



# NEBRASKA

## State Profile

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<b>Advanced Placement (AP)</b>	Yes	Larger schools have AP constituting between 40 to 50% of the state, with possibly more schools with AP in Omaha and Lincoln.	No		No	No state support except for Commissioner or staff verbal promotion and facilitation of grants to continue the pathway
<b>Bridge Programs</b>	Yes	TRIO and Upward Bound, with some pilot programs at community colleges to bridge from GED and ESL into postsecondary participation	Yes	<ul style="list-style-type: none"> <li>• African American students</li> <li>• Latino(a) students</li> <li>• Native American students</li> </ul>	No	
<b>College Level Exam Program (CLEP)</b>	Yes	Primarily at state colleges, University of Nebraska, and private four-year colleges	No		No	
<b>Distance Learning/ Virtual School</b>	Yes	State colleges, small schools, and rural schools have distance learning and interactive video in large numbers. The Education Technology Center provides leadership, resources, organization, training, and research for e-learning.	Yes	<ul style="list-style-type: none"> <li>• Native American students</li> <li>• Rural students</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Educational service units receive very little funding. Funding covers the infrastructure of classrooms, but does not cover ongoing operations costs such as course delivery.</li> <li>• Through the state's Education Technology Center</li> </ul>
<b>Dual Credit/ Dual Enrollment</b>	Yes	Approximately 4500 students participate by taking college credit generating courses in high schools. The state does not require school districts to recognize or accept the credit.	No		Yes	<ul style="list-style-type: none"> <li>• State policy defines dual credit and establishes minimum requirements for offering and accepting credits and courses.</li> <li>• There is no explicit state funding; Students have to pay tuition; some districts pay students' tuitions through funds from foundations or for gifted students based on the state formula.</li> <li>• School and community colleges count students enrolled in these program for general state aid purposes.</li> </ul>
<b>Early or Middle College High Schools</b>	No		No		No	

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<b>GED in College Settings</b>	Yes	Primarily through community colleges, but also at some public school districts, community-based organizations, and correctional facilities	Yes	Racial and ethnic minority students	Yes	State funding for GED testing, volunteer coordination, and staff support; federal funding for Adult Basic Education
<b>International Baccalaureate (IB)</b>	Yes	1 high school participating	No		No	The high school receives a grant from outside of the state.
<b><u>Nebraska PreK-16 Initiative</u></b>	Yes	There are 5 PreK-16 local councils sending information to teachers and close gaps in standards and entrance requirements. The state hopes to expand this initiative in many areas in the future.	No		No	<ul style="list-style-type: none"> <li>No state funding, but NE uses federal NCLB funds</li> <li>No formal state policy, but the University of Nebraska Board of Regents and the State Board of Education passed resolutions supporting P-16 efforts</li> </ul>
<b><u>Tech Prep</u></b>	Yes	College accredited courses taught by qualified high school teachers. Tech Prep is a function of the community colleges, which cover the entire state.	No	A function of the community colleges, which already reach underserved students	Yes	No state funding but federal Perkins funding through the Nebraska Department of Education. The NDE dedicates a consultant to Tech Prep.

### Summary of academic pathways:

Because of its geography, Nebraska has attempted to expand distance learning to state colleges and to small and rural schools. In addition, community colleges play a central role in facilitating GED programs. Since September 1999, Nebraska has had a PreK-16 steering committee made up of representatives from the Governor's office, legislators, higher education, K-12, early childhood, and business. The initiative receives limited support from NCLB funds. Activities directed at improving seamless transition in mathematics, English/language arts and world languages content areas have been implemented. These activities were developed as the result of statewide P-16 stakeholder meetings (the "P-16 Council"), during which they discussed what students need to know and be able to do relative to state content standards and how this translates to expectations for college entrance. The program is thought to be reasonably successful despite not having state monetary support. Additionally, the P-16 Council has discussed achievement and participation gaps of minority and low-income students.

**State's effort to encourage college prep curriculum:**

The State P-16 Council and the University of Nebraska's Business-Higher Education Roundtable have been approved to receive a State Scholars Initiative grant from the U.S. Department of Education. The grant will provide business and state encouragement for students in pilot schools to take a challenging core curriculum, which is basically college prep. Additionally, the State Board of Education adopted a [new policy document](#) in December 2004 that is described as "Essential Education" and is designed to assure that all students have the opportunity to take the courses required for college admittance. Implementation will require additional funding from the Nebraska legislature.

**Interesting or unique models identified by state officials:**

- [Dual Enrollment: Northeast Community College Project Challenge](#)
- GED in community college settings: Central Community College
- International Baccalaureate: [Millard North High School](#)

**Observations by state officials about special efforts to reach underserved students:**

Special attempts are made to reach underserved student populations including African American, Native American, Latino(a), and rural students, plus some special populations through bridge programs, distance learning, and the GED in community colleges. There are no special efforts to reach underserved students by dual enrollment or AP programs. Despite this, a statewide dual enrollment task force is currently developing proposed policies for strengthening efforts to provide dual enrollment. In particular, it is investigating financing methods to assure access to all students, including low-income students. The task force has been initiated by the Coordinating Commission for Postsecondary Education.

**Observations by state officials about state support for pathways:**

State policy and funding for the pathways is very limited, except for distance learning.

**Lessons learned by state officials:**

- Nebraska makes no statewide efforts to reach underserved students; rather, individual school districts initiate special efforts or agreements with universities.
- The state colleges are well funded generally, but not categorically.
- The state is comprised of over 400 school districts, each of which is locally controlled. Although districts are required to meet accreditation, college pathways are self-initiated; hence, the state does not know what they are attempting concerning school reform.

**Programs recommended by state officials:**

No pathway programs were recommended by state officials.



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### State official's contact information:

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