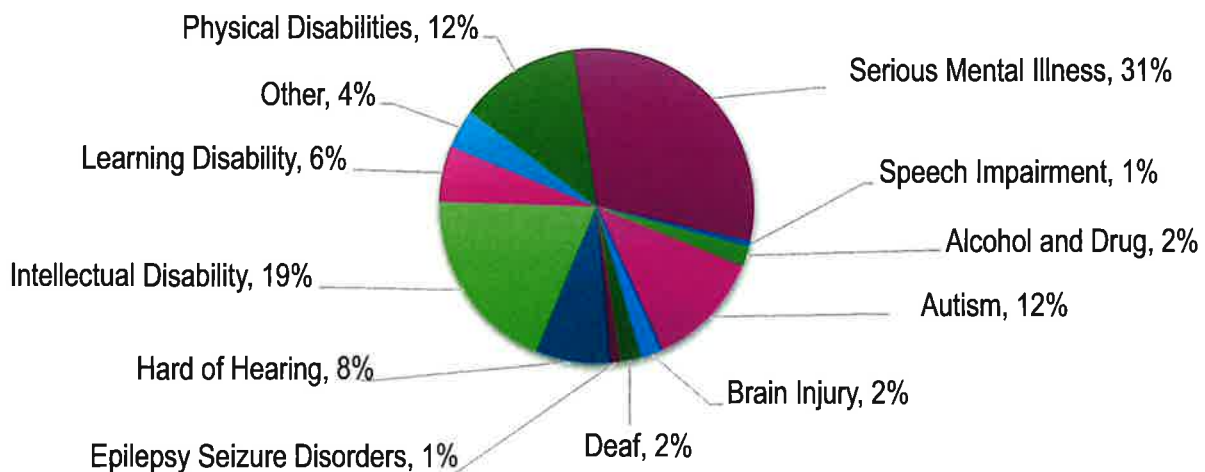
Race/Ethnicity of Clients Served



Age of Clients Served



Primary Disability of Clients Served



For Students

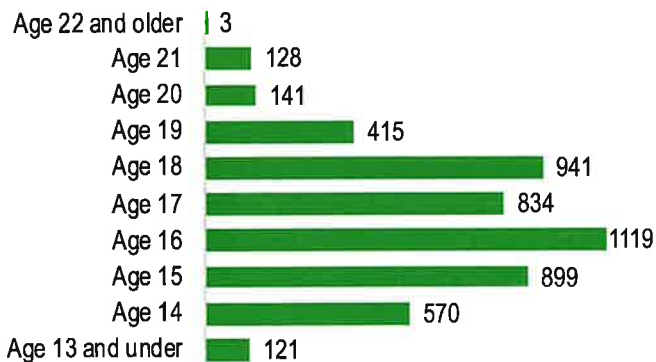


Nebraska VR works with each Nebraska High School to provide Pre-Employment Transition Services.

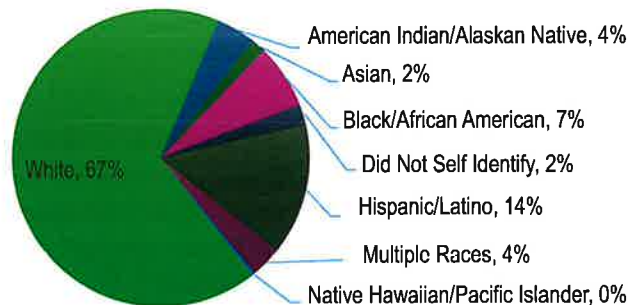
5167 

Students with Disabilities Referred for Pre-Employment Transition Services

Age of Referred Students



Race/Ethnicity of Referred Students



For Business



Nebraska VR values partnering with Nebraska businesses to help with staffing needs, provide quality job candidates, and keep good employees working. Business services include Job Matching, Job Retention, Job Coaching, Work Opportunity Tax Credit (WOTC), On-the-Job Evaluation (OJE), On-the-Job Training (OJT), and Windmills Training.

Business Account Managers along with placement staff across the state:

- Develop partnerships with a variety of businesses.
- Start by learning the qualifications and skills required to meet hiring needs.
- Provide access to Nebraska VR's candidate pool.
- Listen for the needs of the local job market.
- Communicate back to team and job seekers.



Other Partnerships

Strong and meaningful partnerships are fostered to provide opportunities for people with disabilities to succeed. Work with partners helps to advance our mission to help people with disabilities prepare for, obtain, and maintain employment while helping businesses recruit, train, and retain employees with disabilities. Partnerships include Acquired Brain Injury, Corrections-Based Programs, Nebraska Department of Health and Human Services, Benefits Services, Mental Health Partnerships, Project SEARCH, Public Schools Partnerships, and Workforce Development.

Nebraska Assistive Technology Partnership works with businesses and individuals to remove barriers and provide accommodations through:

- Workplace evaluation, design, adaptation, or technical training.
- Recommending possible worksite modifications.
- Demonstration and trial use of equipment.



To learn more about Nebraska VR, go to vr.nebraska.gov.

Nebraska VR — *Where your future begins*

2023-2024 Employment Services Fact Sheet

Nebraska VR Employment Program



New Applicants This Year

2279

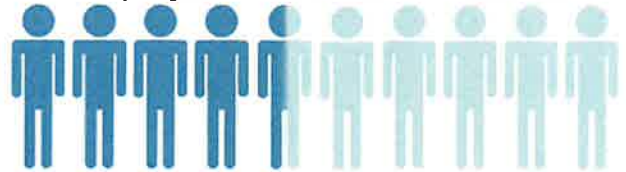
Received Services

1617

Successfully Employed

683

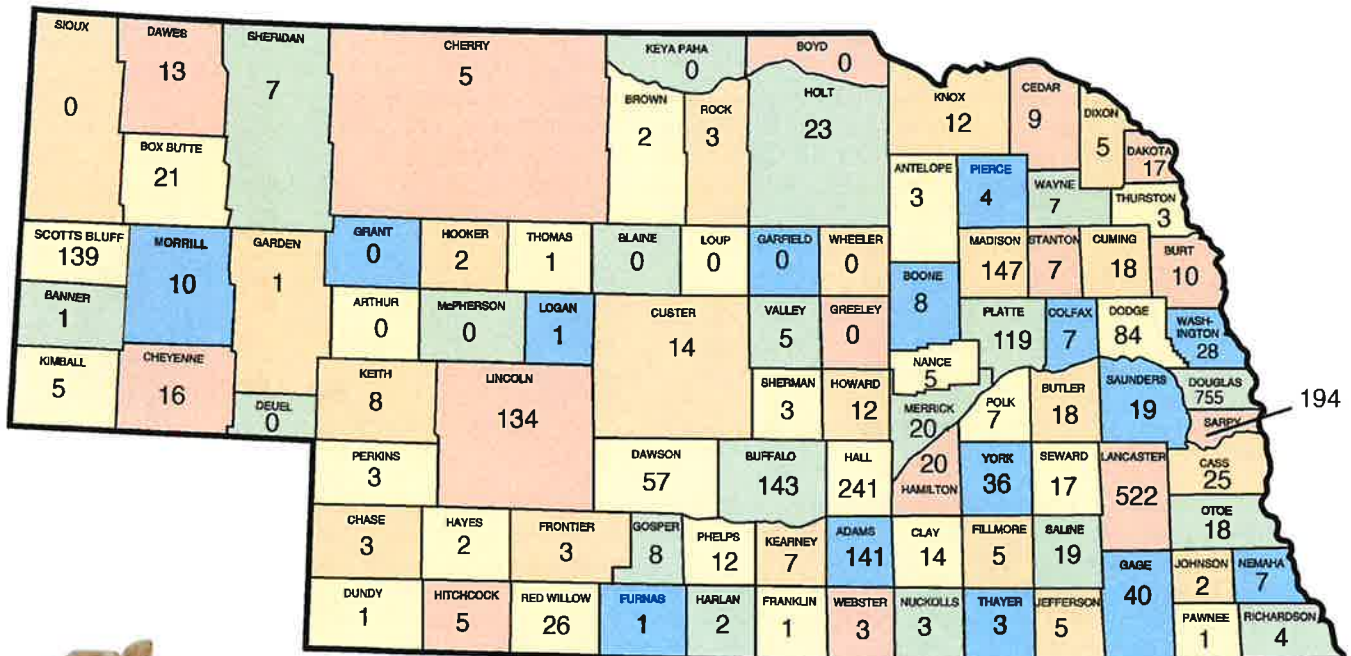
Successfully Employed Nebraska VR Clients



45% of clients are employed full-time.

Average wage for year is **\$17.37**.

Nebraska VR Clients Served by County



Nebraska VR Funding

Every **\$1.00** appropriated to Nebraska VR from the **State of Nebraska** earns **\$3.69** in **Federal Funding** for services to Nebraskans with disabilities.

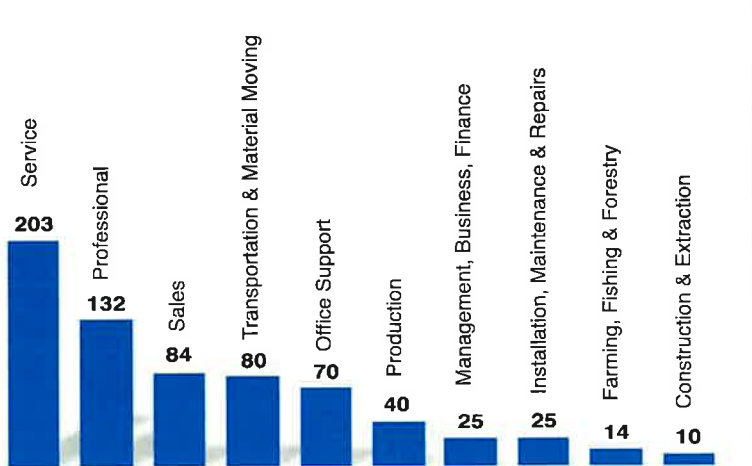


A proud partner of the **AmericanJobCenter** network

Learn more about Nebraska VR at vr.nebraska.gov.



Occupations for Competitively Employed Nebraska VR Clients



Nebraska VR Return On Investment

On average, a successfully employed person returns

\$2.78

to Nebraska taxpayers for every

\$1.00

spent through Nebraska VR services.



Learning to Earn - Taylor O'Neil

Taylor O'Neil, a Blair High School student, is interested and excited to gain more skills and try new work options. She was introduced to Nebraska VR Pre-Employment Transition Services Coordinator Aubrey Gutierrez as a sophomore in 2023. She had a good first impression, found the experience very helpful, and says she wishes she would have started working with Nebraska VR earlier in school. Taylor experiences a learning disability that sometimes makes it difficult to understand what is expected in social settings and in the workplace.

While participating in several Pre-Employment Transition Services activities during school, Taylor received job exploration counseling from her Coordinator. Activities to understand her work interests, skills, and abilities helped her learn more about herself. Discussions and practice exercises helped her learn when and who to ask for help in a job setting. She also worked to build skills in completing job applications, writing résumés and cover letters, choosing reliable references, and using good manners in a business setting. They also completed mock interviews.



Out in the community, Taylor visited several businesses to learn and explore more about specific jobs and to be introduced to a variety of workplaces. She toured Pizza Hut, Subway, Jeanette's Animal Shelter, and Little Blossoms Daycare and Pre-School. During the summer of 2023, she participated in a work-based learning experience (WBLE) at Goodwill in Blair. This was one of ten innovative short-term Transition Summer Programs available across the state that year. During the experience, she helped in salvaging, separating, and sorting of donated items. Taylor liked the work environment and job duties. She gained real work experience and confidence.

Taylor helped with childcare and activities at another WBLE in the summer of 2024. The experience was hosted by Little Blossoms Daycare and Pre-School in Blair. Taylor's Coordinator Aubrey shared, "Working in childcare was not even a consideration until touring the day care. Because of that experience, Taylor was able to see she was interested in the work and she was willing to explore this specific job."

Taylor's parents are appreciative of the information and guidance available to help their daughter succeed. Nikki O'Neil, Taylor's Mom, had positive things to share about the activities and services available through Nebraska VR to her daughter. Nikki said, "My daughter participated in this program last summer and came out of this program with more confidence and better self-esteem. She made some friends along the way. These are opportunities that you, as a parent, need to take advantage of. These work experiences helped my daughter mature and grow into an adult and to learn more about what is expected of her in the workforce."



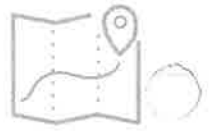

NEW MEXICO
Public Education Department

○ Comprehensive Strategic Plan

2022



The Strategic Planning Process



Beginning in May 2020, the department convened nearly 50 individuals from across the educational spectrum to form a strategic planning task force and discuss the issues facing schools and students in New Mexico. The group was broken into four subcommittees focused on the Public Education Department's four strategic pillars and our work to address the concerns raised in the Martinez/Yazzie lawsuit:

The Pillars

Educator Ecosystem

Ensure every child has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development.

Whole Child and Culturally Responsive Education

Increase student learning and development by supporting schools and classrooms to engage in deeper, enriched academic learning that is integrated with social-emotional learning and that is culturally and linguistically responsive.

Profiles and Pathways

Increase students' successful completion of high school with research-based, relevant, applied, and experiential learning opportunities that support all students to become college- and career-ready and contribute as productive members of their communities.

Asset-Based Supports and Opportunities

Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or disability status.

The work of the Strategic Planning Task Force centered on a set of guiding questions:

- » How will New Mexico schools look different because of the work of the Public Education Department and its partners?
- » How do we ensure equity, excellence, and relevance for all students in everything from the quality of educators in the classroom to the types of instructional materials students use?
- » What are the key initiatives within each strategic pillar?
- » What action steps are needed?
- » How will we measure our progress?

Over the course of three months, the task force met, both as a whole group and in subcommittees, to evaluate the current work of the department and make recommendations.

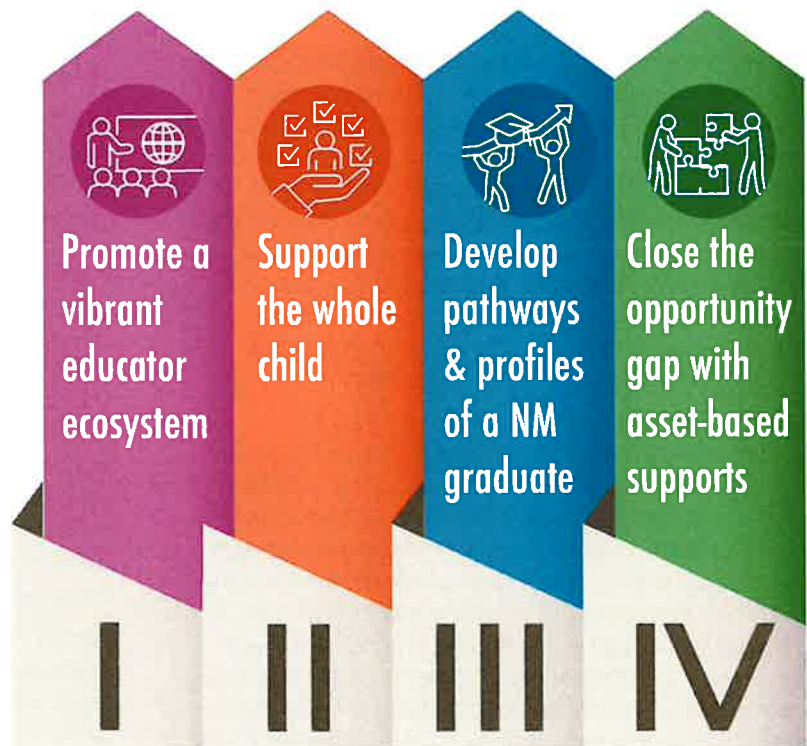
We want to thank all those individuals who contributed their time and energy to this process. Their insights and ideas were critical in informing what a high-quality education should look like for New Mexico's students.

Pillars, Strategies, and Actions

NMPED's four strategic pillars are explained below, along with the overarching goal we seek to achieve in each pillar, the strategies and actions we will take to achieve this goal, and the evidence base supporting each strategy. Additionally, each pillar includes objectives and key performance metrics we will use to measure our progress. The plan also includes a detailed breakdown of how these strategies will benefit each of the student groups identified in the Martinez/Yazzie decision.

The NMPED will consult and collaborate meaningfully and in good faith with Tribal governments to obtain informed consent in the development, implementation, and monitoring of the education of Native students as required by state and federal laws.

Note that the pillars are numbered I–IV; however, this does not indicate a different level of importance between each pillar. We view each pillar as equally foundational to our work of creating a high-quality education system that allows every student to thrive. Additionally, it is important to emphasize that family and community engagement is a strategy relevant to multiple pillars despite it only being identified in one—Asset-Based Support and Opportunities. We understand that we can only be successful in achieving the goals of this strategic plan by deeply, consistently, and respectfully engaging the families and students whom the education system serves.



Strategic Pillars of New Mexico Education

Educator Ecosystem

GOALS AND STRATEGIES



OVERARCHING GOAL: Ensure every child has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development.

A strong educator workforce is foundational to the success of New Mexico's public education system. Knowledgeable and skillful educators are the most important in-school influence on student learning and the most important element in closing the achievement gap. A significant body of national research demonstrates that teacher experience, preparation, and qualifications influence student achievement, especially with respect to the achievement of students of color and those from low-income families.¹ For example, the combined effects on student learning gains of having a teacher who is well-prepared, experienced, and National Board certified is greater than the combined effects of race and parent education.² Principals are also a crucial school-level factor associated with student achievement—second only to teachers' classroom instruction.³

The court's decision in the *Martinez/Yazzie* consolidated lawsuit identified numerous ways in which New Mexico's educator workforce fell short of what is needed for a sufficient education for at-risk students. For example, the court found the state's low teacher pay to be an impediment to recruiting and retaining teachers in schools with high at-risk populations (and especially teachers who are bilingual or certified to teach English learners) and that the state's high rate of teacher turnover had a negative effect on student outcomes. The court also pointed to a lack of adequate training in colleges of education, insufficient funds to support teachers' professional development and collaborative learning opportunities, and the minimal participation of schools in those professional development programs that do exist, such as RISE, Launch, and AE Rising.⁴

Educator Ecosystem Key Strategies and Evidence Base

STRATEGY I-A. RECRUITMENT

Recruit a racially, ethnically, and linguistically diverse educator workforce to broaden representation in the profession and ensure students have access to high-quality learning opportunities in every subject.

Evidence Base: New Mexico teacher preparation programs are not producing the number of teachers needed to fill all available teacher positions with highly prepared teachers. During the 2018- 2019 academic year, there were 798 completers from those programs, a 15 percent decrease from the 936 completers in 2015–2016.⁵ This follows national trends not only in declining enrollment but in declining interest in becoming teachers among high school students.⁶ There is also a need to recruit racially, ethnically, and linguistically diverse educators that better reflect our state's students. Though 62 percent of students identify as Hispanic, only 34 percent of teachers identify as such. For Native Americans, the gap is even starker: 10% of students compared to 3% of teachers.⁷

We know interest in teaching is dampened by low salaries compared to similarly educated professionals,⁸ and the burden of student loan debt, which may be particularly off-putting for students of color.⁹ Further, the high cost of teacher preparation poses another obstacle into the profession—average student loan debt ranges from \$20,000 to \$50,000 for individuals entering the education field.¹⁰

Diversifying our educator workforce will require multifaceted, evidence-based strategies (detailed in the coming sections) to address the range of obstacles. We will pursue short-term strategies, such as scholarships to recruit bilingual, mathematics, and special education teachers, and implementation of teacher residencies, as well as long-term ones, like establishing competitive compensation and opportunities for high school students who aspire to be teachers to learn about the profession and get on a pathway that leads directly to a career in education.

STRATEGY I-B. HIGH QUALITY TEACHER PREPARATION

Prepare highly skilled teachers who are equipped to develop the academic, cultural, linguistic, social, and emotional skills of New Mexico's diverse students, particularly those furthest from opportunity.

Evidence Base: Research demonstrates that better-prepared teachers are both more effective and more likely to stay longer.¹¹ Graduates of quality teacher preparation programs are often rated higher by their supervisors and contribute more to student learning.¹² Research points to key features of high-quality preparation, including opportunities to observe experienced teachers; receive regular feedback; participate in intensive clinical practice in a classroom; and take courses in topics such as teaching methods, learning theory, child development, the science of reading, and student assessment.¹³ Equally important are culturally responsive pathways to teaching.¹⁴

However, due to the high cost of teacher preparation and concerns about student loan debt too many teachers are entering classrooms without the preparation, experience, and credentials to teach the subjects and students they are being hired to teach. This is especially true for candidates of color. In 2014–15, more than 1 in 5 candidates of color enrolled in an alternative certification program, compared with about 1 in 10 White candidates.¹⁵ Studies of the relationship between teacher preparation and teacher turnover suggest teachers with little to no pedagogical preparation—as occurs in some alternative pathways—are two to three times more likely to leave the profession than those with the most comprehensive preparation, which includes student teaching, formal feedback on their teaching, and multiple courses in student learning and teaching.¹⁶ Overall, underprepared and unqualified teachers are both less effective, on average, and more likely to leave the profession than fully prepared teachers.¹⁷

STRATEGY I-C. INDUCTION FOR EARLY CAREER TEACHERS

Mentor and retain teachers through the challenging early years of teaching to build strong school cultures rooted in trusting relationships between students and adults.

Evidence Base: New teacher induction has been shown to support the development of teacher effectiveness. Evidence suggests that strong induction for early-career teachers can be an effective approach to ensure well-prepared teachers remain in the teaching profession.¹⁸ Research points to several key elements of high-quality induction programs that are most strongly associated with reduced levels of turnover. These include having a mentor from the same field, having common planning time with other teachers in the same subject, having regularly scheduled collaboration with other teachers, and being part of an external network of teachers.¹⁹ A study of induction programs based on national data found that beginning teachers who receive a comprehensive set of induction supports—including the elements above—stay in teaching at rates more than twice those of teachers who lack these supports.²⁰ However, only a small proportion of teachers receive this comprehensive set of supports.²¹

STRATEGY I-D. GROWTH-ORIENTED PROFESSIONAL LEARNING

Cultivate teachers' desire for continual learning and professional growth to advance students' deeper learning and establish racially just classrooms.

Evidence Base: As demands for deeper and more complex student learning have intensified, practitioners, researchers, and policymakers have begun to think more systematically about how to support teachers' learning. Sophisticated forms of teaching are needed to develop 21st century student competencies, such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. In turn, opportunities are needed for teachers to learn and refine the pedagogies required to teach these skills. A growing number of rigorous studies establish that well-designed professional development can, when effectively implemented, lead to desirable changes in teacher practice and student outcomes.

For example, an analysis of 35 studies identified seven shared features of effective professional development: (1) focus on content; (2) incorporate active learning utilizing adult learning theory; (3) support collaboration, typically in job-embedded contexts; (4) use models and modeling of effective practice; (5) provide coaching and expert support; (6) offer opportunities for feedback and reflection; and (7) be of sustained duration.²²

STRATEGY I-E. LEADERSHIP DEVELOPMENT FOR PRINCIPALS, DISTRICT LEADERS, AND SCHOOL BOARDS

Develop school, district, and school board leaders who foster collaborative, trusting learning environments where students and teachers thrive.

Evidence Base: Leaders at all levels have a responsibility for creating supportive learning environments. At the school level, principals play a critical role in advancing student learning—the second most important school-level factor associated with student achievement, right after teachers.²³ A growing research base documents the relationship between increased principal quality and gains in high school graduation rates and student achievement.²⁴ Research also points to the negative relationship between principal and teacher turnover and student achievement, which disproportionately impacts high-poverty, low-achieving schools.²⁵ Principals affect student learning through their support of staff and their influence on culture and climate. They are also a key driver in attracting and retaining qualified teachers.²⁶ District leaders influence student learning indirectly through the cultures they build in the districts, and the professional development opportunities they provide for teachers and ensuring alignment among goals, programs, and policies.²⁷ School boards in districts where students achieve at levels higher than expected focus their time and energy on actions related to learning and instruction, including setting goals for improvement, aligning resources, and using data to support continuous improvement. Notably, effective boards also engage in learning the knowledge and skills required by governing for improvement.²⁸

NMPED's Measurement Approach

To assess the impact of the strategies in each pillar, the NMPED is using a Results-Based Accountability™ (RBA) framework to distinguish between “population accountability” and “performance accountability.” At the population level, the NMPED will assess progress toward each pillar goal using the indicators identified below. These indicators are aligned with the state’s existing education accountability system (New Mexico Vistas) and are meant to inform policymakers and the public about the efficacy of the NMPED in producing positive outcomes for our state’s students, families, educators, and other stakeholders.

At the performance level, the NMPED has defined a set of objectives and key performance outcomes that are designed to assess the efficacy of each strategy in this strategic plan. Under the RBA framework, performance measures answer three questions: (1) How much did we do? (2) How well did we do it? (3) Is anybody better off (or did we make a difference)? The first two RBA questions are measures of effort. They tell the story of the numbers of people served by programs and initiatives outlined in this strategic plan, as well as the quality of those efforts. The NMPED has developed an initial list of effort-related performance measures—not reported in this document—that will be used to ensure that the department is able to report on both the quantity and quality of programs and initiatives that it undertakes.

The third RBA question, on the other hand, is a measure of effect. It tells the story of the impact that programs and initiatives are having on students, families, educators, and other stakeholders. The NMPED has developed a comprehensive list of impact-focused performance measures to answer the third RBA question, some of which will require new data sources to be developed. The most critical of these performance measures are reported in the table below as “key performance outcomes.” Additionally, the table lists one or more objectives for each strategy to signal the desired future level of achievement that the department would like to achieve for each performance outcome. Each objective is stated in general terms in this document, and the NMPED will create measurable targets and deadlines for each objective after this strategic plan is finalized and baseline data are gathered.

For all indicators and performance measures, the NMPED will disaggregate the data, to the extent possible, to ensure that the department is able to assess the impact of these strategies on the groups identified in the Martinez/Yazzie ruling, the student groups reported under the federal Every Student Succeeds Act (ESSA), and other key groups of students, families, educators, and other stakeholders. Additionally, the NMPED will ensure that any new measurement instrument created under this strategic plan includes questions or data fields to gather demographic information that allows for deeper analysis of potential inequities or disparities.

Educator Ecosystem Expected Outcomes

The table below tells the story of the Educator Ecosystem pillar's expected outcomes. In short, the NMPED will work to recruit more licensed teachers into our state's education system, ensuring that they are well-prepared to teach New Mexico's culturally, linguistically, and socioeconomically diverse student populations, with deep support every step of the way to ensure that they stay in the profession and have ample opportunity for professional growth and career advancement. Additionally, the NMPED will work to increase the stability and retention of district leaders and school board members, ensuring that they are well prepared to lead their districts and serve New Mexico's students and families.

Pillar Goal

Ensure every child has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development.

Population Indicators

- » Teacher diversity relative to student diversity
- » Teacher and principal turnover rate
- » Teachers well prepared to serve New Mexico's diverse students and families



STRATEGIES	OBJECTIVES	KEY PERFORMANCE OUTCOMES
I-A. Recruitment	<ul style="list-style-type: none"> • Increase the number of licensed teachers in New Mexico • Increase the number of teachers who represent the culturally and linguistically diverse communities they serve 	<ul style="list-style-type: none"> • Number of newly licensed teachers who enter the profession • Vacancy rate in hard-to-fill teacher roles
I-B. High Quality Teacher Preparation	<ul style="list-style-type: none"> • Deepen collaboration with teacher preparation programs in New Mexico • Increase the number of teachers who participate in a high-quality residency program • Increase the number of teachers who are equipped to serve New Mexico's diverse student populations and their families 	<ul style="list-style-type: none"> • NM teacher preparation programs grounded in current research and providing a balance of pedagogical theory and critical practice • Teachers' preparation to serve New Mexico's diverse students upon entering the profession, demonstrated by culturally & linguistically relevant competencies
I-C. Induction for Early Career Teachers	<ul style="list-style-type: none"> • Increase the retention rate among newly recruited and licensed teachers • Increase the retention rate among teachers who participated in a strong mentoring program 	<ul style="list-style-type: none"> • Teacher retention rate (early career)
I-D. Growth-Oriented Professional Learning	<ul style="list-style-type: none"> • Increase the retention rate among all teachers • Increase opportunities for teacher professional learning, growth, and career advancement, through micro-credentialing, communities of practice, National Board certification, and other support systems 	<ul style="list-style-type: none"> • Teacher retention rate (all teachers) • Teachers' opportunities for professional learning, growth, and career advancement
I-E. Leadership Development for Principals, District Leaders, and School Boards	<ul style="list-style-type: none"> • Increase stability and retention among school and district leaders • Increase the number of school and district leaders who have the knowledge, skills, and attitudes they need to thrive in the job 	<ul style="list-style-type: none"> • Principal retention rate • Superintendent retention rate • School and district leaders receive professional development and training in culturally and linguistically responsive pedagogy, teacher development and retention, systems leadership, and the teacher evaluation system

Proposed Initiatives and Actions

This table lists the initial actions the NMPED will carry out within each strategy of the Educator Ecosystem pillar. With this strategic plan, the NMPED will work with staff to develop more detailed action plans for each proposed action. Action plans will specify the specific tasks associated with each action, deadlines for task completion, task leads, roles and responsibilities among other staff and/or partners who need to be involved in carrying out the work, required resources, and related performance measures. As these detailed action plans are developed, NMPED will continue to engage students, families, educators, and other stakeholders to ensure their voices are reflected in the work. Additionally, new actions may be added, as needed, to ensure that performance objectives for each strategy are achieved.

STRATEGIES	KEY PERFORMANCE OUTCOMES
I-A. Recruitment	<p>I-A-1. Establish a communications strategy that highlights teaching as an extremely important and celebrated professional career.</p> <p>I-A-2. Identify and support teacher candidates—particularly educational assistants and candidates of color—early through programs such as Educators Rising.</p> <p>I-A-3. Recruit bilingual NM high school students who have received the NM Biliteracy Seal upon graduation.</p> <p>I-A-4. Promote Grow Your Own Teacher scholarships to identify and support current instructional candidates for full licensure so they can teach in their home communities.</p> <p>I-A-5. Provide scholarships for students who seek to be bilingual educators in tribal or other languages.</p> <p>I-A-6. Develop pathways and grants for indigenous language teachers on a 520 certificate to achieve bachelor's degrees and teaching licenses so they are able to earn the same salaries as other NM teachers.</p> <p>I-A-7. Develop specific recruitment programs, policies, and incentives to attract more mathematics, bilingual, special education, and career and technical education teachers.</p> <p>I-A-8. Develop a compensation and benefits system that makes being an educator an attractive and sustainable career that is financially on par with similarly educated professions.</p>
I-B. High Quality Teacher Preparation	<p>I-B-1. Collaborate with the deans and directors of teacher preparation programs to ensure that all programs are grounded in current research and provide a healthy balance of pedagogical theory and clinical practice.</p> <p>I-B-2. Create and sustain collaborative relationships between educator preparation programs, tribal education departments, and school districts and charter schools.</p> <p>I-B-3. Increase the number of new teachers who acquire a TESOL or other EL certification to ensure they are prepared to teach students who speak a language other than English at home.</p> <p>I-B-4. Ensure all new teachers receive coursework and training to ensure they are prepared to support students with disabilities in the general education setting.</p>
I-C. Induction for Early Career Teachers	<p>I-C-1. Ensure all early career educators participate in a strong mentorship program for a minimum of two years.</p> <p>I-C-2. Strengthen local mentorship programs and ensure alignment to statutory requirements.</p> <p>I-C-3. Support school districts and charter schools in effectively using funding intended to bolster mentorship.</p>
I-D. Growth-Oriented Professional Learning	<p>I-D-1. Launch the use of microcredentials to support NMPED's educational initiatives, such as social-emotional learning; culturally and linguistically responsive pedagogy; universal design for learning; special education; literacy across the curriculum; structured literacy; content-specific professional development; anti-racist pedagogy; TESOL; bilingual education/biliteracy; Indigenous language education; and positive behavioral supports.</p>

Each **Child**
Means
Each **Child**

**Ohio's Plan to Improve Learning
Experiences and Outcomes for
Students with Disabilities**



Ohio's Education Landscape for Students with Disabilities

Students who receive special education services are a diverse group of children who look to their families, communities and educators to recognize their strengths, correctly identify their needs, set high expectations and meet them where they are with supports that will help them grow.

Sophia's Story

When Sophia received her evaluation in third grade, the school psychologist met with her parents to obtain their permission for an evaluation. Her parents asked if the meeting could be held after school since they both work but were told, "No, we don't do that here. All school meetings take place during the day."

The school psychologist explained that testing would occur, she would be the chair of the evaluation team, and she would determine what tests and other professionals would be involved in Sophia's evaluation after her tests were completed. When her parents came to review the results, they were greeted by a team of professionals they had never met, including the school nurse, speech-language pathologist and an individual who introduced himself as the "intervention specialist who will be working with Sophia."

More than 270,000 students currently enrolled in public schools have been identified with disabilities in Ohio, which makes them eligible for special education. This constitutes 15.2% of all children ages 3-21 (the national figure is 13.2%). This percentage has been rising steadily over time, varying within one percentage point over the past decade.

Disability Category Distribution: A child is eligible for special education services when his or her disability impacts his or her ability to access the general education curriculum in at least one of 14 categories.

Figure 1 shows the distribution of Ohio's students with disabilities by disability

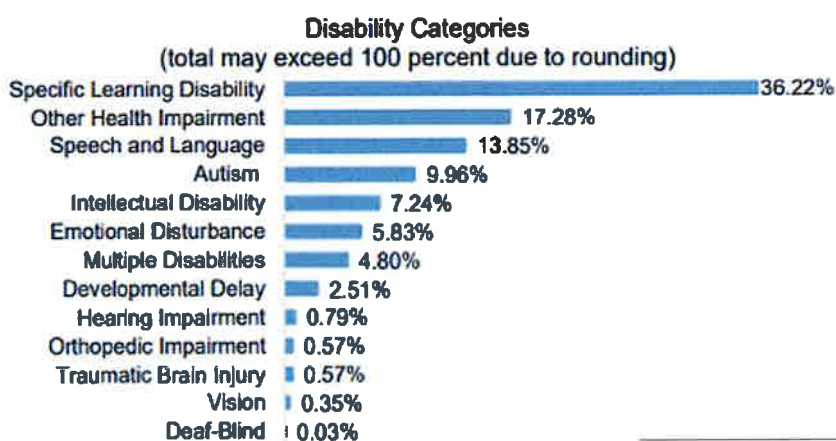


Figure 1: Disability Categories

- Specific Learning Disabilities:** This is the most common disability category. It means a disorder in one or more basic psychological processes involved in understanding or using language and may include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. Nearly 100,000 students in Ohio are identified with specific learning disabilities.
- Other Health Impairment (Minor):** This category is the second most common. The other health impairment category includes conditions due to chronic or acute health problems such as asthma, attention deficit hyperactivity disorder, diabetes, epilepsy, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia and Tourette syndrome. Nearly 45,000 Ohio students are identified with other health impairments.
- Speech-Language Impairment:** The third largest disability category is speech-language impairment, which affects more than 13% of all identified students with disabilities. The speech-language impairment category includes communication disorders such as stuttering, impaired articulation, language impairments or voice disorders. Nearly 38,000 students in Ohio are identified as having speech or language impairments.
- Autism:** More than 25,000 students are identified as having autism. The rate of students identified as having autism spectrum disorder has increased since 2008-2009, from less than 1% of all Ohio's students to nearly 10% of all identified students with disabilities.

Racial/Ethnic Distribution: Students with disabilities are part of every racial and ethnic group represented in Ohio schools. Sixty-six percent (166,867) of students with disabilities are white and 21.5% (54,250) are Black. Hispanic students account for 5.8% (14,799) of students with disabilities, and students who are multiracial account for 5.4% (13,750). Asian/Pacific Islanders comprise 1.1% of students with disabilities (2,720), and American Indian/Alaskan Natives include 0.1% (349) of all students with disabilities. Approximately 3% (7,870) of students with disabilities are English learners.

This graphic shows the distribution of Ohio's students with disabilities within racial/ethnic categories.

Percent of Students with Disabilities by Ethnicity

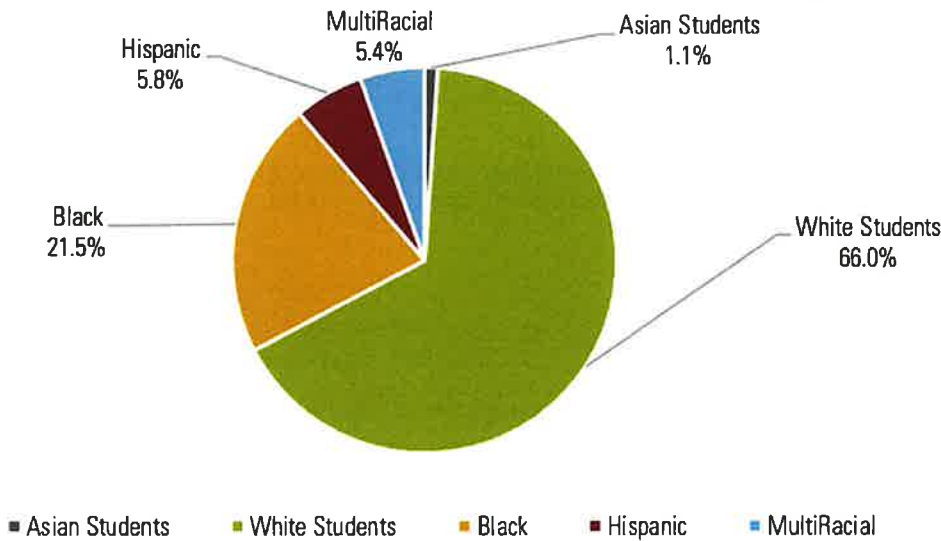


Figure 2: Percent of Students with Disabilities by Ethnicity

Ben's Story

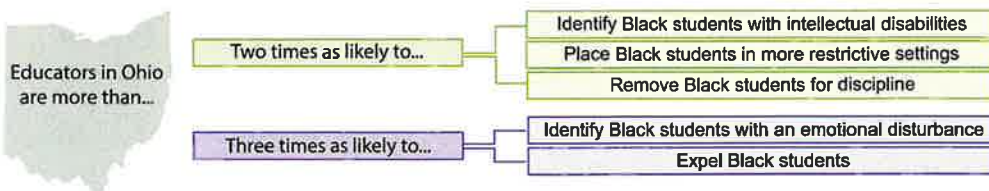
When it was time to review Ben's intervention results during the middle of his second-grade year, the principal ensured the meeting was held at a mutually convenient time for Ben's parents and the staff. Because his parents had regular meetings with members of the Intervention Assistance Team, they were familiar with the school psychologist, speech-language pathologist, occupational therapist and other staff members present.

When the team members reviewed Ben's data, they agreed that they suspected a disability and were recommending an evaluation. Because Ben's parents knew how hard the team worked on their son's behalf, they trusted the professionals and were comfortable with the recommendation to evaluate.

The school psychologist explained the testing procedures, and the principal reviewed parental safeguards by explaining each section of *Whose IDEA is This? A Guide to Parent Rights in Special Education*. Each team member took the time to explain any recommendations for the evaluation, and a comprehensive plan was developed.

Disproportionality in Special Education

Disproportionality is an overrepresentation of students from a racial group in identification for special education, including within specific disability categories; placement in more restrictive educational settings; and disciplinary actions, including in- and out-of-school suspensions and expulsions. This has the cumulative effect of denying access to the instruction and support students need to succeed and perpetuates a culture of low expectations.



Nationally, the population of Black Americans has remained steady around 13% since 2010, while the percentage of Black students with disabilities continues to hover right around 18%. In Ohio, Black students account for 14.6% of the student population yet represent more than 20% of all students with disabilities. Figure 3 shows the overrepresentation of Black students in special education, specifically in the disability categories of intellectual disability and emotional disturbance. Conversely, educators are less likely to identify Black students with speech and language impairments or autism.

Sophia's Story

Sophia's IEP meeting was held after the school psychologist excused herself from the meeting. The intervention specialist explained that Sophia's general education teacher could not attend as she was in class, and the building principal would "pop in" later if he had time. Sophia's parents were told she would be one of several students attending the resource room for her education.

When Sophia's parents expressed concern she would be missing the instruction occurring in the classroom, the intervention specialist said, "This is how we provide services here." The intervention specialist further explained that, "Because Sophia was so far behind, she needed to be in a room away from all the other distractions that occur in a classroom." The intervention specialist assured Sophia's parents she would receive the same curriculum as the "other children in the general education classroom but with a smaller group of students and at a much slower pace."

Several accommodations and modifications were addressed in Sophia's IEP, and her parents were told this was to "help Sophia so she could pass the state tests."

Percentage of Students with Disabilities, Ages 6-21, by Race and Ethnicity and Disability Category in the United States 2018-2019

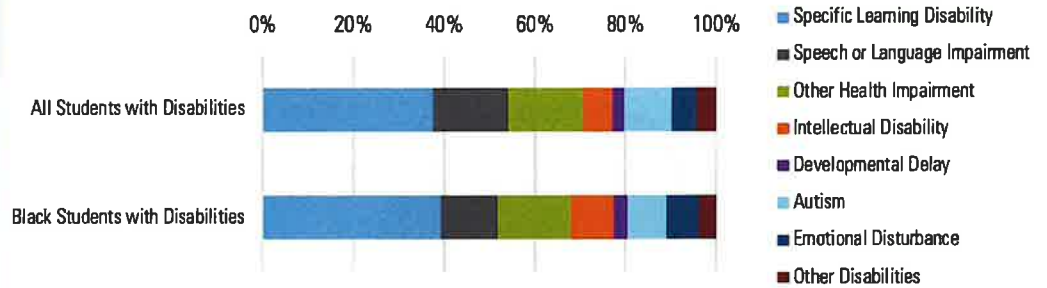


Figure 3: Percentage of Students with Disabilities, Ages 6-21, by Race and Ethnicity and Disability Category in the United States

Ohio mirrors the national data as the population of Black Ohioans is about 17%, while the percentage of Black students with disabilities in Ohio is more than 20%. Figure 4 displays the percentage of enrollment for all students and students with disabilities in Ohio by race or ethnicity.

Percentage of Enrollment by Race/Ethnicity 2018-2019

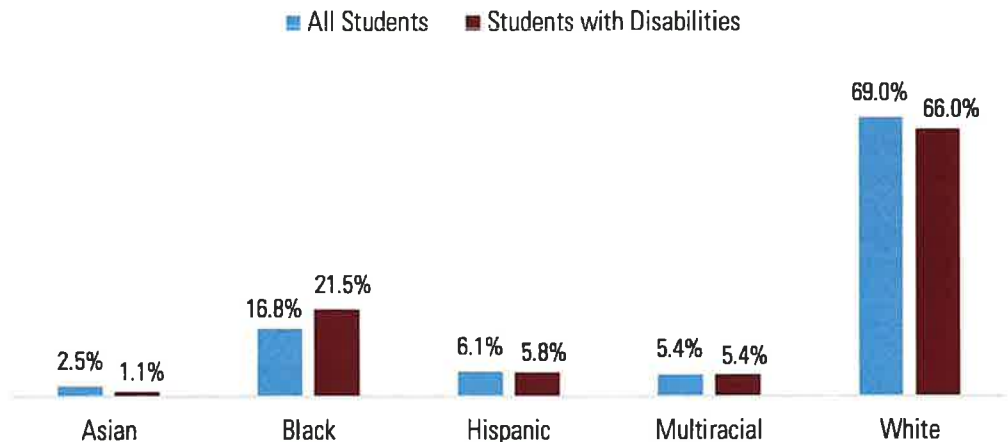


Figure 4: Percentage of Enrollment by Race/Ethnicity

While Black students make up nearly 17% of Ohio's population, they receive 44% of out-of-school suspensions. The rate of exclusionary discipline practices for Black students with disabilities is 45.6%. This compares to the rate for all students with disabilities of approximately 32%.

Education Received in the Least Restrictive Environment: The Individuals with Disabilities Education Act (IDEA) requires educating students with disabilities in the least restrictive environment.³ An important part of Ohio's special education landscape is understanding how frequently students are educated in general education classrooms along with their nondisabled peers. Research shows this is the environment in which students with disabilities are most likely to achieve to their fullest potential.

³ Individuals with Disabilities Education Act, 34 C.F.R. 300.114.

As shown in Figure 5 and Figure 6, Ohio students with disabilities generally are spending more than 60% of their days in general education classrooms. In some cases, for example, students with speech or language impairments, the figure is more than 90%. At the other end of the spectrum are students, for example, with multiple disabilities who are in the regular classroom less than 10% of the day. Overall, the placement rate in general education environments for students with disabilities matches national trends with the exception of those students who have been identified with multiple disabilities, autism or emotional disturbance. Unfortunately, even with the requirement that students be educated in the least restrictive environment, students with disabilities continue to lag behind their nondisabled peers in achievement.

Ben's Story

When Ben's parents met with the evaluation team, they were familiar with the team members from their previous experiences with the Intervention Assistance Team meetings.

Ben's parents requested a draft of the evaluation team report in advance of the meeting. While not required by federal or state law to do so, the district provided a draft copy of the evaluation results in advance of the meeting. Ben's parents did not fully understand the evaluation results, but they knew the team would explain the results when they met with the team.

When the team met, the draft report was projected on a large computer screen mounted on the wall. Reviewing the results this way helped everyone follow along with the report. Each team member took the time to explain the evaluation results and how those results manifested themselves in Ben's performance relative to the general education curriculum. Given they had received a draft copy of the evaluation report in advance and the depth of the review provided by the evaluation team, Ben's parents understood his learning strengths and challenges. The team used the data from Ben's interventions to further document these strengths and challenges.

The results of the evaluation, in addition to the data from those interventions, led the team to conclude Ben had a specific learning disability in the area of reading, reading comprehension and oral expression. A second meeting was scheduled for the following week to draft Ben's IEP.

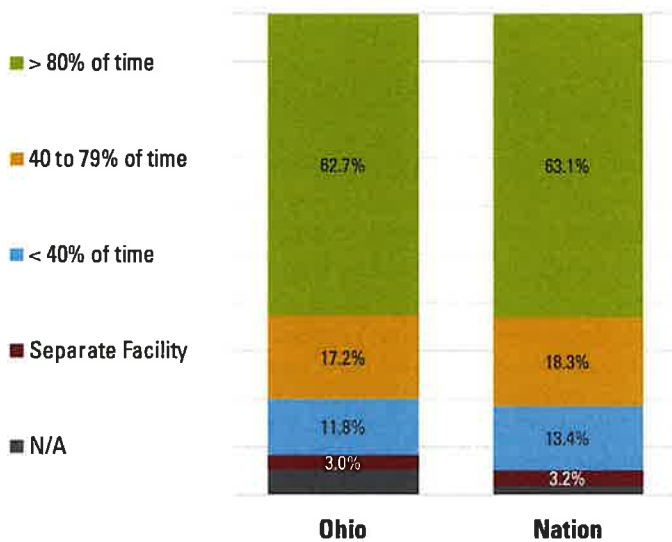


Figure 5: Time Students with Disabilities Spend in General Education Classrooms in School Years 2015-2020

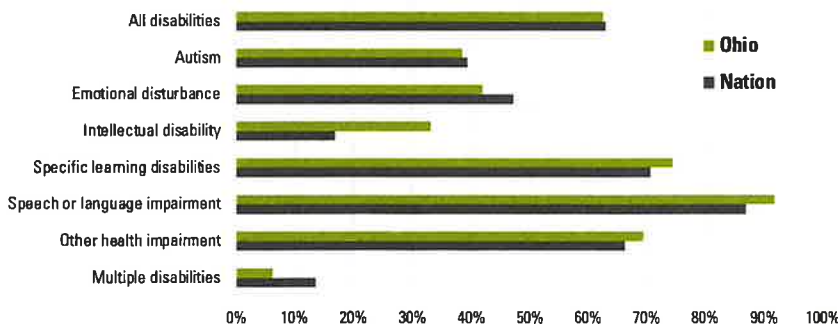


Figure 6: Students Spending at Least 80% of Time in General Education by Disability Category

Academic Performance: The Ohio School Report Cards show persistent gaps between students with disabilities and their peers who do not have disabilities. These gaps consistently are among the largest gaps in subgroup performance across grade levels and subjects.

Sophia's Story

At the end of Sophia's fourth-grade year, her team became concerned she had not passed any state tests. It wondered if the Alternate Assessment for Students with Significant Cognitive Disabilities might be more appropriate for her and give her the "chance" to demonstrate knowledge at a higher level.

A meeting was held with Sophia's intervention specialist and her parents to discuss this option. The intervention specialist explained the alternate assessment could help Sophia "show what she knows" rather than taking a state test she would "surely fail." Her parents, wanting the best opportunity for their daughter, agreed to this change.

- **Kindergarten Readiness:** Students with disabilities are almost three times *less* likely to enter kindergarten demonstrating readiness. Only 15% of students with disabilities begin kindergarten with the foundational skills and behaviors described in Ohio's Learning Standards.
- **Third Grade Reading Guarantee:** Ohio's Third Grade Reading Guarantee provides an exemption for students with disabilities. Fewer than one-third of Ohio's students with disabilities are proficient on the third-grade English language arts assessment. While 87% of *non-exempted* third-graders with disabilities earned the score needed for promotion to grade 4 (on the state assessment or an approved alternative reading test), more than one in five students with disabilities were exempted per their IEPs. In school year 2018-2019, IEP teams exempted 4,308 students with disabilities, or 3.54%, from the consequences of not passing the Third Grade Reading Guarantee. For the 2019-2020 school year, 3,503 students (2.91%) were exempted. In the 2017-2018 school year, only 37% of students with disabilities in grades K-3 were on track for reading, compared to nearly 75% of students without disabilities in those grades. This gap has remained steady over the last three years.
- **English and Mathematics Achievement:** The tables below illustrate the substantial gaps that exist in the rates of proficiency on state assessments in English and mathematics. These gaps range from a low of 34 percentage points on the third grade English language arts assessment to 43 percentage points on the seventh grade English language arts assessment. The gaps are even more substantial for some disability subcategories.

Student Group	Tested	Proficient or Better
Peers without Disabilities	886,819	70.1%
All Students with Disabilities	160,566	28.3%
Specific Learning Disabilities	75,157	18.2%
Other Health Impaired (Minor)	31,916	23.5%
Intellectual Disabilities	13,018	46.1%
Autism	12,261	51.7%
Emotional Disturbance	11,206	21.5%
Speech & Language Impairments	7,357	53.9%
Multiple Disabilities	6,152	66.5%
Deafness	1,109	33.7%
Traumatic Brain Injury	886	37.8%
Orthopedic Impairments	662	51.8%
Visual Impairments	505	48.7%
Other Health Impaired (Major)	300	40.0%
*Includes Grades 3-8 English Language Arts and High School English Language Arts I and II		

Figure 7: English Language Arts Proficiency Rates* in Grade 3-High School, School Year 2018

Start Strong, Stay Engaged, Leave Ready!

CDE's 2025-2028 Strategic Plan



COLORADO
Department of Education

Increasing Student Engagement



Colorado students learn best when they stay engaged in safe and supportive learning environments.



**WILDLY
IMPORTANT
GOAL (WIG)**

Reduce K-12 student chronic absenteeism by more than 50% from its pandemic high of 35.5% in 2021-22 to 15% in 2027-28.

When we work to...

- Develop tools and share effective practices that support a climate and culture of belonging and engagement
- Support persistence and re-engagement of students
- Expand use of instructional practices that encourage student engagement in learning
- Address student mental health and wellbeing with programs partners

We will see...

- Increases in climate and culture measures for students
- Increases in student attendance
- Increases in graduation and re-engagement and reduction in dropout rates



JAN. 2025
EDITION



Nebraska State
College System
CHADRON | PERU | WAYNE



Our Students

OUR STRENGTH



| Strategic Plan 2030

Our difference builds a better Nebraska.

STRATEGIC PLAN SCORECARD

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OVERVIEW

The Nebraska State College System's 2030 Strategic Plan was crafted to address one pivotal question: "What is our core value proposition to the students we serve and the regions we represent to achieve meaningful educational and workforce outcomes?" Initiated in November 2023, this comprehensive strategic planning effort brought together a diverse 35-member task force. This group of representatives from across Chadron, Peru, and Wayne State Colleges, including Board of Trustees members, faculty, staff, students, alumni, former student trustees, and foundation stakeholders, engaged in months of dedicated discussions and in-depth analysis.

The collaborative process was intentional and far-reaching, focusing on the core issues our students and communities face today. Four strategic outcomes emerged as our guiding pillars for the future:

1. **Affordable Excellence for Every**

Student – Addressing the financial barriers to higher education is fundamental to our mission. This outcome emphasizes the need for strategic investments and innovative practices to make higher education accessible and attainable for every student, ensuring affordability without compromising quality.

2. **Retention-Driven Excellence and Engaged Degree Attainment** –

Retaining students and supporting their academic journeys through to degree completion is crucial. By focusing on student engagement, personalized support services, and comprehensive academic programs, we are committed to fostering environments in which students can thrive and achieve their educational goals.

3. **Open Access and Supportive**

Pathways – Our dedication to open access remains unwavering. This outcome highlights the importance of flexible entry points into higher education, robust academic advising, and student support networks that remove barriers and create a welcoming space for all students, regardless of background.

4. **Workforce Development and**

Leadership – With Nebraska's evolving workforce needs, our Colleges serve a critical role in shaping future leaders and professionals. By enhancing partnerships with industry, developing career-relevant programs, and prioritizing experiential learning, we are preparing graduates to make meaningful contributions to the State's economy and communities.

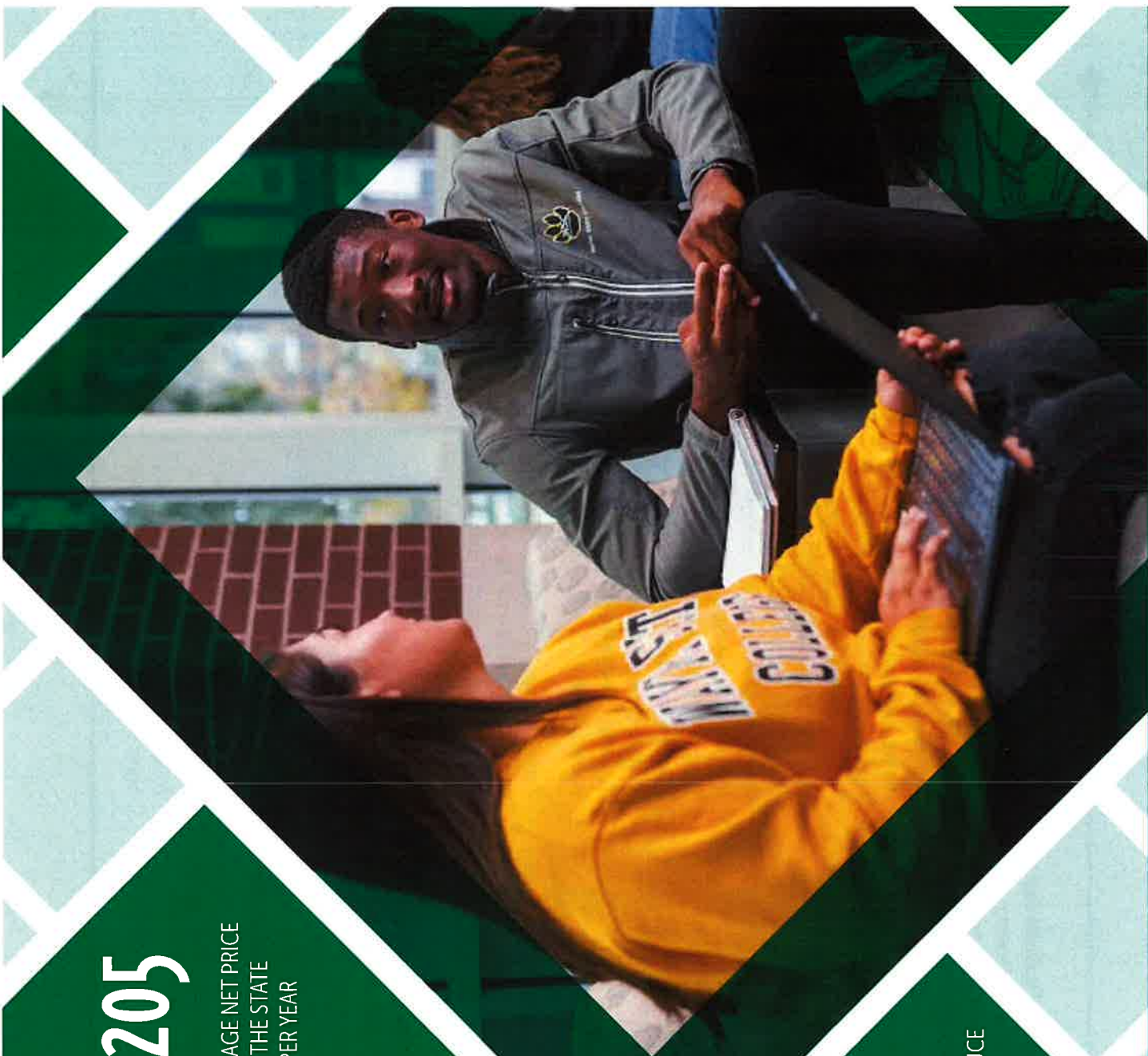
We have identified 20 specific performance metrics to track and assess our progress over the next five years to support these outcomes. These metrics reflect continuity and change, incorporating indicators from our previous strategic plan alongside new benchmarks that respond to emerging challenges and opportunities. Through careful analysis of historical data, we have mapped out trajectories and established clear benchmarks for 2030. Where metrics have reflected consistent improvement, we are pushing further with ambitious targets. In areas where performance has lagged, we have developed deliberate strategies to reverse those trends and achieve a positive impact.

Particularly significant are our commitments to equity and inclusivity. We recognize closing gaps in retention and degree completion rates among Pell-eligible students, first-generation students, students of color, and at-risk students is imperative. We are addressing these equity concerns head-on by implementing initiatives designed to support these student groups and enhance their academic and personal success. By investing in these efforts, we reaffirm our dedication to driving social and economic mobility and ensuring that higher education is a powerful catalyst for

opportunity.

Furthermore, we are taking a strategic approach to address critical workforce shortages. We have prioritized expanding pathways into high-need fields, such as educator preparation and other key workforce areas. By creating multiple entry points and strengthening our academic offerings, we aim to develop a robust talent pipeline that will benefit Nebraska's communities and industries.

Our approach to strategic planning is not just about setting goals but also creating a culture of accountability and continuous improvement. The metrics we have established are more than mere numbers; they represent our promise to our students and stakeholders. Progress will be closely monitored, and our performance will be transparently reported through a color-coded system highlighting achievements and areas for further focus. This ongoing evaluation ensures we remain committed to our mission and can adapt as necessary to better serve our students and the State.



\$14,205

IS THE AVERAGE NET PRICE TO ATTEND THE STATE COLLEGES PER YEAR



67%

OF FRESHMEN AT CHADRON, PERU, & WAYNE STATE RECEIVE INSTITUTIONAL SCHOLARSHIPS AND AID



\$7,556

LESS THAN PEERS TO PRODUCE A DEGREE AT THE STATE COLLEGES



OUTCOME 1:

Affordable Excellence for Every Student

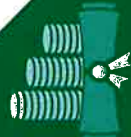
Addressing the financial barriers to higher education is fundamental to our mission. This outcome emphasizes the need for strategic investments and innovative practices to make higher education accessible and attainable for every student, ensuring affordability without compromising quality.

Ensuring all students have access to high-quality education without the burden of excessive financial costs is central to the mission of the Nebraska State Colleges. The outcome of Affordable Excellence for Every Student underscores our commitment to making higher education accessible to all, regardless of financial background. By keeping tuition and fees affordable, we continuously seek innovative ways to reduce the overall cost of education, ensuring financial constraints do not stand in the way of students achieving academic success. This approach not only facilitates students' timely progression through their academic programs but also positions them for long-term success in the workforce, contributing to the broader economic vitality of Nebraska.

Several key performance metrics have been identified to track progress toward this goal. A crucial indicator is the **Average Net Price**, which allows us to assess how competitive our costs are compared to regional peers. This metric helps ensure we provide a financial value that aligns with our commitment to affordability. Additionally, **Spending Per Degree** examines the efficiency of our financial resources in supporting degree completion as compared to regional peers, while the **Scholarship Impact** metric measures the impact of our institutions' financial aid offerings in reducing the cost burden on first-time full-time students. These efforts are complemented by tracking the **Unmet Need per Resident Student FTE** and the **Percentage of Undergraduate Students Receiving Financial Aid**, ensuring all students have access to

necessary financial support. Finally, we monitor **Tuition and Fee Increase Rates**, adjusted for inflation, to maintain transparency and predictability in cost structures.

Through these performance metrics and strategies, the State Colleges ensure our students receive an exceptional education and are empowered to succeed without the weight of insurmountable financial debt. By minimizing financial barriers and expanding scholarship opportunities, we create a pathway to a transformative education that sets students on a trajectory to lifelong success, ultimately contributing to Nebraska's continued growth and prosperity.



69%

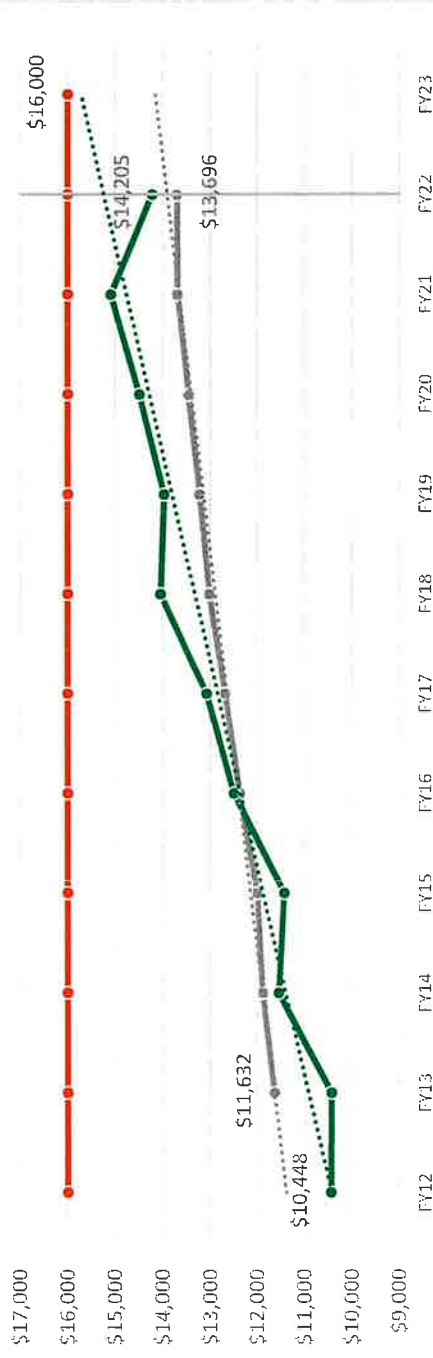
OF STATE COLLEGE UNDERGRADUATE STUDENTS RECEIVE FINANCIAL AID

INDICATOR 1

Average Net Price Compared to Peers (Comparison Against Regional Peers)

In FY15, the State Colleges offered a lower net price compared to peer institutions, but net prices have since trended upward. Over the past decade, the net price for the State Colleges has surged by roughly 50%, driven by inflation-exceeding costs and the impact of state general fund appropriations. Previously, the State Colleges' net prices were consistently lower, but peers have maintained a lower net price for seven consecutive years, highlighting growing affordability challenges.

FIGURE 1: Average Net Price Compared to Peers



INDICATOR BACKGROUND INFORMATION

Recent research over the past five years highlights the significant impact of average net price on students and families when deciding where to attend college. Net price, which provides a clearer picture of the actual out-of-pocket costs families will incur, is calculated by subtracting the total grant aid received from the comprehensive cost of attendance. This includes tuition, mandatory fees, room, board, textbooks, and other living expenses. As with other public institutions, educational costs at the State Colleges have been affected by shifts

in state funding and rising operational costs. To mitigate these increases, general fund support from the State is critical, helping to keep tuition growth aligned with national higher education standards. Additionally, the availability of scholarships, strategic use of remissions and waivers, and partnerships with private entities can increase grant aid, reducing net price. However, despite these efforts, the past seven years have marked a concerning trend; for the first time, the net price for peer institutions has been lower than for the State Colleges.

Our goal is to keep the benchmark for net price at or below \$16,000 as we approach 2030, aiming to preserve the cost advantage over our peers, consistent with the 2025 strategic plan. Without intervention, projections indicate this figure could exceed \$16,000, underscoring the urgency of our efforts to stabilize costs and support affordability.

UNIVERSITY OF NEBRASKA SYSTEM
ODYSSEY TO EXTRAORDINARY
FOUNDATIONAL PILLARS & STRATEGIC PRIORITIES



JANUARY 2025

We lead the world in transforming lives and communities to an extraordinary future through our enduring commitment to creating and sharing knowledge, inspiring and nurturing discovery and through forging and sustaining relationships built upon trust.

We do this as a University community by building upon our legacy of excellence and our commitment to a future of the extraordinary.

EXTRAORDINARY TEACHING & LEARNING:

Establish the University of Nebraska System with all of its educational programs as the most extraordinary learner-centered university with nationally recognized programs and top-tier faculty and staff.

After a review of campus suggestions, responses cluster into the following themes:

- *Inspiring All Future Learners*
- *Supporting Faculty Success*
- *Curriculum Innovation and Alignment*
- *Transforming the Learning Environment*

Inspiring All Future Learners: Themes for this topic include inspiring all learners with multidisciplinary experiential learning/internships, clear paths to graduation, and rethinking ways to create unique and personalized opportunities that create distinctive learning environments that create true student success.

Supporting Faculty Success: Themes for this topic include stimulating innovation by supporting instructors, creating a culture of extraordinary scholarship based upon teaching excellence, and implementing new and transformative teaching strategies.

Curriculum Innovation and Alignment: Themes for this topic include reimagining traditional curriculum, pedagogy and assessment strategies (e.g. competency-based curriculum), non-curricular opportunities, high technology skills and incorporating unique workforce readiness into all academic programs.

Transforming the Learning Environment: Themes for this topic include using the most advanced technology to support the learning environment and learner experiences, enhancing customized student support services, and supporting facility innovation to enhance outcomes across the academic spectrum with focus on key high enrollment/high DFW pipeline courses and programs.

EXTRAORDINARY RESEARCH & CREATIVE ACTIVITY:

Establish the University of Nebraska System research and creative activity scope and prominence as widely recognized for extraordinary societal impact as a top tier institution.

After a review of campus suggestions, responses cluster into the following themes:

- *Building a Common NU Research Identity*
- *Internal Programmatic Growth and Alignment*
- *External Collaborative Growth and Alignment*

Building a Common NU Research Identity: Themes for this topic include the identification and growth of specific top-tier, highly impactful federally funded research programs. Example NU strategy might be to focus on identifying and configuring such programs into optimal structural units (such as a “Human Performance”, “National Security”, “Digital Agriculture”, “Economic Development”, “Environmental Health”, etc.) and ramping up these programs so as to improve metrics for federal, state and private research expenditures yielding continuous growth in each designated area of excellence.

Internal Programmatic Growth and Alignment: Themes for this topic include providing an integrated infrastructure that supports research and innovation (including personnel, facilities and advanced technology), setting measurable goals, creating cross-campus/integrated research collaborations, and creating avenues to foster talent and attract top-tier researchers.

External Collaborative Growth and Alignment: Themes for this topic include branching efforts between private sectors and NU, supporting pathways for accelerating innovation, technology transfer and commercialization, building frameworks across campuses, disciplines and external organizations by setting measurable goals for national rankings.

EXTRAORDINARY PARTNERSHIPS & ENGAGEMENT:

Establish the University of Nebraska System and our engagement partners as having the highest-quality and impact that are recognized for extraordinary rural and urban outcomes.

After a review of campus suggestions, responses cluster into the following themes:

- *Partnerships & Alignment Across NU*
- *Partnerships Across the Nebraska Region*
- *Partnerships Beyond Nebraska and the US*

Partnerships & Alignment Across NU: Themes for this topic include supporting sustainable collaborations and partnerships across all campuses and disciplines within the educational, research and service missions, using policy, technology, finances and incentives to eliminate silos and bridge existing and future gaps.

Partnerships Across Nebraska Region: Themes for this topic include partnerships that create new and stronger opportunities for students, faculty and staff that provide community impact, expand K-12, agricultural, health care, military and industry collaborations that lead to overall betterment and growth of all populations within the state.

Partnerships Beyond Nebraska: Themes for this topic include fostering partnerships such as with alumni, businesses, agriculture, health care, military and public sector networks, including with private with national/global leaders to forge new and stronger relationships that support quality of life, economic development and allow NU to create future mission driven opportunities.

EXTRAORDINARY CULTURE & ENVIRONMENT:

Establish the University of Nebraska System campuses, across all their missions, as having an extraordinarily vibrant and engaging culture in environments that are safe, welcoming.

After a review of campus suggestions, responses cluster into the following themes:

- *Defining a Distinctive Culture*
- *Campus Safety and Security*
- *Work Life Quality and Experience*

Defining a Distinctive Culture: Themes for this topic include creating a unified, defined and distinctive culture across our 500 mile wide NU campuses and our myriad of statewide partnership sites. The themes focused on arts and culture, supportive workspaces, engagement, belonging, communication, technology and thriving campus student and employee communities.

Campus Safety and Security: Themes for this topic include creating, rehearsing and continuously strengthening of integrated system wide safety plans with focus on advanced technology applied to incident prevention, early awareness, communications, management and recovery.

Workplace Quality and Experience: Themes for this topic include creating an attractive workplace experience that provides exceptional benefits, health and wellness, entertainment, professional development, and personal support.

EXTRAORDINARY STEWARDSHIP & EFFECTIVENESS:

Establish the University of Nebraska System as an extraordinarily effective, efficient, and sustainable organization for planning and implementation of all mission-driven goals.

After a review of campus suggestions, responses cluster into the following themes:

- *Creating Sustainable Value, Effectiveness and Efficiency*
- *Data Driven Decisions and Related Communication*
- *Driving Value from Fiscal Responsibility and Stewardship*

Creating Sustainable Value, Effectiveness and Efficiency: Themes for this topic include creating value by identification and evaluation of structures, systems, processes, and areas that are redundant or inefficient, raising an awareness of these issues, then eliminating redundancy and inefficiency where possible across the system.

Data Driven Decisions and Related Communication: Themes for this topic include using data and proactive communication to support decision-making to align financial, facility and human resources with strategic academic priorities and by eliminating unnecessary campus and program separations to streamline and improve efficiency.

Driving Value from Fiscal Responsibility and Stewardship: Themes for this topic include the efficient use of resources and committing to sustainability, including performance-based outcomes driven budget models that create incentives for extraordinary performance of individuals and programs across the system that focus on access, affordability and academic excellence.