

# Every Nebraskan Educated for Success

## The Education Committee's Vision for 2025

December 31, 2014

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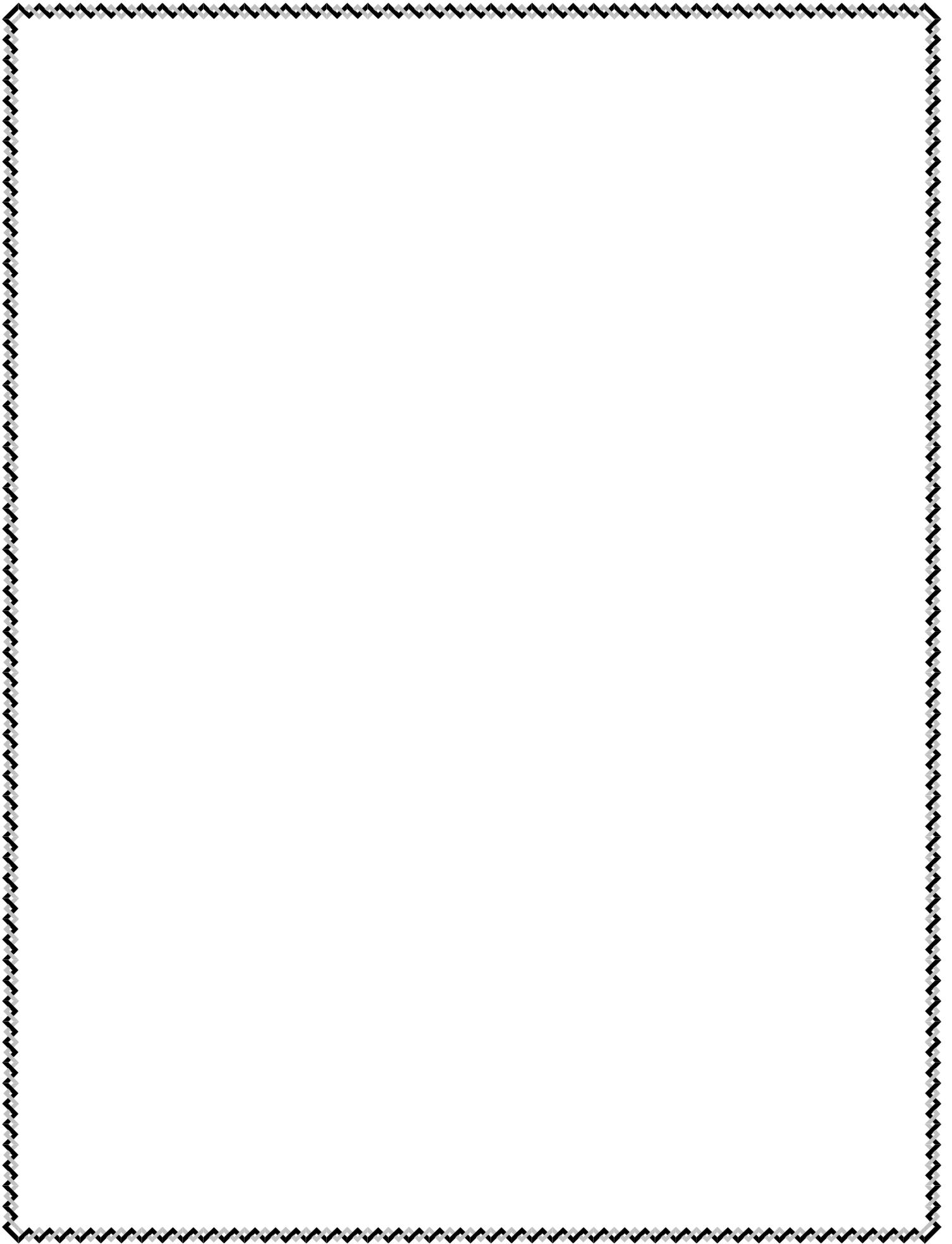


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# Every Nebraskan Educated for Success

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## Introduction

The Education Committee conducted a strategic planning process to define the vision for education in Nebraska pursuant to LB 1103, which was adopted during the 2014 legislative session. In order to engage the public and make the vision representative of the ideals of the state, the Committee conducted an electronic survey, organized roundtable discussions, and held public hearings. Although the result is a vision, mission, goals, and objectives that the Committee will rely on to coordinate and direct legislative priorities regarding education, the process is intended to be ongoing and dynamic.

## Vision

Vision: Every Nebraskan educated for success

Mission: Provide Nebraskans the opportunity to acquire the necessary skills and knowledge to be productive individuals.

### Goals and Objectives:

1. Provide quality educational opportunities that engage and prepare Nebraskans for success in learning.
  - A. For at least the school year prior to kindergarten, every child will have equitable access to high-quality and developmentally appropriate preschool programs that help prepare them for school.
  - B. Children from backgrounds that put them at greater risk will have access to additional early childhood educational opportunities.
  - C. All children in grades K-12 will have equitable access to high-quality educational opportunities to prepare them to be college, career, or job ready when they graduate from high school.
  - D. All high school graduates will have equitable and affordable access to high-quality postsecondary educational opportunities.
2. Establish high expectations for all educators, parents, students and educational institutions.
  - A. Increase the percentage of students who meet the performance standard in all grades tested in reading, writing, and math and reduce the gaps in such percentages among demographic groups.
  - B. See an increase in the overall high school graduation rate and reduce the gaps in such rates among demographic groups.

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- C. Provide an opportunity for all public high school students to take the college entrance exam most commonly used in our state.
  - D. Significantly increase the number of students who meet the college readiness benchmarks in all subject areas set by that college entrance exam.
  - E. Increase the percentage of high school graduates pursuing postsecondary education and reduce the gaps in such percentages among demographic groups.
  - F. Increase the percentage of postsecondary education students who complete their program of study within the expected degree completion period and reduce the gaps in such percentages among demographic groups.
  - G. Create systems of support for parents to assist their children with educational expectations.
3. Create positive, safe, and successful learning environments.
- A. All school districts and public postsecondary institutions will have safe and secure facilities with positive learning environments.
  - B. All school districts and public postsecondary institutions will have strong policies that prohibit any type of harassment or bullying.
  - C. Support developmentally appropriate continuing education for teachers, instructors, and professors designed to enhance student learning.
4. Develop collaborative educational relationships with the entire community, including individuals, families, businesses, and organizations.
- A. Support alignment of educational programs and experiences with workforce needs.
  - B. Help students and families overcome barriers to education.
  - C. Increase the shared use of facilities and staff.
  - D. Build seamless strategies which align objectives throughout a student's educational career.
  - E. Increase collaborations to bring research-based best practices into educational environments.
  - F. Increase collaboration between education entities and families to enhance opportunities for student development and success.

## Process

The strategic planning process that resulted in the Education Committee's vision, mission, and goals for education in Nebraska was the result of LB 1103 (2014). Legislative Bill 1103 was introduced by the Education Committee in response to discussion occurring during the LR 182 interim study on school finance in 2013. During those discussions, as ideas for directing funding to specific educational activities were presented it became clear that the Education Committee did not have a clear sense of how various priorities aligned to an overall mission for Nebraska's system of education.

The short bill directed the Education Committee to conduct a strategic planning process which would result in the development of a statewide vision for education in Nebraska. At the public hearing on February 10, 2014, the Committee heard enthusiastic support from 18 testifiers representing all levels of education. The measure was adopted by the full Legislature with no dissenting votes on March 27<sup>th</sup> and was signed into law by the Governor on April 2, 2014. This report is the result of that legislation, the full text of which can be found in the resources section.

The Education Committee began its strategic planning work on March 31, 2014, before the end of the legislative session. In response to that organization meeting, an extensive list of resources was sent to the Committee to provide background, and Senator Sullivan proceeded to meet with lobbyists representing both education and non-education groups. The meeting on April 9<sup>th</sup> was well attended with 58 lobbyists participating.

On May 1<sup>st</sup>, the Committee reconvened to begin developing the initial vision and mission. A survey was developed to engage the public in the process and to gauge their agreement or disagreement with that initial vision and mission. On May 28<sup>th</sup>, the electronic survey was placed on the Committee's blog and was shared with the press and the participating lobbyists. A request was made to encourage as many Nebraskans as possible to register their opinions by the June 30<sup>th</sup> deadline. The survey garnered 5,183 participants. The 7 open ended questions received an average of 900 comments each. The comments were organized into categories under each goal, but have not otherwise been edited and can be found later in this report.

The Committee met again on July 17<sup>th</sup> to discuss the responses, revise their work thus far, and begin formulating potential objectives. The process of developing objectives began with the creation of a list of relevant terms and phrases. The terms and phrases were then translated into the initial ideas the Committee used to begin filling out the objectives for each goal at their meeting on August 25<sup>th</sup>.

Stakeholder roundtables were organized to facilitate conversations with the Committee on September 5<sup>th</sup>. Four separate groups allowed the Committee to interact with 28 different stakeholder representatives. Each of the four groups combined interests from both within traditional public education settings throughout the age spectrum and from groups that are not directly involved in that process. The diversity of each group allowed the participants to also gain an understanding of different points of view.

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On September 23<sup>rd</sup> the press release was sent out announcing three public hearings in which all of Nebraska was invited to provide feedback. The participating lobbyists were again asked for their assistance in notifying their constituencies and distributing the draft vision document, which was again available on the Education Committee blog. The hearings were held on October 6<sup>th</sup> in Omaha, October 15<sup>th</sup> in Norfolk, and October 16<sup>th</sup> in Broken Bow. In Omaha, 39 testifiers spoke to the Committee in a full room with standing room only. Although smaller crowds were present at the other two locations, the Committee heard from 19 testifiers in Norfolk and 14 more in Broken Bow.

In an effort to further explore the role of various sectors of postsecondary education, another set of roundtables was set for November 17<sup>th</sup>. Invitations were extended to campus and college level representatives from the University system, the State Colleges, the private not-for-profit colleges and universities, and the for-profit universities and career schools. The four new groups allowed the Committee to further engage the 20 postsecondary education representatives in the conversation at a deeper level.

The Committee had their final meeting on December 1<sup>st</sup> to further refine the components of the vision and to discuss the next steps.

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## Survey

The survey ran from May 29<sup>th</sup> to June 30<sup>th</sup> and was accessible to the public on the Education Committee blog. The Committee asked the participating lobby, the press, and other members of the Legislature to share the survey and encourage all Nebraskans to participate. The result was input from a total of 5,183 respondents from 97% of Nebraska counties. Although, there was general agreement with the initial draft vision, mission, and goals, each of the seven questions generated an average of 900 comments, providing valuable insights regarding educational priorities. The Education Committee reviewed the overall data and the individual comments before refining the vision, mission, and goals and moving on to their work on objectives.

The non-scientific survey instrument did not collect any individually identifiable information, but requested information about county of residence, most recent occupation, and parental status. Blaine, Grant, and Keya Paha were the only counties that did not have any respondents. Lancaster, Douglas, and Sarpy were the three counties with the most survey takers. A little under half of the participants (48.5%), were educators. Business and finance, healthcare, and management were the next three most represented occupations. Respondents were asked to choose the job category that best described their current or most recent occupation. The categories were based on the Major Occupational Groups established by the federal Bureau of Labor Statistics, except that categories were added for K-12 students, postsecondary students, and homemakers. Homemakers were the fifth most represented occupation category.

The first five questions asked the respondents to identify their degree of agreement with the individual elements in the initial draft of the vision, mission, and goals. The next question asked for the degree of agreement with the combination of goals. The last substantive question was open-ended and requested assistance in identifying essential elements that might have been missing from the initial combination of goals. All seven questions allowed for comments, which are included in the appendix of this report.

The initial draft of the vision stated, “Every Nebraskan educated for success.” Over 85% of the responses either agreed or strongly agreed with this initial draft. The comments were helpful bringing forward concepts that the Committee was mindful of as they proceeded forward through the process. Concerns were expressed that the Vision was vague, particularly with regard to the term “success”, and that individual differences, interests, and needs should be recognized. Respondents focused on citizenship, society, and making sure the vision covers lifelong learning. In addition suggestions were provided regarding curriculum, technology, common core, behavior, and local control. The Committee had a lengthy discussion and ultimately chose not to make changes to the vision statement. The Committee embraced the notion that success should not be clearly defined and should be measured differently for everyone. The vision statement was viewed as a statement of purpose and that the specifics would be defined more directly at the level of goals and objectives.

The initial draft of the mission stated, “Equip Nebraskans to realize maximum potential in all aspects of life.” Respondents were in slightly less agreement with the mission statement, but still agreed or strongly agreed at a rate of over 80%. The concerns about definitions persisted with a

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focus on the terms “all aspects of life”, “maximum potential”, and “equip”. In response, the Committee ultimately revised the mission to state, “Provide Nebraskans the opportunity to acquire the necessary skills and knowledge to be productive individuals.”

The initial draft of Goal 1 stated, “Provide courses and programs that inspire and prepare Nebraskans for success in learning, work, and life.” Although over 90% of respondents agreed or strongly agreed with the statement, the Committee was able to use the comments to make improvements. There were mixed responses to the word “inspire” and concerns that “learning, work, and life” is overly broad. There were also continuing concerns about measuring “success”. The revised Goal 1 states, “Provide quality educational opportunities that engage and prepare Nebraskans for success in learning.”

The initial draft of Goal 2 stated, “Establish high expectations for all educators and provide support and resources to create positive, safe, and successful learning environments.” Just under 90% of respondents agreed or strongly agreed with the statement, but it generated the greatest number of comments. There were many viewpoints expressed regarding increasing expectations within the current structure of the K-12 teaching environment and potential changes to that structure. Salaries, tenure, and assessment results generated the most responses. There were also suggestions that the goal actually included two goals and that high expectations for parents and students were also needed. The comments were strongly focused on K-12 education, not other age categories involved in the spectrum of lifelong learning. The Goal was split into two goals and redesigned to reflect the necessity for high expectations to be applied more universally. The current Goal 2 states, “Establish high expectations for all educators, parents, students and educational institutions.” The current Goal 3 states, “Create positive, safe, and successful learning environments.”

The initial draft Goal 3 became Goal 4 when the initial Goal 2 was split into two separate goals. The initial Goal 3 stated, “Develop systems of support that build collaborative partnerships among the entire educational community including individuals, families, businesses, and organizations.” Almost 88% of respondents agreed or strongly agreed with the statement. Concerns that were expressed included a fear of the influence of businesses, the diversion of time and resources away from the core functions of schools, and the viability of the goal in different types of districts. The revisions refined the language of the goal, while continuing the concepts. The new Goal 4 states, “Develop collaborative educational relationships with the entire community, including individuals, families, businesses, and organizations.”

The questions regarding the inclusiveness of the combination of goals generated the least agreement with approximately 82% of respondents in agreement or strong agreement with the completeness of the combination of goals. Comments primarily concerned the measurement of progress toward the goals, parent and student responsibility, funding, technology, local control, equity, and innovation.

The appendix to this report contains summary data for each question, the respondent data in more detail, and the comments provided in response to each question. The comments have been organized into categories to make them easier to review, but have not otherwise been edited. The Committee greatly appreciates the time and effort taken by each of the 5,183 participants.

## Next Steps

The Vision will serve as a framework as the Education Committee considers legislation within the jurisdiction of the Committee and develops its own initiatives. The Committee had a lengthy discussion regarding timelines for the Vision and who should be responsible for measuring progress. The initial intent is for the Committee to begin to gather data and other information necessary to establish target dates, to develop methods for quantifying progress, and to potentially arrive at a long-term, dynamic, process. At the very least, the Committee felt the plan should be reviewed every two years.

The Committee did set 2025 as an initial overall target date for the Vision. However, the Committee felt strongly that if intermediate dates are not set for the goals and objectives, coordinated progress toward the vision was not likely. The Committee also recognized that some objectives should be measured on a continuum of progress, others represent tasks to completed, and the remainder may remain philosophical and not suited to accurate measurement.

The ongoing process will require continuing communication with the educational entities, business, parents, students, and the public. To gather the initial data and monitor progress the Committee will need to work specifically with the Department of Education, the Coordinating Commission for Postsecondary Education, school districts, the various sectors of postsecondary education, and the business community.

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LB 1103

LB 1103

LB 1103

LEGISLATIVE BILL 1103

Approved by the Governor April 2, 2014

Introduced by Education Committee: Sullivan, 41, Chairperson; Avery, 28; Cook, 13; Davis, 43; Kolowski, 31; Scheer, 19; Seiler, 33.

FOR AN ACT relating to education; to state findings and intent; to provide for a strategic planning process; to provide duties for the Education Committee of the Legislature; and to declare an emergency.

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

Section 1. (1) The Legislature finds that:

(a) In order to continue the pursuit of the good life in Nebraska, a common statewide vision must be refined to address the potential of all students across the state; and

(b) Individuals and businesses making reasoned decisions about where to locate often place the quality of education as one of the primary considerations. Quality education not only serves as an indicator of the current quality of life in a community but also as a determinant for what lies ahead.

(2) It is the intent of the Legislature to focus educational resources from all sources in our state toward a common statewide vision for the future through collaborative efforts to achieve the best possible results for all Nebraskans, our communities, and our state.

Sec. 2. The Education Committee of the Legislature shall conduct a strategic planning process to create the statewide vision for education in Nebraska described in section 1 of this act which shall include aspirational goals, visionary objectives, meaningful priorities, and practical strategies. The committee or subcommittees thereof may conduct meetings, work sessions, and focus groups with individuals and representatives of educational interests, taxpayer groups, the business community, or any other interested entities. The committee shall also hold at least three public hearings to receive testimony from the general public in locations that represent a variety of educational situations. The committee shall submit a report regarding such process electronically to the Clerk of the Legislature on or before December 31, 2014.

Sec. 3. Since an emergency exists, this act takes effect when passed and approved according to law.

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## Survey Results

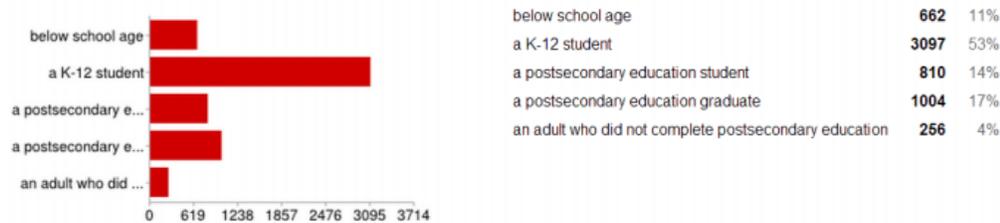
### Respondents

#### Geography

Adams	78	2%	Dixon	20	0%	Kearney	27	1%
Antelope	6	0%	Dodge	44	1%	Keith	7	0%
Arthur	2	0%	Douglas	949	18%	Keya Paha	0	0%
Banner	3	0%	Dundy	4	0%	Kimball	2	0%
Blaine	0	0%	Fillmore	10	0%	Knox	7	0%
Boone	15	0%	Franklin	8	0%	Lancaster	2262	44%
Box Butte	7	0%	Frontier	1	0%	Lincoln	97	2%
Boyd	6	0%	Furnas	4	0%	Logan	1	0%
Brown	5	0%	Gage	43	1%	Loup	5	0%
Buffalo	64	1%	Garden	3	0%	Madison	46	1%
Burt	16	0%	Garfield	4	0%	McPherson	6	0%
Butler	9	0%	Gosper	2	0%	Merrick	8	0%
Cass	40	1%	Grant	0	0%	Morrill	7	0%
Cedar	3	0%	Greeley	15	0%	Nance	7	0%
Chase	3	0%	Hall	59	1%	Nemaha	9	0%
Cherry	15	0%	Hamilton	15	0%	Nuckolls	18	0%
Cheyenne	13	0%	Harlan	3	0%	Otoe	36	1%
Clay	13	0%	Hayes	1	0%	Pawnee	5	0%
Colfax	12	0%	Hitchcock	3	0%	Perkins	4	0%
Cuming	16	0%	Holt	12	0%	Phelps	16	0%
Custer	23	0%	Hooker	1	0%	Pierce	12	0%
Dakota	15	0%	Howard	7	0%	Platte	25	0%
Dawes	22	0%	Jefferson	9	0%	Polk	7	0%
Daswon	16	0%	Johnson	11	0%	Red Willow	11	0%
Deuel	2	0%						
			Richardson	15	0%			
			Rock	7	0%			
			Saline	17	0%			
			Sarpy	640	12%			
			Saunders	34	1%			
			Scotts Bluff	44	1%			
			Seward	31	1%			
			Sheridan	13	0%			
			Sherman	3	0%			
			Sioux	3	0%			
			Stanton	8	0%			
			Thayer	9	0%			
			Thomas	2	0%			
			Thurston	7	0%			
			Valley	13	0%			
			Washington	33	1%			
			Wayne	14	0%			
			Webster	8	0%			
			Wheeler	2	0%			
			York	22	0%			

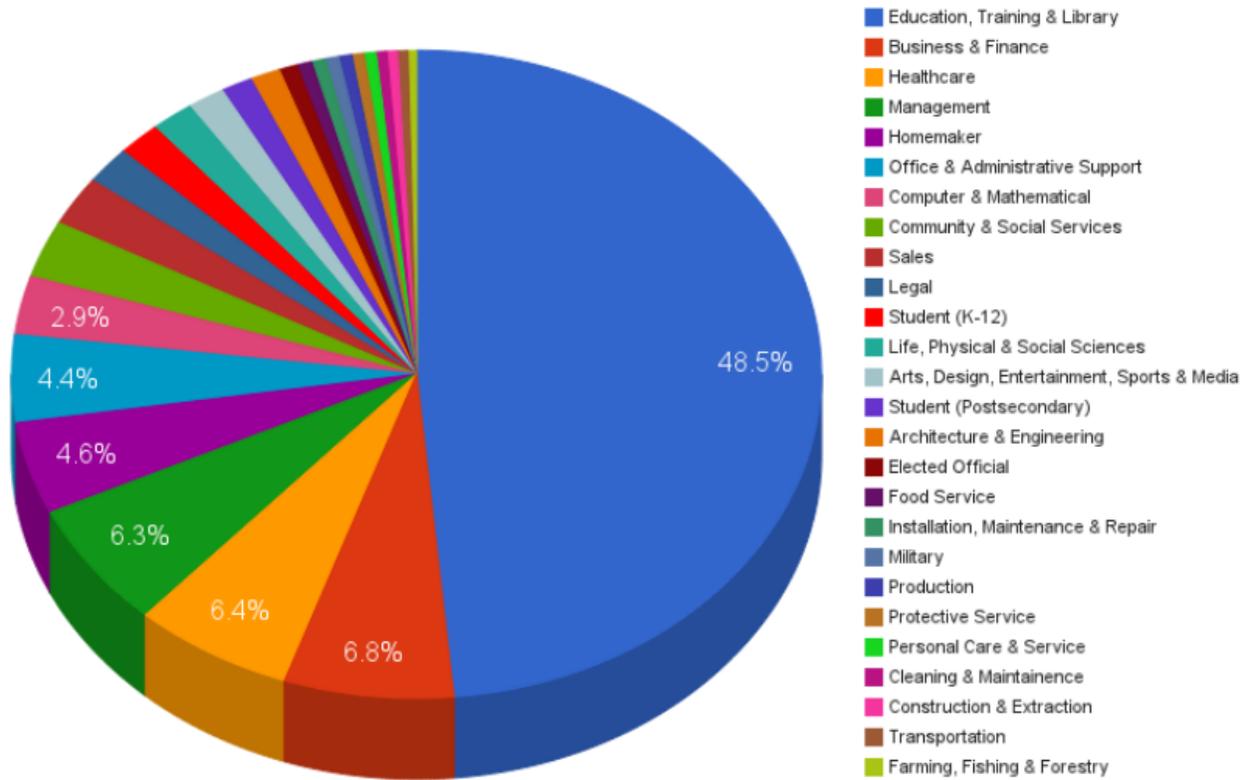
#### Parents

If you are a parent, do you have a child who is:



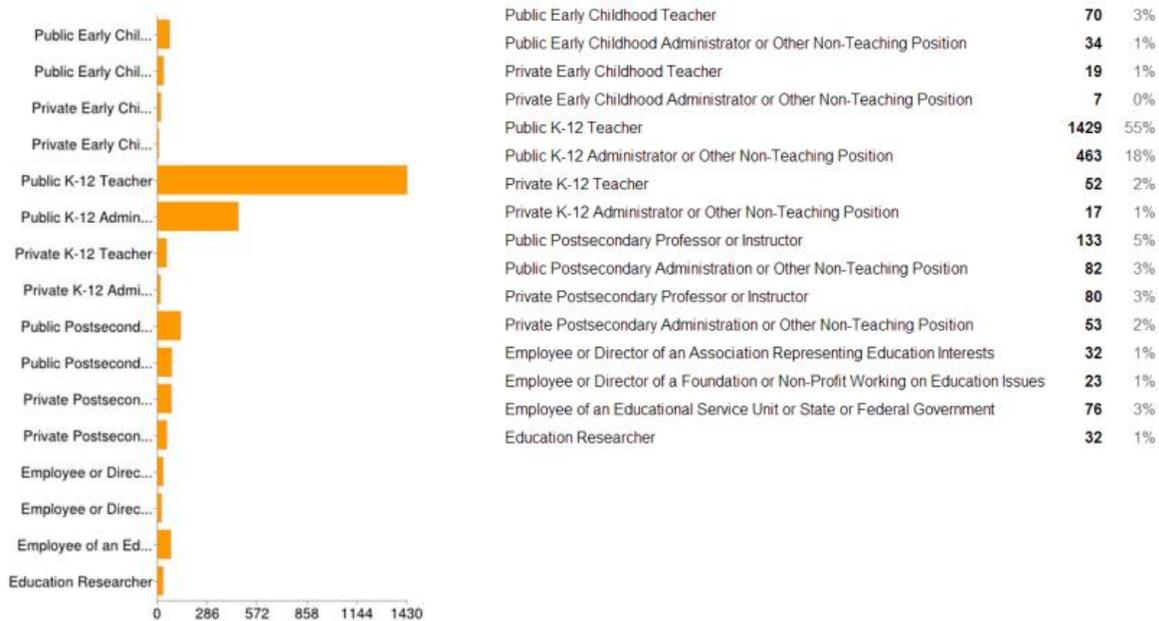
# Every Nebraskan Educated for Success

Which category best describes your current or most recent occupation?



## Educators

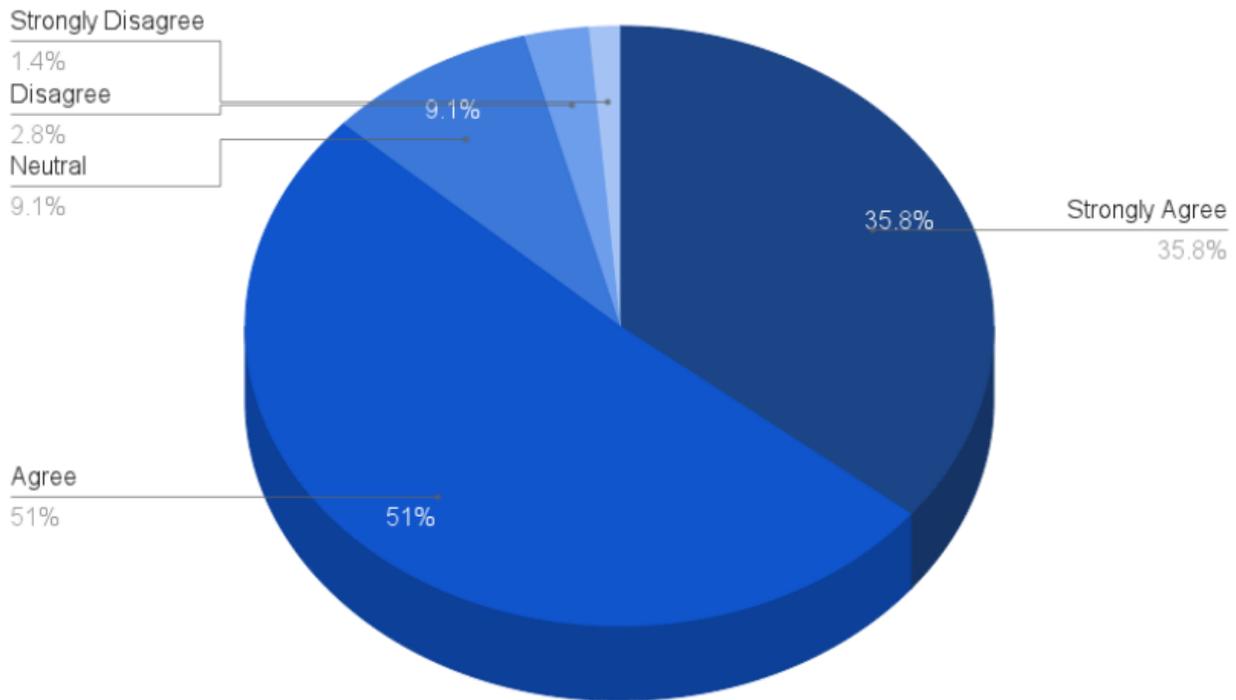
If your current or most recent occupation is in education, please indicate your current or most recent position.



## Vision

### Vision: Every Nebraskan educated for success

*Do you agree that this should be the overall vision for education to move Nebraska into the future?*



<b>If you would like, please briefly describe how you would suggest improving the vision statement?</b>
<b>Vision: Every Nebraskan educated for success</b>
<b><u>Suggested Changes</u></b>
It's very non-specific so I would add something beyond "success" like contributing to society or being able to contribute to society.
"Educated" seems past tense to me, or something that finishes. In a fast paced society, education is ongoing. I suggest changing it slightly to 'Educating every Nebraskan . . .'"
Preparing every Nebraskan to be educated for success
Every Nebraskan given the educational opportunities for success.

# Every Nebraskan Educated for Success

How about something referring to the value of an educated populace capable of critical throughout?
educated well for success
I would add "to the best of their ability"
Vision: Every Nebraskan prepared and educated for success
Another option would be: Every Nebraskan have the opportunity to be prepared for success
Every Nebraska citizen moving towards success for the common good of the USA
Needs to include lifelong learning - "Every Nebraskan actively learning throughout their lives"
I really like the current vision statement: Equip Nebraskans to realize maximum potential in all aspects of life. This allows for all students, whatever their ability level, to be succesful.
Maybe include something about preparing students with lifelong skills to prepare them to be productive citizens. That could be too long,though.
Maybe include something about preparing students with lifelong skills to prepare them to be productive citizens. That could be too long,though.
Every Nebraskan educated for own personal success
Change success to something more relevant, say "... for life" instead.
I would like to see Every Nebraskan freely educated for success
It should read every nebraskan that wants to be educated.
I think that the students move us into the future, so I would say preparing students to succeed in their own goals and for the future of Nebraska.
High expectations of educators with support from families and community
"success" has many implications and education is not vital to success. I would prefer "Every Nebraskan deserves an education"
Success is all in the eyes of the individual. Maybe say "to succeed"
Provide the opportunity for every Nebraskan to be educated for success.
"success" has many implications. I would prefer "Every Nebraskan deserves an education"
Incude something about preparing student for post-high school education
Should describe specific skills, not vague ideas about potential and life. Like being able to read/write, perform arithmetic, and more at specific competency.
Every NE educated for life.
Every Nebraskan College and Career Ready
Education a Pathway to Success
through a viable, free and public education?
To their ability or something that allows for special education students to feel success rather than always told they fail
Every Nebraskan educated to their potential
Every Nebraskan educated to their potential
I like the inclusiveness of the word 'every.' The word success gives no sense of future. Perhaps "Educating all Nebraskans for a successful future"
Nebraska to be successful in the future
Each nebraskan
Every Nebraskan access to education for success. Teachers can't force learning & we can't put that entire burden on them.

## Every Nebraskan Educated for Success

Every Nebraskan educated for success in life, citizenship, and lifelong learning
Every Nebraskan educated for success based on individual talent and ability.
I would change the word educated to prepared.
Every Nebraskan educated to be successful citizens and environmental stewards
Every Nebraskan reaching his or her educational potential
Every Nebraskan educated for personal success. This way even those who are high needs are included. For some success is making it through the day without an anxiety attack. For others much more would be expected to be successful.
"Assist Nebraskans toward success with education."
Educated for success seems too reliant on a definition of 'success'. I'd rather see something about preparing kids for their future.
Every Nebraska given a successful education
Every Nebraskan educated and engaged for success
Every Nebraskan who appreciates it educated for success
Every Nebraskan educated for success, to their highest potential!
Every Nebraskan given equal opportunity and educated for success
Provide an educational opportunity for success, rather than mandate
Nebraska... Committed to Education for ALL
I would add: ..."into the future as educated learners"
I would like each child to reach their own maximum potential. It will not be the same for everyone.
"for success at his/her level". Our special education students cannot be expected to be "educated for success" at the same level as our regular education students.
Every Nebraskan, without any exception, is educated for success
incorporate student accountability into the statement
I would try to incorporate "Educating the whole child: Physical, emotional and intellectual".
Add the word "is" -- Every Nebraska is educated for success
To help guide students to be accountable for their own success in the future.
We shouldn't focus on being educated for success. Success is such a lousy word. How can we measure success? We can't. So why try to educate children in hopes that they'll measure up to something immeasurable. Instead, we should say something like, "Every Nebraskan educated for the improvement and empowerment of our community."
To continue to strive for greater depth and understanding of all class curriculum.
Educational Opportunities For All
Every Nebraskan given an equal opportunity to succeed
Every Nebraskan given the tools they need to realize their personal goals.
To Inspire Nebraskans for educational success
It seems too limited. I would add something in about being prepared to be critical, creative-thinkers for entry into the global community.
Amend statement wording to: "Every Nebraskan educated for success consistent with their physical and cognitive aptitude."
Every Nebraskan given every opportunity to be educated for success
Every Nebraskan educated for the good of all

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great place our kids education
Every legal citizen of Nebraska educated for success, if that is their desire.
Instead of "success" substitute "productive lifetime"
each student educated for success
Vision statement should read "Every student in Nebraska educated for success". With the large number of military families in Nebraska, not all of your students are actually Nebraskans.
Every Nebraskan given the opportunity to earn a world-class education
Every Nebraskan well educated for success.
maybe add student; Every Nebraskan student .....
Every Nebraskan educated And prepared for success
add "individual" before the word success?
for life success (success alone equates to monetarily in my mind)
Every Nebraskan educated to receive the skills needed to be a productive adult.
Every Nebraskan educated to the maximum of their capabilities
Every Nebraskan educated for success no matter what career goal they may pursue.
A full understanding that there are multiple paths for success
Every is a broad word. Maybe, Preparing every Nebraskan for succes.
Every Nebraskan educated for INDIVIDUAL success
Vision: Every person educated for the success of Nebraska
...for success in their chosen field
Every Nebraskan educated for their own success. There is pressure on students to always do their best however, not all students want to go on and be doctors or lawyers. Some believe it is okay to become farmers or ranchers.
Nebraska educatiing for our future
Every Nebraskan prepared for success through curricular and co-curricular experience.
I think it could be improved by adding an a line that points toward the future, such as "Every Nebraskan educated for success in our changing world."
Every Nebraskan educated for success with their abilities to learn
drop the "for success"
for all its citizens
empowerment should be part of the vision
Every Nebraskan equitably educated for success
I would improve it by including the phrase "and encouraging them to do their best".
I would improve it by including the phrase "and encouraging them to do their best".
In reality it is more: Provided the opportunity to be educated for success
Every Nebraskan educated for success and hapinness
Finding economically funded programs to assist schools in the education of students
For life-long success
add "for personal, professional and civic success."
Every Nebraskan educated for the future
I believe a more "active" statement, such as "Every Nebraskan Educated to Succeed" is a more powerful statement.

## Every Nebraskan Educated for Success

According to their ability.
Vision: Every Nebraskan educated to be able to use their talents to their maximum.
Every Nebraskan educated for success through the full support of our public schools, communities, and state government.
Every Nebraskan educated to live up to their full potential
I also like the word "empowered"
Life-long learners/responsible citizens
Every Student, Every Day, a Success
"Educated" and "success" seem too passive. It also seems like schools do more than that. "Prepare" or "Engaging Nebraskans for success" or "Preparing Nebraskans to succeed" seems more accurate and action-oriented.
Success is limiting - how about "citizenship?"
Too broad. Give each Nebraskan the academic tools to succeed at their chosen profession.
Replace "every" with "success available for every" because that suggests that government authority over the education of every child and would not want the government responsible for the education of my children. I will choose how my children are educated. I t
add "at their ability level".
Add " and hold our teachers accountable for success & failure"
Prepared instead of ** educated**
Help every student to discover and develop their innate positive potentials.
It takes more than education to be successful... I would suggest "Every Nebraskan educated and supported for success"
Preparing students for critical thinking and rational thinking is better than an unclear and undefined "vision" of what the future will be.
Every Nebraskan equipped for success
I think it is important to acknowledge that we live and work in a global society now. Perhaps consider adding "in a global society" after "for success."
educated to their potential
To add parental involvement to the vision
academically and with life skills.
Every Nebraskan Successfully Educated
Vision: Every willing Nebraskan educated for success
Vision should focus on the SYSTEM being innovative, flexible, coherent
Specific focus on student learning
Measurable success for each Nebraskan will be different. Maybe "Providing educational opportunities to allow each Nebraskan ongoing personal & professional development"?
Every Nebraskan, choosing to be educated, will be educated for success
I would like to see an emphasis beyond a vague success. Every Nebraskan educated to be a full participant in society
Every Nebraskan who wants to learn educated for success.
making sure that educators (including administrators) vow that ALL students will succeed (especially children from poverty)

# Every Nebraskan Educated for Success

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I think it's more realistic to say; EVERY NEBRASKA EDUCATED TO THEIR HIGHEST POTENTIAL, not all will succeed.
The purpose of education should be to teach students how to think for themselves and come to an educated decision waying all sides of the issues.
Your vision statement appears to be predicated on one thing: Preparation for education in a formal educational setting at a four year school of higher learning. I suggest you intentionally add the following: "Equipping and preparing students for education in tradition schools of higher education and technical training schools." Reson being a 4-6 or PhD no longer commands job salaries as they did 40 years ago. Furthermore, over 2 million highly technical jobs went unfilled last year. Bottom line:Non-technical Undergraduate and Graduate degrees result in huge college debt and underemployment/unemployment. This is unsustainable and must be addressed at the macro-educational levels to ensure all students have well-paying jobs that earn high wages.
starting from a good basic foundation
Educate every student to their maximum potential
Educate for a successful life, not to a test.
Educate students so they are able to understand and apply reading, writing, history and math at a level which helps them make wise and informed choices in their lives provided at a discipline level that inspires excellence.
Educated for success is too broad. More specific like: Educated to ensure a better future.
I would change the vision statement to "Every Nebraskan educated for their future."
How will this be measured? Success is too broad of a category. I would suggest that the vision should be that " Every Nebraskan will receive the highest of educational standards during the pre-K through 12 years.
Every Nebrasakan Accountable to be Educated
Every Nebraskan educated for success at global arena
Every Nebraskan given every option of choice to be educated for success
ALL people including those with special needs getting an equal opportunity to pursue there education.
Nebraska Education: Inspiring Success for All
Nebraska Education: Inspiring Success for All
add regardless of race and socioeconomic status
Every Nebraskan given the opportunity to be educated for success
Realistically no large group is going to be educated for success. A more realistic vision might be that everyone has a realistic opportunity to become educated for success.
Define success, not sure about every Nebraskan. Many Nebraskans are educated with successful outcomes without the help of the state, so to take that burden of every Nebraskan to be educated by the state is a bit presumptuous. You might consider "providing educational opportunities for those who would choose the state's educational options.
Provide an oppportunity for every Nebraskan to pursue an education.
Each individual Nebraskan educated acoording to their constitutional freedoms as an individuals --respecting individual views and opinions of religious rights.
Add success in life. Success is more than having a job but also having life and social skills
Every Nebraskan educated to be successful to their maximum extent possible

## Every Nebraskan Educated for Success

Add "and a satisfying life" to the end. There should be much more focus on pursuing their passion and enjoying life.
"Every Nebraskan educated for personal success." Not everyone has the same strengths, common standards are not possible to achieve. We need to find a child's strengths and listen to their interests. These things need to be encouraged for personal success. A child's weaknesses in the core subjects of reading, writing and arithmetic need to be shored up. Not everyone is going to fit the same academic mold.
a bit broad. Perhaps "...successful contribution to society," or to their community. Success is a broad concept and really isn't very measurable.
Every capable Nebraskan
Educated for the individual abilities for success
Perhaps including a phrase like "to the best of his/her ability" would help. The problem with the "No Child Left Behind" act is that it doesn't take into account students with cognitive disabilities.
Proficient in basic skills: reading and math
I like the idea not the wording. Educated sounds like something was done to them rather than with them or for them. Change it to learning for success?
Every Nebraskan educated for success and/or happiness.
I would say educated to reach their full potential. It just seems more realistic.
Add: commensurate with each individual's overall level of ability
According to their ability
Every Nebraskan given the opportunity of an Education for success.
Vision: Every Nebraskan educated for life
There needs to be a creative point included in this statement. Without creative problem solving, it is incomplete.
Maybe add something along the lines of, providing the best educational opportunity for success. You can lead a horse to water but you can't make them drink.
I think it could be more catchy. My half serious/half "tongue in cheek" suggestion is to align to Nebraska NICE .. "Nebraskans Informed Civil and Educated"
every Nebraskan educated for future possibilities and future happiness (which will bring success). Is success the ultimate end? When do you reach success? When do you "become" successful? Educate for future growth, for future options in life, for future possibilities with a wide range of routes to the finish.
I disagree with the mission statement because it is far too generalized. I would instead change it to: Provide public education for all Nebraskan youths that is equitable. This vision focuses on youth and emphasizes equitable education.
Every Nebraskan given the tools they need to realize their personal goals.
...educated to be successful and innovative in changing World
Every Nebraskan educated to be a democratic citizen.
This is too broad. It does not focus on basic teaching of Nebraskans. Maybe try...Every Nebraska student given the tools to be a thinking, problem solving citizen.
Every Nebraskan given the opportunity, through education, to realize their personal potential.
Many new jobs that are being created are in the field of the Arts & Design. I would like to see something about developing the creativity of students within the vision.

# Every Nebraskan Educated for Success

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Add a goal toward critical thinking skills. That is lacking in students today.
I would add something about the education providing Nebraskans with skills allowing them to reach their full potential.
<b><u>Wording</u></b>
Something with more of a ring, or "catchy"
be more specific with action words or statement describing the future
"Educated" sounds like past tense.
Needs to be a vision statement not slogan
it is an incomplete sentence - please fix the grammar.
Make it more audacious
if we are moving Nebraska to the future, why does the word "Educated" feel passive/past tense?
I like the "Every Nebraskan" but I don't think "educated for success" is powerful enough.
Be realistic-change the wording of 'every' and 'all' to something reasonable.
The word "statement" are only words I prefer vision "actions"
More focus on student learning
define educated for me
Make it a complete sentence, rather than a fragment or slogan.
I'd like to see some adjective in there to describe the quality of the education. It seems that some students are receiving a higher quality education than others.
Using an absolute like " every" is a logical fallacy. It's a nice sentiment, but an impossible statement.
The vision should be about ensuring Nebraskans are literate in all subjects and prepared to meet future challenges... this is different than "moving" Nebraskans into the future.
I think the brief straightforward statement is best.
"Success" (to me) connotes gain of money, power or fame; I think Vision should allow for choice of useful life rewarded by satisfaction in doing good for others, not necessarily in money, etc.
It seems bland, like the new state motto ("Nebraska nice")
Addition of more defining verbs. Successful at what? I understand the need for succinct phrasing, but these five words don't give much direction.
I really like the simplicity and overreaching nature of the statement. I have some questions though, how is success measured? How can we accommodate the needs of a diverse state? Are there better word choices than educated/success?
<b><u>Already There</u></b>
We have been educating for success for the last 30 years. We should be teaching to become well informed citizens. Where is the history, civics, etc. Success will come with an informed student.
isn't what we already do?
Your vision statement implies that Nebraska is not doing a good job at this time.
This is the vision for most all teachers for their student already...success!

# Every Nebraskan Educated for Success

Is this not what we already do?
It doesn't feel like we are striving for much. It feels like what we already have
<b><u>Define Success</u></b>
It's a vague statement. Educated how? For what type of success? What equals success? Who decides if one is successful?
Success is a relative term. The vision should focus on opportunities for all students.
I have no concept of what the definition of success is....educate to fullest potential...educate for a future of their choice....
What is the definition of "success"
Success is in the eye of the beholder
How are you going to define success? Not every student can pass standardized tests.
How is "success" defined?
although a vision should be broad, anyone can be educated for success depending on their definition of success.
Clarify success - work? individual success? contribution to state?
How do you define success? Not all people have the mental capabilities for success.
Be more specific with the word "success".
Success looks different for different people - the vision as it is written right now does not really say anything about our education system or what it should be. Consider revising to include areas of focus, speciality, or emphasis.
Success is rather vague.
We need to be sure that "success" is clarified because that is so broad and can mean many different things for many different people.
The word "success" can give the connotation of achieving some status or level often in the eyes of others. While I marked "agree", I still have some concerns over that final word.
What is the definition of success?
Success in whose eyes? What is the definition of success?
How do you define success?
we all define success differently.....
What is success? Each persons individual idea of success could be different. Or, Each Nebraskan equipped with the necessary tools for success. But then we run into the "definition of success" problem again.
More of a question, what is your definition of "success"?
Success is subjective and should not be dictated by the state
What is success? Success in terms of what? Success in keeping a stable job at a factory? Success in a student accomplishing goals set by the student? Who's definition of success?
This statement doesn't appear to mean anything. Success at what- flipping burgers, quantum mechanics, happiness? I would prefer a vision statement that had some specific meaning.
Define success. That's a pretty broad term.
remember-success looks different for each student
How is success defined?
How do you measure success!?

## Every Nebraskan Educated for Success

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success is a very subjective and controversial word. Will be better to expand this definition, because in a society every person plays a role, and we need all those roles to be filled with happy and passionate people
"Success" is very vague. Success in employment eligibility? What defines success?
Somewhat vague. What defines success at the individual level? Are the details behind the vision flexible enough to accommodate success for all?
The ter success needs defining. Success to one person is differnet for another person.
I believe that there should be a definition for "success". Success certainly won't mean the same thing for each student, parent, educator, or politician.
Success in what? Life in general, career, ...
define success
define success
How would success be determined?
That's all fine and dandy, but define "success." For a student who doesn't like school and has little motivation, success is just graduating and finding a job.
This is pretty vague, what does it mean? Success for one may require graduate school while for another as high school diploma & trade school are what's needed. It all comes down to what "success" means in this context.
what is success?
Define "success"
Vision needs to be a little stronger. "Success" is a fuzzy word.
Depends upon how you are defining success. There are some who are not gifted in traditional academic area (reading, writing and arithmetic). They are artists, athletes, problem solvers, builders. Or they have special needs. So what does "Every Nebraskan educated for success" look like? It cannot be what it has been in the public school arena for decades now.
Success means different things to different people, so it is very important that we embrace educational opportunities that can individualize the educational experience whether a student has special needs, a desire for enrichment, or unique talents and interests.
Who defines success & how?
Be more specific about what you mean by "success".
success can be a very different term for different people... a college education is not success for everyone
A better definition of success might be nice.
"Success" is quite vague, although that's generally what you want in a vision statement, I wonder if the goal shouldn't be "successfully educated" instead.
"Success" in this statement is nebulous and undefined. And "Every"? Including my 89-year-old grandfather?
It is important to realize success is not defined the same for every child/ person.
"Success" is difficult to define and speaks to a somewhat narrow definition of the purpose of education. I would prefer language that reflects the quality of the education - what people choose to do with their education is up to them. Such as "Every Nebraskan receives an education that meets the highest quality of standards." I don't think buying into the cult of success is helpful and experimentation and failure is often a valuable educational experience.

## Every Nebraskan Educated for Success

The definition of success needs to be more specific. Not everyone is suited to become a PhD or even go to college. Some will succeed by becoming skilled mechanics or machinists.
Define success
at some point we need to know what success is for each nebraskan
The definition of "success" means many different things to different people. The center of the problem in education is that nobody wants to clearly define what the "success" is which leaves a void where confusion and disagreement can continually arise.
I agree, but a successful life is not necessarily defined in only one way. We need to educate for success in all areas of life, not just job/career success.
Success in what?
Success means different things to different people, so the vision must accommodate that diversity.
What does success mean?
What does success mean? How is it measured?
Success is a relative term and as such it really doesn't mean all that much--it sounds good, but what does it mean?
"for success" is somewhat vague
I have issue with what is the definition of success. What one person sees as success to another is not. just graduating for some is success, for others this is minimal and not to their potential.
I would include a little definition of success. Who's success? What success?, etc.
What is success and how do we measure it? I would say the vision is to have every Nebraskan educated.
Define success... Success means different things for each individual person. Some kids want to stay at home and take over the family farm others want to go to medical school. Success is a very subjective word.
I'd need an operational definition of success. My views are success are probably very different from that of others.
What do you define as success?
Define "success"
I think it is too general. Success is measured differently by different people. Does it mean 'be happy' 'have a job' or what? Each Nebraska will have the opportunity for an education.
the definition of "success" is up for interpretation; I am a special ed teacher
What exactly does this mean. As an educator this would not be acceptable in the classroom. What defines success?
I know it gets messy fast, but could success be elaborated upon to include "in career, education, and the larger world.
What success? Whose success? 4-year schools? 2-year schools. Vocational/Technical education success? This needs to be a little more specific.
What is "success"?
Maybe we should define "success".
Not much of a vision. Educated for success can be defined differently in each school district. The vision should be clearly defined.
It's very general. Maybe it had to be that way to get the Legislature to agree on it. Perhaps expanding on what success means would be in order. Success in a career? Success in life?

## Every Nebraskan Educated for Success

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Clarify what is success? Employable, educatable, speaking English - very vague what you want.
Define "educated" and "success"
Each person has a different idea of "success"; can you define it? Success in what capacity??
Educated for success is rather broad. Success can be defined in many different ways according to one's values.
Shouldn't we briefly define what 'success' is?
What does success mean? How is it measured?
What is "success"? What are the benefits to farmers or tradesmen?
Success is too subjective a noun and is very difficult to define. It is different for everybody.
Success in what? The statement feels incomplete. Define success.
What is the definition of "success"?
define success, some see success differently
What is the definition of success? Educated to fulfill each individual's full potential. Should we provide any sort of guarantee to each student?
Answer the question "Success in what?"
More specific regarding success for what: future, citizenship, self sufficient, etc.
Success is such a vague and subjective term to use; people define and view success in very different ways. Specify how education can be used to further the lives of the educated.
Define success please
I believe 'success' should be defined.
I think that the word success is nebulous. Success for one person is different than success for another person. The committee needs to either define what they mean by success, or reword their vision to include the unique skills and/or needs of individuals.
How do you define success? Also "Every" reminds me of No Child Left Behind.
How do you define "success"?
Success as defined by whom?
Define success. If employment is the idea then you make education just a jobs training venture.
We need to define what success is.
Define success. Who decides if a person has been successful? I'm all for providing access and opportunities, but the govt shouldn't hold the measuring stick. I think the best way to provide the opportunity for individualized success is to give students tools to learn in general...this will serve them best once they are in the real world.
Success means what? Education should inspire and encourage individuals to use their gifts to help
nebulous--what is "success?"
how do you define success
Define success. Make less vague sanctimonious; it's equivalent of agreeing or disagreeing with breathing fresh air.
Success is defined in many different ways.
How is success defined? This can change the meaning based on perception.
How is success defined?

## Every Nebraskan Educated for Success

success is a very broad term
Not real sure what it means. Success is different for everyone.
define success
success is very nonspecific
Success is seen differently by every individual. I think something in your goal as to be career ready would be best.
what does "success" mean? It is unclear
Define success
It may be difficult to identify what "success" means/looks like for every Nebraskan, but I like the idea!
Success is a vague term and not really measurable. I think we need to educate students to achieve their career goals and potential. Note that this statement recognizes that career goals may not equal career potential. A kid might want to be a doctor, but not have the potential to meet that career goal. Thus, good career counseling is an important aspect of meeting this vision.
It would greatly depend on how 'success' is defined, especially since success as a virtue is different from success in a capitalist society.
Depends on an individual's definition of "success". Many people are well-educated but may not be what some consider to be successful.
What is success? Different people have different ideas of what success looks like to them. It's bad when the state defines one size fits all definition of success and attempts to to impose it on everyone.
It leaves the goal undefined. What is success? Is it commonly held or individually defined?
Success isn't measured the same by everyone
I don't like the word success. There is such a value judgment placed upon that word. Success will be different for each individual. It is an extremely subjective word.
Success is too general, and for the general population success means earnings for a quality of life above the mean. We are already educating students to be primarily worker drones. We need a term that reflects the values of artistic vision and independent thought.
Define success
How do you define success?
Define success?
"success" is a subjective term. It means different things to different people: lawyer vs. agribusiness vs. teacher vs. clergy, etc.
It should define "success" - financial, happiness, personal achievement? All of these are options, but all are different. We should contribute to the benefit of the people of Nebraska, and be forward thinking, and not attempt to maintain our past.
What is success?
Define 'success.' Everyone should be educated for to make a living.
How will you decide what constitutes success? Also, will all students be expected to meet the decided measure of success?
For success is too vague and objective - who defines what success is?
This depends on your definition of success.

# Every Nebraskan Educated for Success

What does 'educated for success' mean? There are already too many people who don't understand the challenges that today's students bring with them to school.
Maybe the question could be clarified as to who exactly the success is aimed for – for the success of each individual and their own personal life goals, or for the success of the State of Nebraska, or for both?
I would like to have "success" defined if you are looking at making legislation around these goals. Success for a special ed child may be completely different than for a HAL student. Maybe something like Access and support for every nebraskan to acheive success through a strong education system.
I am curious how 'success' is defined in the vision.
how does the state define "education"
Success often comes after a few failures. I don't think overall the vision should be focused on success, but the journey.
Success is defined variously as outcome, favorable outcome, or wealth/fame/rank, etc., and I would hope the intent expressed in the vision is not misunderstood in a limited way that creates a merely materialistic expectation.
possibly define 'success' more clearly, graduate high school, college, be gainfully employed, etc...
"Success" alone is too vague ...is it economic, personal fulfillment, workforce ready ...better define.
Success is a relative term.
define success - this is difficult as your vision must cover those who are severely and profoundly handicapped all the way up to those who may be president someday
Define success? Success for an individual with Down Syndrome would be defined differently than a child with no learning challenges.
<b><u>Vague</u></b>
The vision is too plain and generic. It is a no brainer that we want to educate for success.
Seems pretty generic and non-committal. How will success be defined/to what level of success?
Not sure what "educated" means. The context of that is changing. What will that mean?
too open
The "goals" listed are not measurable. How does Nebraska define "success"? What areas will we measure each year to determine "success"?
The vision is very broad, most likely intentionally.
seems too vague - perhaps something like: Our school district and community are committed to high expectations and high standards. We proactively work together to provide skills, knowledge, and resources thus ensuring a fully supportive environment for excellence in education for all stakeholders.
It's too broad
The vision is too broad. Not attainable. Needs to be narrowed.
There needs to be an agreement on definition of terms at the outset of the process--Who is a Nebraskan? What constitutes success?
It's too vague be more concise

## Every Nebraskan Educated for Success

What does that statement mean? It's too generic to mean anything.
Everyone will agree to this. Broad statement. The real work is implementing it in a state that believes so strongly in 'conservative values' !
It seems very generic and not real goal driven
This vision is very general. There are no statements that Nebraska accountable for anything!
I think it would be more meaningful if it were more specific in its goals (e.g.: Provide school choice so all Nebraskans, regardless of income or location can choose which schools to send their children to."
I would think that it would be a little more specific.
Statement is too broad.
the word "every" is very broad. Every student educated for success.
The vision statement is too vague, too broad and you are unable to measure it. Looks like you are trying to do a bumper sticker or campaign slogan vs outline a vision.
Add metrics on how you will measure success and specify periods of time. This is far too vague at this point. Everyone agrees that education is wildly important and a cornerstone for building sustainable, and growth-oriented, communities.
This is very broad. What is the focus? Is it 'global' or does it have a more specific demographic? I would like to see this narrowed down to be more achievable. This is not achievable in the grand scale of things.
You might get just a little more specific. Right now it is pretty vague
too vague
just seems a little short. Not too specific
Vague. What is success? Education.?
What does this mean? Who defines success in this context, and under the scope of the Nebraska educational system? This seems like something no one would disagree with, except it's far too general to be meaningful.
The vision should provide some specific, numeric goals. How will we measure our progress in this process if there is nothing to measure.
Vague, not measurable.
It sounds like a very broad topic that will be translated into just about anything school districts want or have money to spend on.
It is vague and a statement of the obvious. I would suggest that you consider a more concrete goal rather than "success".
I really don't understand what this means. Sounds good but what do we mean by success
Get specific. I can't agree or disagree with vague platitudes.
It is a "noble" and far reaching goal, but I worry that the lack of specificity hurts its effectiveness (might suffer from being too general to be useful?)
"Every Nebraskan"? How is that possible? And, what is "success"? I believe this statement is much too broad to ever be successfully implemented.
This is really vague. What does "move NE into the future" mean?
Give more detailed examples of how it will be improved. It is too generic in speech.
Far too vague

# Every Nebraskan Educated for Success

The vision statement by itself is vague. It appears no goals have been identified, with that, it is difficult to ascertain the appropriateness of the vision statement. The act doesn't define success.
I enjoy the idea of this statement, but find it lacks any specific direction. Perhaps the definition of success should be included, as what your definition of success means directly correlates to whether or not I agree with this statement. Currently I see very little in the state of education, and our educational model that would meet the standards of every Nebraskan being educated for success.
vague- no idea what this statement means
The vision is too broad, unrealistic and unattainable. It should be more concrete and personal responsibility of student and parent stressed.
It's quite broad and can be very subjective in interpretation.
This is a simplistic and overly broad statement. Its a nice slogan, but without much vision.
more specific
A vision statment is meant to be fairly broad, but this is so broad that it is almost generic
How are we going to do this is missing. What will work towards?
Too vague--success means different things to all people
The statement is meaningless.
The quest is either vapid or impossible
Seems like kind of a "well-duh" kind of statement. What's the alternative? "Every Nebraskan educated to fail?" But, really, what does "success" mean? A job? I also think Nebraskans should be educated to be responsible citizens who contribute to the success of the state, whether it's by working, volunteering, voting, sharing, building. not just cogs in factories.
which means what?
This vision statement is very broad and would include continuing community ed, adult ed, job training. All good but do you want it that broad?
What does "establish high expectations for educators" mean? It is hard to agree with vague goals with the discriptors for them.
How will educated be defined?? By a diploma, a gainful employment or other measure. Who will determine the definition of success? Success is different for everyone.
This is very vague as to how all the parts of Education support each other and fit together.
Make it less broad.
Too vague plus success can mean different things. Would rather see something about reaching full potential. Additionally this seems to have an economic bent when really don't we educate so we can have a strong democracy? Literate citizens who can deliberate and think critically about their lives and their community needs?
This is extremely broad and unfocused. How will this particular vision statement help the committee in its decision making process? Who is to decide what "success" means? How does this relate to the current state assessment requirements. Are NeSA tests proven to result in "success" in adulthood? How will this truly help you guide decisions that relate to school district funding?
Goal is to broad and therefore unattainable and meaningless.
Too vague and idealistic. Not specific and measurable. How about something like Every Nebraskan educated to the highest level of individual attainment. Not all citizens of Nebraska

## Every Nebraskan Educated for Success

can be educated for "success". Special Needs populations and some individuals will need to be educated to as close to self sustainment as possible.
I think it is too vague. How do you define success? Many people define it differently. Not sure it should say Nebraskan, or perhaps it should state "Nebraka Student" as it is focused on schools. Just a thought.
Appropriate idea, but vague like most vision statements are
The vision is awfully broad, a bit more specificity would be welcome.
To simplistic
This "vision" is meaningless.
It is very vague. What will the indicators of success be?
The phrase is very subjective "Every Nebraskan educated for success". My idea of education and success are completely different than every other Nebraskan. Also, the statement can be interpreted where everyone is treated the same. The statement does not imply any type of individuality.
Needs to be more specific. Whose aspirations? Based on what standard?
It's fairly vague, need more information
I think the statement as it reads now is so broad that it doesn't say anything.
This statement seems pretty obvious. Most people that are educators want their students to be successful. I think that this statement should be built upon. What does success look like? Is it the same for every student? How are the school districts across the state of NE going to support this vision?
There needs more definition as to "How" you plan to do that.
I worry it is too broad, too big and needs more concrete, specific goals.
It's so lofty, yet vague - who in their right mind would not want these things for NE. Trouble is they're so broad that they feel unattainable because they sound like the same goals that we've always wanted.
The goal is good that all succeed but the vision is somewhat vague.
I feel this statement is very broad. Is the intention to include the elderly, adults, and children together? I'm all for success but what is success? Economic? Having a good life? I would like this vision statement to be a bit more specific.
I agree with the idea that we want all students to be successful and that education will lead to success. However, this is too vague to be an effective vision. It means different things to different people. A clear vision is something like "We will put a man on the moon by the end of the decade." This is our chance to be bold and clear about what our focus will be. Let's take advantage and state our vision in that way. Before we can do that we need to have consensus on the purpose of public education. Is it that students are career and college ready? or proficient on state standards? or that they graduate? or prepared for the workforce? There is no clear answer nationally to the question of a purpose of public education. Shouldn't we be able answer that first? Shouldn't every teacher be able to answer that in a clear, consistent and completely understandable (to the lay person) way? I believe that once we do that, it will be obvious what our vision could or should be.
Be more specific. I cannot put strongly agree to something so vague. Of course, we want students to be educated for success but there are conservative and liberal views on how to do that. I have a conservative view on how to do that.

# Every Nebraskan Educated for Success

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It is very general and depending on the opinion of the author on how EXACTLY to accomplish this, one may or may not agree with the methods used to implement this vision. It is a very non-statement statement.
It is not specific enough.
I understand it needs to be all encompassing, but it seems to be overgeneralized. I'm not sure how to change it, just know it seems too vague.
I like the idea behind this statement; however, it is too broad and too vague. Are we talking for all Nebraskans regardless of age and prior educational attainment? What is the definition of success? Is it graduating high school or does it include completion of a post-secondary education or a tech school?
it is very vague and there are no definitions for what educated means or what success means
to general / difficult to measure
Needs to be more specific
This is too general of a statement
<b><u>Who are Nebraskans</u></b>
Does "Nebraskan" include immigrants? If not, this is limiting. Maybe every "student" or every "person?" Also, "success" has certain connotations (financial comes to mind). What about educated for "life" or "living and learning." Finally, "educated" connotes formal processes that excludes incidental learning. What about "prepared" instead? So maybe something like: "Every individual prepared for living and learning."
Stop in state tuition for illegal immigrants
I wonder about the term Nebraskan excluding our mobile populations
Somehow articulate that "all" means all and our philosophy/vision will be supported by access for all Nebraskans
Not every Nebraskan. Segregate mentally challenged as that significantly negatively im
Does "Every Nebraska" also include children of undocumented Nebraskans that are born in the US or Nebraska? I hope so.
those living in Nebraska vs using "Nebraskans"
Lincoln is a hub for refugees. As a way to respect incoming cultures, why narrow the vision to "nebraskans" when so many nebraskans are hostile toward refugees. Couldn't it just say every child in the Nebraska educational system? Additionally, one person's concept of success differs to the next. Success in life. Success in graduating. Success to getting a job in the primary labor market. Success in reading and writing at grade level by the time the student is in 3rd grade. I think specifics could be helpful without overshadowing the vision.
Define "Nebraskan" as a legal US citizen.
I have trouble with the word "Nebraskan." I believe we are about educating everyone...this lacks global vision. I am assuming that this vision for education includes post secondary education...we are educating many foreign students in our universities today...our education system is not limited to Nebraskans...
We need to encompass a more universal vision for education rather than only NE.
What about legal residents of Nebraska contributing to the economy of the state but not Nebraskans

# Every Nebraskan Educated for Success

Nebraskan should mean legal Nebraskan. My tax dollars should not be used to educate illegals. We need to improve America before we start worrying about the rest of the world.
all citizens/nebraskans regardless of race or legal status.
MAY NEED TO CHANGE NEBRASKAN TO STUDENTS, THERE ARE ALOT OF ILLEGAL PEOPLE IN MY AREA, SO NOT ALL THAT ARE GETTING AN EDUCATION ARE NEBRASKAN
I would hope that when you talk about Nebraskans you are talking about all students. Those who are working well above grade level, those working at grade level and those with profound disabilities as they should enjoy the vision as well.
The term "Every Nebraskan" should be looked at closely ie. Prison inmates, out of state residents. 1. Curriculum is to be a reflection of the community in which it resides. Statewide visions of programs and courses will not necessarily fit local curriculum. Expectations of educators should be under local control also. If you want to do something positive, try coming from an angle such as improving school board governance. Local governance has the greatest ability to impact local educational systems.
What if students are not from Nebraska, perhaps are here illegally...?
This sounds as if it could include adult education - is it mmore than just birth to 21?
I disagree with the term "Nebraskan". It is not clear how that term is being defined. I believe are individuals who find themselves in Nebraska's educational systems should be educated for success.
How about just saying CHILD instead of NEBRASKAN?
We are assuming that all are Nebraskans
The vision statement is great except for I am questioning the term, Nebraskan. Does this mean every P-12 student that is of age could attend school? It sounds like you have to be a native Nebraskan???
I don't disagree with the vision statement, but "every Nebraskan" seems a little vague. What does this mean? I assume we are including the 14 year old second-generation Spanish speaker who can't speak English? My 85 year old grandmother who can't read? Success... what is your vision of success? I know a vision is supposed to encompass a lot and just be an overview but I'm just not sure how to interpret this.
The definition of Nebraskan must be inclusive.
I would begin with wanting to improve the vision statement by clarifying what is meant by the statement. How is Nebraskan defined? Is it all ages? Is there a rule for how long an individual has been a resident of the state? Were Nebraskan's not being educated for success prior to this vision statement release? What has occurred that there is a need for vision statement change?
Is there an inherent definition of "Nebraskan" that is inclusive of any child residing in the state, irrespective of their nationality / citizenship status?
<b><u>Individuality</u></b>
Find out what their interest is.
Not every student has the ability to meet standards. Their success level is individual, not standard.
Ensure that the trade skills are represented along with academic pursuits. Ensure parents with gifted or highly gifted children have advocacy, as at times the particular needs of the school are put before the needs of ghe child.

# Every Nebraskan Educated for Success

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<p>What is your definition of success? Or educated? Doing things in education is nerve wracking because each person is unique, but we put them in to the same set of expectations.</p>
<p>Let's teach to the kids differences rather than the state testing. Each child learns in their own way and at their own pace. Let's get back to teaching instead of reteaching. Also, need to address behavior concerns. Many times teachers need to be the parent/babysitter, thus disrupting the learning patterns for the other children. BIST is not the answer.</p>
<p>according to their INDIVIDUAL talents and ideas of success'</p>
<p>I feel there is a goal to get all kids in a grade to a certain level and there is a lack of special education for those that are mildly impaired for example with ADHD, but also not a strong drive to push gifted children ahead. Especially at earlier years there is a lack of moving gifted kids forward.</p>
<p>Not every students path is a university or college setting. I believe that every student should be prepared to succeed in whatever vocation they choose.</p>
<p>Not sure, but hope this mission statement takes into account that success looks different for different children.</p>
<p>Recognize that not all students can be equally successfully educated.</p>
<p>It is essential that we are careful to meet the needs of all learners and not design success by the same criteria, or expect that students reach their goals in the same manner. There are all kinds of learners, all kinds of schools, and all kinds of teachers and they all support this vision in their own unique and valuable way.</p>
<p>maybe adding their success or something that success is not the same for all Nebraskans.</p>
<p>Every Ne. students education will be at different.</p>
<p>We have to allow for flexibility when we define "educated" - this may look like a training school, 2 year community college, 4 institution, etc. At the K-12 level, we should approach this from a systems perspective. Education should address the whole student and their family.</p>
<p>Not all nebraskans would be educated in exactly the same way.</p>
<p>focus more on learning styles with all children</p>
<p>The vision needs to embrace that all kids don't learn best in the traditional class room setting that we've placed kids in for decades. The vision should include diverse ways of educating the next generation.</p>
<p>success means something different for each child: SPED, ELL, gifted, migrant, etc.</p>
<p>I would like to see a theme of realization that "success" is not the same for each individual-- maybe a reference to allowing each student to reach their "personal best." Every person has their own strengths and weaknesses and I am concerned about a one-size-fits-all approach.</p>
<p>I like the "Every Nebraskan" but how will success be measured? How can we emphasize the need to address the education concerns and needs of all students?</p>
<p>I don't know for sure how I would change it, but I know for each person, educated and success is different, therefore I believe the vision is correct as long as we are tailoring it for each person.</p>
<p>Ensure that kids on the periphery (kids with behavioral, special needs or gifted kids) anyone who has trouble succeeding in a traditional classroom, ensure that their needs are also met.</p>
<p>No matter what their skill, intellectual, physical or emotional level may be - prepare them for being productive, successful members of the community at the level most appropriate to them</p>

## Every Nebraskan Educated for Success

As long as we understand the every Nebraskan educated for success has an underlying implication that one size doesn't fit all. The current standards based model, assessed by the NeSA test has very little to do with the overall vision about each being educated for success.
The overall problem with this initiative is the implication of "one size fits all." We need to trust the people closest to the students. The people who know the students want the students to succeed in life! Minimize regulations so decisions can be made closer to home.
Personalize focus on helping children to realize their potential.
To include individualization statement that the goals will vary contingent upon ability and in some cases depending upon IEP
We should always keep at the front of our thoughts that not every child is the same. They each have a different learning style that suits them best. There can never be one box to fit them all in. I believe that the local schools, the educators that know the children and work with them and their families know what is best for their students.
<b><u>Equity</u></b>
Be purposefully inclusive of historically under-represented communities, e.g., minorities, new Americans, English Language Learners, low-income and limited income families, isolated rural and urban communities, and those with disabilities. Time, knowledge and understanding how to participate in a dialogue of this nature is often new, different and intimidating for these communities. These communities need the opportunity of education the most. To deliver, we must take time to hear about the barriers and challenges from their perspective.
We need to make sure all school are on a level playing field first. Not everyone has the same opportunities and resources.
To specifically address those poplulations that do not graduate at the average rate- homeless, low-income, Native American, African-American, Hipanic
Of all ethnicities and socio-economic background
Administrations and eachers need to be further educated in history and multicultral issues that go beyond teaching from a conservative caucasion view point.
There should be a statement about the import of an equal education for all regardless of race or ethnicity. There should also be something about teaching tolerance and making the classroom safe and comfortable for all.
equality
Set standards and expectations for each child to be the same. No specializing children just because of race
I would add langauge along the lines of regardless of the demographic group
Special needs and minorities This statement sounds too "white". Sorry
Bringing more Native education into all of Nebraska Schools. For far to long this has been lest out and needs to be taught in all grade levels.
To hire more African Americans in the schools and department of education.
Vision statment should talk about equitable education
No suggestion, but it is vague. How can I tell if differences for ethnicity, race, or religion are taken into account.
I agree that there should be an overall vision for education in Nebraska; however, what is good for Lincoln and Omaha schools may not be good for the rural schools of Nebraska. Schools in Lincoln and Omaha are not the only schools in Nebraska.

# Every Nebraskan Educated for Success

<b><u>Behavior</u></b>
Please address student discipline and what reasonable expectations are.
Focusing on education not discipline within the school.
something should be put in there about the effort that is put in for all parties involved, especially about youths that don't want to try and/or violent in an educational setting.
I feel like if you want "EVERY" Nebraskan, there has to be more funding to help troubled kids. Because, when they are in the classroom, they are disrupting the educations of not only themselves, but ALL of their classmates. Maybe define success? That's a pretty broad term.
Remove school psychologists from the actual school. Re evaluate the behavioral protocol. Our SP made the decision to stop educating my son and concentrate on behavioral. Which she created ! I chose to put my son in level 3 school because she kept threatening since 1st grade . Demanded I medicate him. I refused and she became very angry when I placed him in level 3. ( She admitted in EAP session she altered the data to make him fit her needs and admitted there was no academic data because " he was too far behind"! Level 3 school said he has not a behavioral issue but was academically behind! He is in 5th grade this fall reading at 1st grade level! This psychologist is a detriment to the students!
Anti- bullying techniques and ZERO tolerance should be a MUST in ALL SCHOOLS of ALL AGES!!!!
<b><u>Special Education</u></b>
People with intellectual disabilities need to be included.
include our aspergers children whose special needs are not being met.
All special education kids can find a means to support themselves
Every Deaf and Hard of Hearing child from birth to 12th grade have better access to communication in the classroom which is not happening now. Having better access to these children will allow them to be educated for success in the end.
Bring back summer programs for special education students!
Better education for deaf and hard of hearing kids.
It's fine as long as it doesn't become something else and ignore disabilities.
Every student should be educated but too much money is spent on some levels of mentally disabled when affectionate care would be more worthwhile
<b><u>High Ability Learners</u></b>
As long as this vision includes gifted, special ed students and especially the average students.
more chance to enter the gifted program
strengthen the gifted program. stop teaching to the standard of the lowest and start making these kids want to aspire to something!
Stop ignoring the top students. As of now, you teach to the lower to bring them up. That leaves the higher students bored & ignored. When that happens, they give up. Challenge them.
I would like to see more resources devoted to gifted students.
Add something about gifted students

# Every Nebraskan Educated for Success

## Develop Citizenry

This vision is oriented toward building successful individuals, but doesn't our education system also have a responsibility to build good citizens in our democratic process, community members, stewards of our natural and cultural environment, and advocates for those in our society that need advocates? I don't see this perspective in this vision statement. Are we just teaching students about me, me, me?

Success in what? Is it not the goal of education to develop young minds and prepare them to be a contributing person in society? The goal should be to give all Nebraskan's the ability to problem solve and think freely. To learn from history and strive to improve upon the success of our forefathers.

I would like to include something about developing a respect and appreciation for our Country's Foundation and tradition. Additionally, "Developing viable and productive citizens to a democratic society."

## Lifelong Learning

does this include adult education?

In my opinion, this implies that "every" means "all Nebraskans", so this would include pre-kindergarten education for "all" students.

Join the pieces - early childhood, K-12, and higher ed. We've had different initiatives, but they often don't feel completely linked. P-16 felt like a concept, but never a reality.

Not sure if "every Nebraskan" includes adult education. Do "Nebraskans" include those living here who are not yet citizens, or are they left out by the loophole?

This entails life-long learning opportunities from pre-birth to death, and is far reaching. Money?

Are you focusing on PK-12 students or every Nebraskan? There are surely people in the work force who are under educated is does this vision statement pertain to them too. Will there be funding for adult ed?

Begin at the early childhood level!!!

Adding the words "life long" so that the mission clearly targets education as a process that begins at birth and continues through senior enrichment.

Give full-time employees that work in business settings time off with pay to assist in the schools!

No one cares for the young in this state.

Take into consideration the importance of the first 5 years of life, the building block for everything that follows after that.

Include language related to the importance of early childhood education

Are we proposing to include adults in the vision statement or just youth?

more help for early childhood and special needs

The vision statement should include all students, college bound vocational and special needs.

The overall vision needs to include all P-16 partners. This group needs to include community colleges that sometimes are left out of the mix.

# Every Nebraskan Educated for Success

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By wording it that every Nebraskan be educated for success you aren't limiting the range to early childhood- college, you also are including adults, do you mean to do this? Are adults in Nebraska going to also be part of the vision? Also, the wording suggests that education is something that happens to a person, the person should be an important part of the process and not just present to be "educated" Children and adults alike have been removed from the learning process while we spew information at them to be memorized. Bring the student back into the process as an active participant in their education.

So, if you say "every Nebraskan", does this open up this initiative to more than K-12 schools? In concept I agree, but was just wondering.

more emphasis and money on early childhood education age birth -5

Are we only talking K-12? We have many parents out there who need to be educated for success.

Include early childhood education.

and prepared for future learning.

"Every" Nebraskan is the key to this vision. Often our patrons think of education as being for K-12 plus college age students. We cannot forget our preschoolers, our 18-21 special needs students. Furthermore, we must not forget adult learners. As jobs continue to be phased out, the Nebraska education system must stand ready to assist adults to transition to a new field with a new set of skills.

## **Career Education**

not everyone needs to be prepared for college. There needs to be restraint in how many high level courses every student needs to graduate from HS.

Success does not always mean 4 year college

Educated for success will mean different things for different people. For some, it's earning a technical degree leading to technical skills; for others it may be a four year college degree, etc.

I agree that all Nebraskans should be educated for success but not all Nebraskans decide to attend college after high school. We need to be sure that we are meeting the needs of students who would benefit from vocational classes such as welding, mechanics, LPN's, etc.

Not every student will go to college. Tech schools need to be better implemented.

support career and tech programs

"Educated" seems to imply college, many/most of our students would profit more from "training" in an area of interest to the young person.

Not all Nebraskans will attend a 4 year program. Keep that in mind. Vocational and apprenticeships are valid avenues of learning.

Education for 'success' implies technical training at a young age. We should be educating every individual to not only love learning, but to truly be educated in many facets, not just technical training or career-track minded 'education.' Provide a solid foundation of life-long learning, especially since a small percentage of people in the work force actually work in the area of their chosen degree. Every Nebraskan should be educated overall and inspired to continue with learning.

## **Local Control**

# Every Nebraskan Educated for Success

public education in Nebraska is primarily a locally funded matter and needs to be left to local control. if the state wishes to intrude on locally funded education then state funding needs to be vastly improved. this is consistent with the republican policy at the federal level and consistant with the political point of view of the people in Nebraska.

Leave it under local control and keep the bureaucracies out

each individual district should have input. I am afraid of too much state regulation.

Local control is best! One size does not always fit all.

We as districts need the freedom to define success for our individual students.

I have no problem with the slogan per se, but hope this does not entail egalitarian uniformity in education and greater state influence in local school decisions.

While I am sure at state wide goal will be helpful it seems like each district should embrace their own goals that will motivate and inspire them for the future.

But leave individual school districts to choose the curriculum. Perhaps have a list of suggested novels, texts, online sources, etc.

How about local control

I agree with the overall goals, but do not believe in a one-size-fits-all plan

I really think putting all schools in one group is wrong. Every community is unique - let them be that way. What each child needs can and is very different hence let them decide on a local level. Please.

Education is the grass root effort for bright future

Each District establish standards for their district.

I think there should be a vision for the State. Part of that vision must include the importance of some decisions staying with the local Boards of Education.

make it consistent for all schools in NE.

## **Private Education**

Give back all the money LPS takes so we can send all our children to a parochial School.

Add whether through public private, vouchers or charter schools.

I agree w/ the premise, however does this also include private and home schooling? If not this IS NOT an "overall vision" is it?

This is an admirable goal. However, perhaps specifications should be in place stating this is only for public school students.

I would amend that statement to read, "Vision: Nebraska's public schools educated for success", exempting homeschool and private educators. The language suggests an authority not given to the state; that education is the responsibility of the state. That alone holds dangerous implications for constitutional freedom. Parents have rightfully enjoyed under our Constitution, making their own decisions for their own families. Not all parents desire to give legal authority to the state to raise up their children 'for them'. I strongly believe that the job of the parent is to equip their own children with the educational tools they require and are suited for whether that be to delegate that authority or to carry it out for themselves.

I am a bit concerned about how the phrase "all educators" will impact home schooling families.

## **Commentary**

# Every Nebraskan Educated for Success

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I am good with the vision
Educated for success may imply that a child who graduates has all the education that they need. Is there a way to write it to imply that students will be prepared with the skills to be successful by continuing to gain skills and knowledge and experience over time based on their education?
It is a good statement. What school wouldn't believe this in the first place? This appears to be political people doing something to keep busy.
I bet few will disagree that every Nebraskan is to be educated for success YET how do you determine if this vision is already being met or when it is met? The vision statement is TOO vague! Who determines what "success" looks like? Is this every legal Nebraskan? Any child living in Nebraska? Should they be educated for urban success? Rural success? Success in school?
This is all great, but as I read this vision statement, I see so many areas that would be based on how one person sees something. There are so many ways statements could be interpreted by all involved and how the vision is measured to be successful. Just give me a state test.
There needs to be something about equity, adequacy and opportunity either in the vision or goals. Maybe it becomes more explicit in the objectives!
The vision should not just be about career success and jobs. Kids and adults need to learn for the sake of being education, engaged citizens. I worry about making education solely vocational rather than about truly educating people more broadly.
Focus on what's best for kids, not legislators
I like the overall statement. I think these are good goals, however I want to know what it looks like in action.
This statement is fine. We have had vision statements like these for 30+ years and they don't really improve education. The concrete actions in response to these statements is what makes the difference.
I believe we also need to be aware of the fact that children also learn outside of the classroom setting.
The whole thing doesn't seem necessary and not an emergency.
I can think of things I would like to see in the statement. Usually, however, they would fall under one of the three statements that are already listed.
Until you get rid of the total focus on college prep this statement will never be true for all students.
All students should be educated to the extent of their skills, interests, and motivations. It is imperative to realize that academic outcomes are diverse, as the career paths different students use. We cannot create a "one-size-fits-all academic protocol in lieu of providing differentiated educational paths to prepare students for a diverse workforce.
It's not education that moves Nebraska into the future it's the people you educate. Concentrate on quality education, not education as the end goal
To make sure that the language is clear about what that means for expectations of students, teachers and parents with this particular language-it seems a bit unclear what the responsibility of each person's role will be in education of our studentsh role will
I like it

## Every Nebraskan Educated for Success

I think the vision statement should also note the responsibilities of the students, families, and potentially even of the larger community. Education of our youth is not just the responsibility of the schools.
As long as success is measured to their true ability
Make the expectations realistic for educators and students alike.
Success as a goal for the future: no one over the age of 18 should ever make minimum wage. No one should make so little (try to live on it and see the reality of so many who have gone through school). Poverty levels actually go above minimum wage. Teach children to expect more from this life. Change the laws to actually give everyone at least a chance to have a basic life.
we waste money educating individuals that will never be able to contribute to society
LB 1103 is quite vague in regards to how objectives will be met and in what context an "emergency" exists currently. I also feel that "success" being an objective is somewhat a deterrent to the process of learning itself, as "making the grade" shouldn't be the goal, significance should.
IT DOESNT SAY ANYTHING OF VALUE!!!! WHAT A WASTE OF TAXPAYER MONEY! ARE YOU SERIOUS????!!
I don't think it's possible that every Nebraskan can be educated for success. Education like that requires a lot of hard work, and not every family can or is willing to commit to that. By default then, not every Nebraskan will be educated for success.
Educators need to be trusted to make decisions about what is best for students, not politicians that are not experts in this field.
It's vague, and doesn't say anything. Everything except for point 3 is a generic education goal, while point 3 could open up a huge amount of interference from people with non-educational agendas.
Children should learn things that will make them successful.
stop with the this is standard crap and start with preparations
Previously took the survey, but the questions asked couldn't have been more ambiguous. We all want this vision. Tell us what you are going to do, not just list a bunch of "feel good" questions. This survey was pointless, and a waste of tax payer money.
Sounds like you want to dumb down the education in the bigger cities to match less funded school districts.
Goal is unrealistic as not ALL Nebraskans want to be educated nor do the parents help out in the effort.
I don't think this is the best overall vision for education
I just want to keep in mind that all students (special needs included) should get the same benefits.
Generic and safe; who could disagree with such a statement?
Please build-in some claws on keeping parents' decisions and family situations important. Parental rights and parents decisions should be respected. Otherwise children are pushed into homeschooling.
I beleive the power of education should lie in the families in the community, not un the government
trying to create an overall vision for the entire state is a perfect way to fail. We are all individuals and our children will never learn best from a top down approach like this.

# Every Nebraskan Educated for Success

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Every Nebraskan who puts forth a responsible effort should be offered a free public education.
Success equals achieving maximum potential in all aspects of life, so the vision and mission statements say the same thing. The desired outcome is always mission achievement, so the real test of vision will be how we get it done. Saying we want everyone to be successful doesn't take any vision. Perhaps the term vision could be reserved for the high level plan on how we achieve the mission, as that's the part of this that will really require exceptional vision.
Children need to be in classrooms with others at their same learning level in order to promote the best learning environment.
There are too many districts across the state and trying to create one umbrella of ideals and vision is going to be difficult.
maybe not the MOST impressing issue but very important
It is tough to say we're going to educate every single Nebraskan for success. That vision isn't attainable. I would have a vision that ever Nebraskan has the opportunity to receive an education for success.
I dislike vision statements. Too many words put in a way to undermine and intimidate and lull the public into a false sense of security.
Do realize that this means that not every student gets the exact same education/grades/etc-- students have varying abilities (thus levels of success) and interests.
Is this mission from the state of the Nebraska? Department of Ed? Education Committee?
you need to enable our youth to not only learn a fund of knowledge but life and work ethics in the public interest
I think it is important to stress not only success but being equipped with the skills to handle unsuccessful outcomes as well
Math is important, but we need to ensure that social studies is not cut from the curriculum. College, career, and CIVIC ready when they graduate.
Making education fun for kids. Kids learn and appreciate it when it's fun. I think as adults we forget that.
How can one disagree with this?
The objective should be to produce documented and demonstrated educational results, with failure to achieve a minimum level of performance to dictate immediate significant reductions of state aid monies and to include immediate dismissal of all school district administrative personnel along with removal from office of school board members.
All educators are in the business of doing the best they can with what they have. Please realize that many educators are struggling with children who are starting at a baseline that is extremely low and their parents could care less. Standardized tests as the measurement tool for teacher success is a faulty system. Allow some deviations to the "standardized standards" to measure success.
examples for each statement. Educational 'speak' is long on promise but short on details.
Vision statements are usually meaningless drivel. Personally, I'd take all that time people are using to come up with a vision statement and put it towards doing something productive.
While this is a great start, it needs MUCH more 'meat and potatoes' to make it real!
What does it look like for parents, students and educators
I like the current statement. It is basic and lets each Nebraskan determine his or her own "success."

## Every Nebraskan Educated for Success

<p>We need to inspire students who have entered the world without parental support and other circumstances to associate education with improving their chances for living a fruitful life without poverty. There's too much poverty and children need to be encouraged to understand the importance of education.</p>
<p>Every means 100%.we know how that worked in NCLB</p>
<p>There needs to be something showing commitment and effort on the part of the student and their family.</p>
<p>I do strongly agree, but I am uncertain how some students will be able to be "educated for success."</p>
<p>The word student is missing; they are our most important piece.</p>
<p>Education should be the vision, not success.</p>
<p>My husband and I work from the minute our feet hit the floor in the morning until we fall in bed at night. We are blessed with careers we enjoy and a family to love and take care of. We feel like we are pulling the whole world. Tax relief must be given to the workers of the world. We can not continue to provide for everyone. TAX RELIEF FOR FAMILIES AND WORKING PEOPLE.</p>
<p>nothing more needed</p>
<p>Education is an opportunity. You can't guarantee that someone will take that opportunity and "be educated" and when we try to ensure that, we risk reducing the benefits to those who are trying hard for the sake of those who are stubborn or resistant. Perhaps better wording would point to this "opportunity", such as "An education for every Nebraskan", implying that there are different types of education available for very different audiences if they will seize the opportunity. It puts the onus of the burden on the person who would like to be educated rather than the one offering the service of education.</p>
<p>You cannot keep throwing money at a problem and expect different results?</p>
<p>DISTRICTS SHOULD EVALUATE THEIR COMMUNITY AND THEIR NEEDS TO SEE HOW THEY MESH WITH THE STATE AND NATIONAL. THEN BUILD FROM THERE.</p>
<p>DISTRICTS SHOULD EVALUATE THEIR COMMUNITY AND THEIR NEEDS TO SEE HOW THEY MESH WITH THE STATE AND NATIONAL. THEN BUILD FROM THERE.</p>
<p>Focus completely on just two groups: students and their graduation, and taxpayers' rightful expectations</p>
<p>Especially in public schooling, language should be developed for the responsibilities of the students and parents involved. As it stands, the entire responsibility for education falls on the teachers. The finest teachers in the world cannot do their jobs without motivated students supported by willing parents. Learning is NOT a spectator sport, but is highly participative, Until the student and parental responsibilities are clearly specified, understood and accepted, this program will fail.</p>
<p>Don't just prepare students for college but for other areas of learning also.</p>
<p>Should the vision include compulsory education only?</p>
<p>Has to include all factors that influence a persons educational experience.</p>
<p>Look ok</p>
<p>It's a great statement as is.</p>
<p>By allowing education to be run by the legislator you will politicise educational objectives. This may be extremely detrimental to students learning.</p>

## Every Nebraskan Educated for Success

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Stop using "No Child left behind" as an excuse to pass a child just to move them on. And stop moving a kid because of age and "peers". A child needs to be taught at their level.
I am not sure everything is measureable.
We have started pushing children beyond their developmental level. What is happening is that we are educating children before they are ready and they are frustrated and shut down. Not all children learn at the same rate and accommadations need to be made.
I think it's implied in the statement that strong social skills and a strong work ethic as well are part of the vision.
instilling the importance of a positive work ethic; enableing the behavior of students to boost graduation rates is alive & well in our schools and it's WRONG!
I don't like the word every. It's a blanket statement.
is this really needed? Will a written non-specific vision really make anything happen? Or is it just spending money for appearences?
People have to want to succeed. You can have all the mechanis and funding in place but you cannot force a person to achieve. This sounds like it may require a lot of funding. I think we need to be careful about giving away the farm to everyone. I thought the most important part was preparingg the educators and having the mechanics in place for them to use for those who wish to succeed.
this may be difficult to do for those young people who don't want to finish school
It's backwards. Education is the result not the means to success.
helpful for future
Future of what? Kids need more discipline along with actual grading rubrics. Spelling and hammer are being over looked entirely in elementary schools because focus has been so strong on reading and math. If you cannot spell and have good punctuation, you won't get far with either of the math and reading skills.
Who decides what success is? This vision statement is? It is opaque at best and leaves way too much to the interpretation of whom? How will this "success" be measured? Success should be measured by the individual not a disconnected, miniscule group of people sitting around a conference table deciding what success is and requiring every student fit in that box. This vision takes those who are closest to the student and completely disregards their needs, interests, and aspirations. The teacher and the parent are closest to the student. They should be the ones with the most say and this vision leaves them out and in fact, creates a barrier between the teacher and the student, disregards the parents, and ignores the student altogether.
There should also be a commitment by the student to learn
It's ok for a VISION statement. This could be a challenge for those who don't understand the value of education of any kind.
Be realistic and pragmatic; offer the opportunites but do not plan/expect full participation
It's fine to make education available to every Nebraskan, but adults should have the right to direct their own destiny, including refusing the education offered by the state. Parents also would have the right to refuse the state's education for children outside the mandatory attendance ages currently in place. Home is the best place for infants, toddlers, and preschoolers to be educated, and parents are the first and best teachers of their children.
The statement is fantastic. My concern is the methods used to implement the vision and whether those methods are crafted by educators, who know what practices best suit children and their needs.

## Every Nebraskan Educated for Success

It is important to note that educated for success does not and should not be equated with college-educated.
Challenge the ones who can, train the ones who can't
F
you shouldn't put a call on the potential. There is never a 'maximum potential' because students should always strive to do better.
The vision statement is vague concerning how it would encourage learning success in work. Not to mention, I am always concerned when the government through avenues like school is indoctrinating about so called life success. Life success is better defined by churches, parents and communities.
Yes, but the realization is that not all individuals in the pipeline have the capability to succeed. Be realistic.
Sounds very much like "no child left behind"...while this would be great, it is very difficult to attain
This statement may sound directed specific to educational objectives to some. But your mission and goals define it in a better way, in has to be about more than just school.
I like it because in the end, we want everyone to have the chance to succeed, as that's the point of education. That success will look different for each student and that's ok.
Having specific means by which to accomplish this vision. It is all well and good to provide optimistic educational jargon, but teachers, students, and parents want to know specifics. How much money? How many hours? Specific class sizes? And how these things figure into the process in the next 10 years.
The vision establishes high expectations for educators, but is only seeking to 'develop' the supports from others responsible for educational success. It's pretty clear that families, communities, and policy makers (e.g. legislators) are co-responsible for students' success and we ought to establish high expectations for them as well.
I believe every Nebraskan should be educated for their individual success but not necessarily all together in the same place!
Seems a bit pointless since we allow schools to create their own vision.
End rural/urban differences and concentrate on educating all children
discard the unrealistic language of NCLB "Every", and begin with a more realistic vision based on real conditions and disparity of resources and abilities. This is an opportunity for the educational committee to question and correct and redefine the "failing schools" narrative.
We should strive to have the best P-16 education system in the USA
not everyone will succeed
I understand that Vision statements are often (and should be) broad, but I just feel that this statement is so broad that it doesn't really mean anything—or could be taken to mean almost anything. What is success? And every Nebraskan? That is a lofty vision, but I would focus on students and maybe how improving education can improve communities. Furthermore, I don't feel that it really addresses the current crisis in education: the fact that the quality of education a child receives is highly dependent upon her skin color and the amount of money her parents make. To me, any broad vision for education should address the inequalities in education.
I like the vision but was curious about a couple of the words used. Why "educated" and what does this mean? How will "success" be measured? I like that the vision is a broad statement that we can narrow down to more focused goals.

# Every Nebraskan Educated for Success

lets talk about what we are teaching them, this says nothing.
Family and home life should be critical in any childs development. It is not the governments responsibility to raise our children for us.
Teach love of learning success will come from that.
Not all can be. Just like nclb
<b><u>Related to Mission or Goals</u></b>
The mission might be more specific if it metnioned success in their family, community and workplace.
Too broad to say "maximize potential in all areas of life"...better to focus on making students critical thinkers and learners
Goal 1: success in learning, work, personal and spiritual life, innovation, physical health, lifelong learning, collaboration, etc.
I would state "all" Nebraskans, in your first goal
Expectations are already high for educators, however support and general understanding of the challenges facing today's youth is lacking.
Highly qualified teachers in every classroom with no more than 24 students in any classroom.
The third goal "partnerships" is vague. Also, while I like success I fear that success is automatically tied with finances. I think we need to emphasize other aspects of education especially valuing others and valuing life. "Success" is too often associated with beating someone else. .
I think that there needs to be something that talks about a coordinated and collaborative effort amongst all school districts in the state recognizing that eats the Nebraska prides itself on having local controled school Districts. However this leaves much interpretation of rules and regulations including access to and transparency and oversight of special-education programs
<b><u>Common Core</u></b>
adopt Common Core State Standards, require ongoing professional development to re-certify in NE. Provide lots more professional development for teachers
If this is a link to Common Core in any way, I fully disagree with it.
I absolutely as an educator myself do not believe in Common Core education. I support the education of all LPS students however many students who should not be moving forward as an example from third to fourth grade because they do not have the ability or have not met the curriculum criteria still get pushed through the system onto the next grade. I have seen this first hand at many levels. The vision is driven by politics and many of us educators and parents where completely unaware of these changes that were put into place in the middle of the night. This robotic approach to education is not going to produce educated individuals in our community in my opinion. Improving the vision means not producing cookie cutter curriculum and test procedures that do not measure students' abilities in full. What is happening in the classroom is what I consider to be training for Common Core test taking.
Too vague, like a smoke screen. Do NOT want COMMON CORE!!!!
Every individual is different. Therefore there is no one size fits all. Common core and any system similar will only lead to less parental control and lower education quality.
I don't see anything about History or promoting the children as indiviuals, This smells of Common core to me! I see all the key words being used.

## Every Nebraskan Educated for Success

common core
Instead go for the Commom Core Standards
Drop "No Child Left Behind" and "Common Core"
No Common Core!!!!
Common CORE!!!!!!!!!!
I caution only in the fact that I do not believe common core is the way to go
Make sure to think independently of Common Core
Let each school district decide what is the best way to educate the students in their district. Common Core is not what Nebraska school districts should be bound to each district should be held accountable to their own parents and voters
Your statement is to general and broad. It feels like this is a way to try and bring in Common Core without the people truly knowing what is going on. This country has been going the wrong way for a long time and the public is getting tired of being deceived. Are you trying to deceive in this statement?
No COMmon Core, every student educated to his/her abilities, not govt perceptions of those abilities. Education is individual.
<b><u>Curriculum</u></b>
We need to make sure that creativity is important.
Students not only need knowledge of core subjects and the arts but need training with regard to ethics and decision making.
a curriculum that correlates with the future jobs of Nebraska
Educate youth in high tech and give employment opportunities so we can nurture and support the end to the malady of "Brain Drain"!
Alignment of K-12, CC, and 4 year curricula and transfer
more hands on opportunities to work with the community and aquire more people skills and dealing with what life is going to throw at you.
Be more specific - align classes with specific goals in colleges and universities.
project based education
computer keyboarding a required jr. high course
To teach student about the changing technology and how it works
Focus on teaching basic skills -- minus the politics.
dont forget about functional skills so all students can succeed
Teach the basic math skills and don't emphasize on the different methods this why the math scores are low. Everyone should be treated the same doesn't depend on socioencomical status.
concertrate on math, sience, reading, writing , history and the arts
Strong science, technology, engineering, math
Develop their imagination and creative side
Include the "arts" as part of the development.
We need to incorporate science into all curriculum and at every grade level. Art is science, music is science, PE is science. We need a science literate population.

# Every Nebraskan Educated for Success

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You need to bring both science and arts, as well as more time for recess and PE into the elementary curriculum. The focus on the "Three Rs" is outright antiquated and runs counter your stated vision.
more science education
start the foreign language in elementary school. STOP rushing through chapters just to complete because thats what the district says, and have teachers ACTUALLY GRADE papers...to start with.
We need bilingual education, Spanish as a second lanaguage, starting in pre-school and gradeschool. Only a bilingual education will complete success for or kids as the world is changing. Children should start languages as early as possible, not in high school.
<b><u>Technology</u></b>
Include collaboration through technology
Bring the classrooms up to date for 21st Century Learning
There is nothing about technology in the statement.
Technology in every classroom
be on the leading edge of technology in teaching.
Keep up with the technology that develops (like you are doing)
I think that we should not constrain the vision to just Nebraskans. I think that we should just focus on students and enable potential growth in additiona arenas utilizing technology. Potential use of technology for satellite education to other states and countries.
<b><u>Strategies</u></b>
Empower teachers to do their best in their classrooms. Small class sizes, lessening the impact of high stakes testing.
teach to the child, not to the test.
Prioritize critical thinking and creativity.
Rigor is the key
Reasonable goals and assessments
Fewer statewide tests to measure.
standards need to be just a little higher.
I think kids should be educated to learn and grow and not just work for grades
more challenge for students
Get rid of administrative positions.
By having year round schools
Year round continuous options for education in both traditional and alternative schools
eliminate NESAs testing and allow teachers to do what they do best, motivate and educate - not every student is a good test taker
I just struggle interpreting the statments. I would like to see Nebraksa adopt higher standards in education - where grades are based on performance. We have been too caught up in 'no child left behind' that we are neglecting our gifted children (who are going to be community's biggest contributors in the future).
more real world training

## Every Nebraskan Educated for Success

no standardized tests, teach to learn, plan and prepare. teach independence, accountability and responsibility.
Application problems are really important for our students to learn
Keep in mind we already have too much testing.
Focus on learning and the child--not a test score. Teach the whole child. Buy into Bloom's Taxonomy--not just knowledge. Care about the child--not a score to make the teacher look better. Use technology to enhance what we do--not replace it. Use McRel's Dimensions of Learning. Put Gardner's Multiple Intelligence into all that we do.
Provide an education which is more interactive/experienced based which enhances the cognitive skills of students.
The priority for schools would be to help every student develop critical thinking skills.
Children shouldn't be passed along, they should be taught !
No more coddling the weak.
Some high level students are not being challenged as we continue to try to bring everyone to same level. Thus. we may be teaching to the lowest level that students can achieve based on the students with less potential for learning or ability to learn easily.
Laptops for every child, ball bouncy seats not chairs in every classroom at the elementary level.
Include the importance of interprofessional continuing education to promote a team approach to quality patient care and safety
At the college level, make certain hands onteaching is applied to theory.
Remove "no fail" policy in our public schools.
eliminate standardized testing (NESA)
Get programs in the high school that allows math skills for life and allow them to count for graduation. Allowing classes to count for all students to succeed in life.
Include higher standards to increase literacy/reading level in our students. Most students graduate with about a 5th-8th grade level of comprehension at this time.
As long as it is kept in mind that this is not always measured in traditional course work and tests.
Get RID of "no child left behind". That has been the worst program ever implemented
A continual plan that incorporates a successful testing process that has high but attainable expectations.
Having each curricular area map out a goal by the end of 12th grade and scope/sequence that out. This would give a united vision for Nebraska students.
As a primary teacher, I think it's important to establish a "love of learning," although that would be difficult to measure on paper.
Include International Baccalaureate as the yardstick measurement
Invest more resouces in teachers and the classroom by making cuts at the upper/corporate level (district offices)
make the teachers work with students rather than just get them out of their class
weed out the teachers that bully youth, that sit in the class talking about students in front of other students, and the teachers that are supposed to be teaching instead on their personal cell phones talking the entire class.
All teachers must be reviewed if more than 10 percent of the students that they teach are need scoring at lease a 3 on the grading scale by the middle of second quarter.

# Every Nebraskan Educated for Success

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MAKING SURE THAT ALL TEACHERS ARE TRAINED IN NOT ONLY ACADEMICS, BUT ALSO SKILLED AT WORKING WITH CHILDREN FROM DIVERSE BACKGROUNDS.
Resources and time to collaborate
The new teacher mentoring program needs major improvement.
Maybe some of us teachers want to set and live by higher standards....
Include specific music & art activities to foster community involvement
Possibly giving parents tips of what they can teach their kids during the summer months to prepare for the next level. And for teachers to be able to try and spend more one on one time with each student as needed.
not just partnerships but resources support for all families
We should also be equipping parents with training and tools to help their children as well. If home life is abusive and unsupportive, then it is challenging to overcome in education
Start making parents accountable !
<b><u>Finance</u></b>
I can't strongly agree to a vision that isn't supported financially by the state or federal government. The smaller class schools are already struggling by doing more with less.
It is important that this vision be supported with the necessary monetary resources so that this does not become another unfunded mandate.
State Money to support smaller classes and individualized training.
provide funding si this is possible
Actually finance this vision.
find new funding outside of property taxes
Reform the funding process for public schools so that all public schools are funded equally and adequately.
Making a College Education more affordable.
Nebraska's goal is to create college graduates with minimal (or NO) debt.
funding for schools to maintain smaller class sizes
If we can agree on a comprehensive vision for Nebraska then we will need to provide resources and be willing to let go of ineffective programming. It's not just enough to write a vision. It's critical to support the vision.
CHEAPER COLLEG
By providing support to schools
provide adequate salaries for teachers
<b><u>Procedures for Visioning Process</u></b>
Hiring an outside facilitator
Your survey does not allow for retired educators to submit the survey.
In my training, a "vision" explains how the organization attains the "mission." This appears to be more a mission statement than a vision statement.
The vision should be collaboratively set.

## Every Nebraskan Educated for Success

Nice thoughts, but how is this going to be attainable? We can't make blanket statements without real ideas? Just wondering. Get REAL educators involved.
involve the teachers--the people who work directly with the students, parents, administrators and legislators
Include input from parents, educators, administrators, business leaders (small & large) and landowners (tax payers) to develop the vision. Leave politics out.
I think you need to involve educators and those closest to the student. Schools and districts have vision statements, goals and direction. The legislature needs to have a very minimal role.
Form committees that hold meetings around the state to visit with stakeholders about educational goals and opportunities.
involve people from all aspects of NE education
A vision can be very open-ended so the most important work is the policies that support the vision.
Let's make sure we don't have overlapping entities with vision statements
My first concern is that a committee put this vision together initially and seemingly without any input from educators in the state. If educators were involved it would have been nice to know who and how they were chosen.
First, I would improve the way this survey is delivered. The two awful vertical "must click through" are for techies. To answer the survey question, I would make sure English is accessible to all. Take a quick quiz, if English is not understood, then teach to the individual.
Getting the input of the teachers and administration of the respective districts. The teachers will be the ones carrying out this vision and I believe they should have some of the input.
Depends....is this something created by politicians or real educator? People who are trained in education and work with our children daily?
Hold public forums and get parental as well as teacher feedback on how to make this a reality
Have educators input into the vision for the state. They are the ones that are going to have to implement the vision.
focus on Pk-12 or create strands to help people focus their comments
Include teachers in the development of the statement! Build a group of practitioners to contribute to the process.
The vision should be supported and undergirded by scholarly research and documentation, and this should be made explicit. Educational attainment is dependent on so many factors, and recognizing and implementing policy decision based on both empirical evidence and professional practice in education is key to the state's success and vision for public education.
In the School Improvement Process, the entire first step is how to create a Vision. "Breakthrough School Improvement" is a publication of NSSE and I would suggest a review of materials like this
<b><u>No Comment</u></b>
no comment
None
n/a
I don't know.
x

# Every Nebraskan Educated for Success

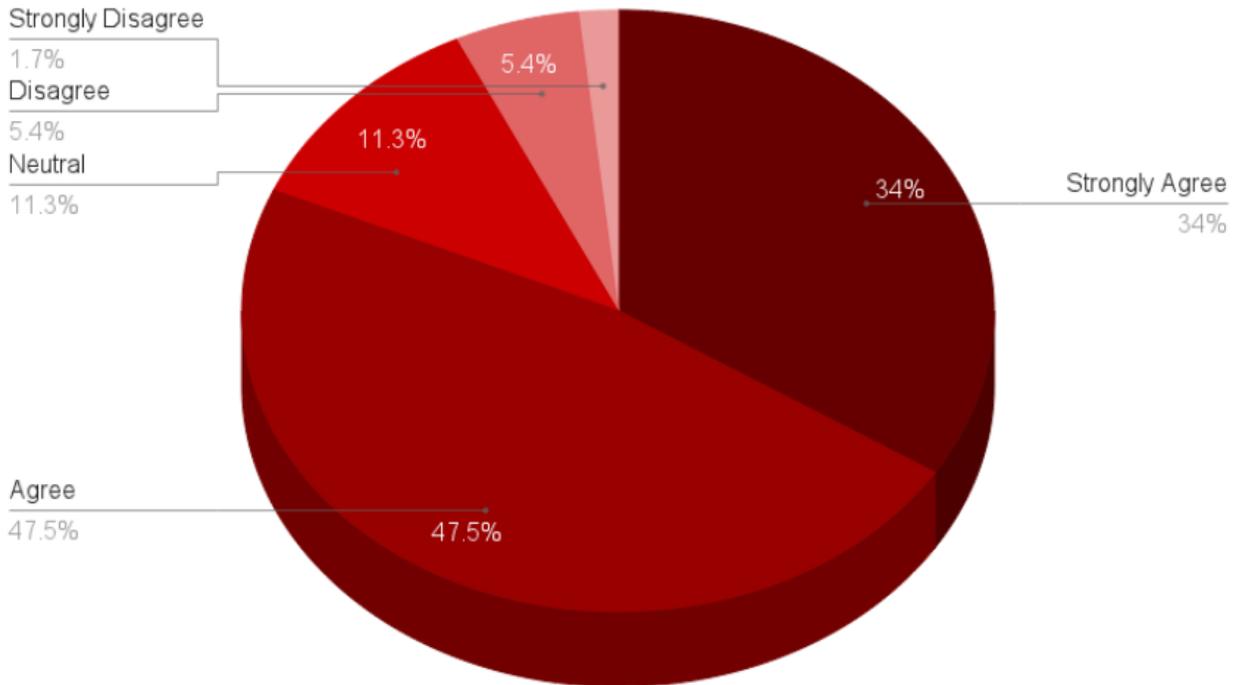
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I have no idea.
na

## Mission

**Mission: Equip Nebraskans to realize maximum potential in all aspects of life**

*Do you agree this should be the mission of education in Nebraska?*



<b>If you would like, please briefly describe how you would suggest improving the mission statement?</b>
<b>Mission--Equip all Nebraskans to realize maximum potential in all aspects of life</b>
<b>Adult Education</b>
while I agree with this, I am still curious about the inclusion of adults and whether or not lps would be equiped to handle adult education
<b>Beyond the Scope of Education</b>
I am not convinced that the education system is or should be responsible for all aspects of life.....

## Every Nebraskan Educated for Success

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I believe that there are aspects of life that are meant are not meant to be addressed in a public school setting
I believe that this statement is not possible in a public school since topics like religion are not taught there but are absolutely part of how someone may reach maximum potential.
I believe there are aspects in ones lives that the education system should stay clear of. Religion, Environmentalism, ie: Climate disruption and liberal politics. We are not in the business of taking over childrens lives. There are things that need to be left to the parents.
I don't believe schools should assume responsibility for all aspects of life
It should not be our place to "equip" anyone. That suggests it is our responsibility to take care of others. I believe in personal responsibility and working hard to achieve your goals.
public school is not to teach ALL aspects of life-too invasive
Schools can not do everything. The schools need to focus more on academics and expect parents to handle some of the personal issues.
The educational system is not entirely well positioned to provide for some aspects of life.
The school system is responsible for educating children and assisting in normative socialization, but making an education system be responsible for all aspects of life is too far reaching. Parents, families, churches, neighborhoods all play a part.
You are tasked with educating my child let me worry about social and moral values
You willing to tackle values education?
Again, I think this is overstated. There are parts of life (like having a fulfilling marriage) that education will at best touch tangentially.
Good goal and mission, sounds unattainable. maximum potential in all areas, sounds too far reaching.
How could the state possible maximize every person potential in all aspects of life? Seems like a lofty goal for the government. Makes me think that the government does not know or understand it's real purpose.
I do not see how getting a public education translates to my child being equipped to maximize their potential in all aspects of life. This is statement, too is subjective. My idea of maximum potential is different than every other person living in Nebraska.
It is not the job of the State to decide "maxium potential in all aspects of life. That could bring State overreachr
my concern is with the "all aspects of life". I'm not sure that is realistic of the public school. So much of a persons life is spiritual, yet I don't believe the public school is itself euipped to prepare students to realize their maximum potential in that realm, not should they.
Probably a difficult load for a public school
The educational system has no business "in all aspects of" my child's life.
What business does the state have in "all aspects" of my life?
Schools are NOT responsible for ALL aspects of anyone's life - just teach them the basics.
Schools should be careful not to intrude upon aspects of life better left to students and their families.
All aspects of life is definately not in line with what is currently taught in schools
all aspects of life? The statement needs to stay with education, not all life encompassing.

## Every Nebraskan Educated for Success

Education should not be involved in all aspects of people's lives. Separation of Church and State is a good example.
Faith is an aspect of life, but one's faith is not properly a part of the work of public education.
How can education provide for all aspects of life?
I agree with this mission. However, I don't believe schools should be asked to teach morals, values, or a-z sexual behavior. I would specify "realizing maximum potential" in the aspects of life that the family should teach.
I don't know that public education can equip for all aspects of life. Certainly the educational needs to develop a productive citizen but not the emotional and spiritual needs of life. I suggest using language related to a productive citizen in the mission.
Schools cannot provide everything for people.
The education system cannot be everything to everyone. Schools should focus on education only. This statement is for parents and guardians. For example: teaching and guiding children toward religious faith, moral systems, and political preferences are not taught in school. But these things are included in the phrase "all aspects of life."
<b>College Prep versus Work Prep</b>
have more "tracks" in school that prepare students for careers; have more statistics classes
I hope this doesn't equate with requiring more mandatory course work at the high school level! I believe part of reaching maximum potential is exploring the world and learning from your exploration. Today's education system has focused on a course of college prep and yet up to 70 percent of our graduating high school seniors don't intend to pursue a four year degree. How are we preparing that MAJORITY for productive work and lives?
It is important that students understand that 4-year college is NOT a necessity for maximum potential. I like the "all aspects of life" because that includes career education
Not every student can be an academic success. Provide other educational options such as trade schools. Allow all types of students to experience success.
Education is vital, but not everyone learns the same way, and therefore, if a person chooses to gain their education in a non conventional way, that should be allowed and accepted. Not everyone is cut out for college. Keep high standards for character and integrity, but do not expect all to rise to a level of college ready that they do not in fact want. Each student should be looked at individually, not in one lump sum.
Preparing students with skills that they will use in today's job marketplace- digital computing skills and basic accounting
Provide students the tools to become working productive citizens
As I teacher in the Omaha area, I see a very strong movement to prioritize learning of content over work habits: eliminating penalties for late work, allowing infinite retakes of tests where the students get the highest grade they ever earn. I think this will seriously hurt students because as teachers, we aren't MERELY educating students in terms of content, but ideally, we are also teaching them habits and skills that will make them successful in the workplace. I would love to see you add something specific about promoting work habits as well as content. If we want schools to truly be a path out of poverty, they have to give kids more than content-area knowledge.

# Every Nebraskan Educated for Success

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I think students should be able to choose a VOC. tech path or an academic path. school should offer core classes to get students ready for the working blue collar world as well as upper level classes for students that are four her college bound.
Is there going to be different programs made available for kids who are not considering college?
At the college level, make sure hands on discipline is taught with theory.
Begin by educating families across the state about educational and job opportunities which are available. Far too many people are unaware of the ever-changing landscape of the 21st Century Workplace.
<b>Commentary</b>
"All aspects"? We still need specialists.
Adapt learning communities to teach kids at the level they can learn instead of expecting all students to reach the same goals at the same time
Again it is hard to strongly agree with general statements
Again, the grammar of this sentence is incorrect.
Again, we need to be to individualize learning for students so they can meet their potential.
All aspects included spiritual aspects, our education system cannot do that. Our education also cannot take on health care. My child's education in my responsibility, not the states, but I certainly appreciate the assistance :)
all aspects of life includes things like religion and romantic relationships. Why not make it something like: "Equip Nebraskans to maximally realize their their personal potential
All aspects of life would include spiritual, interpersonal, etc. Is that the role of education?
At this point I can think of no way to change this.
Better!
By following through, creating programs that allow for help and assistance. Allow children to work off their own fines in the library or helping out around the school. Do not make detentions optional. Have better times available for pt confrences. I had to work for every conference last year and I can not afford to take a day off.
Does this mean a tax cut for everyone?
Does this mean the education system is taking on personal issues, family relationships, moral decisions? This is very big task for educators to be expected to do...equip all students to be successful in alll areas of their life.
Education is important in all aspects of life but I don't feel spiritual or health for instance should be under the expectations.
education is not the only tool needed to complete this mission
Education is not the thing that gets someone to realize their individual potential—it is only one facet.
education is so very important but it is also a personel decesion be careful what the state mandztes
Education should prepare people for the next step. The potential should be developed and discovered not realized
Encourage pursuit of quality of life and balance rather than maximization.

## Every Nebraskan Educated for Success

Equip Nebraskans with the tools needed to be life-long learners.
Equip schools with resouces to provide Nebraskans opportunities to pursue happiness and maximize their pntial in all aspects of life
Equip? That sounds awkward. Make Nebraskans...?
Equipping people to realize maximum potential in all aspects of life is a practical impossibility for a school system. I think that we should attempt only to educate Nebraska's children only to the extent that each child is capable of being educated.
Focusing on what's important for the future.
For starters, we need to get the students to understand the importance and get them to want to learn. Attitude is #1
free college
good
Good luck in accomplishing this with the current education system. This is a bunch of bla bla bla so that a politician can say we did something. Lets get active and do something to engage youth in real life.
Help be understand what this has to do with education and the academic responsibility our schools have for all students
Hiring an outside facilitator
How is poverty going to be addressed.
How will this include those student who do not want to be educated? Those just filling a seat in a classroom but need to become productive citizens? Can you legislate cooperation from them?
HOW will you equip Nebraskans to realize maximum potential when Potter, Nebraska just cut another class and caused 8 people to leave?
I agree that this should be the objective, yes. However, how to measure this over all the districts in the state would be difficult. Not sure if it is worth the time and effort.
I agree that we should equip people to understand it, but there are people who will never care about it or try and I feel that sometimes valuable resources are wasted on those who will not make good decisions about their lifestyle or education choices.
I am struggling with the word "realize". I don't want students to realize potential but instead utilize their potential. It's what we do with our knowledge instead of just obtaining it.
I appreciate the attempt to address that education should be broad and prepare students for success socially, emotionally and academically, but putting it in the mission cheapens it.
I disagree with the final phrase "in all aspects of life" because it implies that the school should be burdened with aspects such as family life, financial life, etc. End the phrase at "maximum potential" because public education is simply not resopnsible for "all aspects of life". People and families are responsible for those aspects that education is not.
I dislike the term "equip" in the wording.
I do like this. Is making them realize their potential out overall goal or preparing them for life on their own, society, career, college, etc...
I do not want sex education or any personal political views shared in class.
I just don't know what this means
I like that we have put all aspects of life. I feel now the education systems focus is just for higher ed.

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I think it is pretty good.
I think it needs to include the fact that access to education improves health outcomes overall lifetime earnings and happiness in life.
If we are only talking about pre-college students I would change it to read Nebraska's youth vs Nebraskans. The same goes for the Vision Statement.
If we equip students to learn, they can maximize their potential. Schools should not have to deal with all aspects of life.
improvements can always be maded quarterly.
Including life skills, we already pay for swimming pools in public schools but we don't require our children to learn to swim. This is just one example. There are more.
Is this whole thing just going to be Orwellian corporate speak? Here is a tangible and achievable mission goal: I want the people of Nebraska to meet and/or exceed the common core standards.
It may not always be feasible to obtain this mission in all aspects of life.
It really does not matter
it seems jargony, but most mission statements do. I don't disagree, so in the end I think it works... maybe add the word synergy somewhere? I'm just kidding.
It's an empty statement unless there is a commitment for providing supplementary education for immigrants and refugees and for those who come into the system in their late teens. We should be committed to helping all to graduate through 25 when the brain has completed growth. Otherwise many leave school without their diploma and are stuck with few means to improve their life.
It's OK. But I also think people deserve to be happy and fulfilled, not just constantly striving to reach "maximum potential."
It's too buzz wordy.
Missions are great but not an end all be all.
more counselors at all levels
Nebraskans have enough self efficacy to beilve in their maximum potential. Dont assume that they are incapable of achieving.
Nebraskans who desire can be equiped to realize maximum potential in all aspects of life
Need a mission that has some teeth. What does this mean?
Nobody needs to be an expert at everything. It sounds like blurred focus and is limiting.
not possible for anyone to realize total potential
nothing more needed.
Phrases like 'maximum potential' seem boiler-plate. Also, how will schools address 'all aspects of life?'
Please see my comments for the first question.
Pretty hard to be at maximum potential in all aspects of life. Maybe it could to be find ones strengths and maximize potentials?
Probably a good mission but how the state goes aobut this could be complicated.
Provide quality education to all Nebraskans

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Putting students in control of their learning. Education that is relevant and engaging. Education that includes all stakeholders. Rigorous, differentiated curriculum for all students. Encourage and grow the curiosity of students.
Reading, Writing, Math & History!
Realize and achieve,
realize that this is an ideal, many factors, including family interest and goals play a huge part
Really? Equip NE to realize max potential?! Sounds kinda bossy
see comments to #1
see my response to the last question
See previous remark regarding "nebraskans".
seems a bit wordy...and all aspects of life?
shouldn't the focus be on strong educational goals and learning success for every student?
Sounds very good
stated previously
support diversity
That needs to be looked at individually. Not all students will explore exactly the same options. We need to look at interest and ability to ensure the maximum potential in life is reached
The best way to equip nebraskans to realize maximum potential is to help them maximize thier personal skills not to make them conform to some common standard.
The focus should be giving them the skills to think critically, read, and learn. That may be encompasses in this goal.
The mission statement seems disconnected to the vision statement and holds no personal meaning. It's boring and sounds as if you are referring to a piece of equipment vs a human
the mission statement should include trategies and techniques to help students be successful.
The statement is perfect. We just need to insist that those non-traditional aspects are actually allowed and encouraged in classrooms, not just given lip service.
<b>THERE IS NO BENEFIT FOR THE CHILDREN - THIS IS JUST A SMOKE SCREEN TO WASTE MORE TAXPAYER MONEY. LOTS OF BIG WORDS STRUNG TOGETHER THAT MEAN NOTHING!!</b>
They have to see the importance of being equine before you can equip them.
This is a stupid waste of tax payer resources and just political bs
This is more future thinking than the vision statement. If you say maximum potential, are you really ready to fund education that provides students to maximize their potential. That is a much more ambitious endeavor than simply providing an education. When you look at state funding for education based on other states, I am not sure that this has been the goal of the Nebraska legislature.
This is subjective
This item is REALLY similar to item 1 - my answer is the same?
this mission is huge, and requires buy-in from ALL educators
To differentiate mission from vision ther is sometimes a hint at "how" the vsions is to be realized. For example, the state of NE will support local ownership and control of schools

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districts, but provide the support systems needed to assist them in achieving our shared vision."
To quote the Fresh Prince "You go to school to learn"
We need to continue to equip Nebraskans with the ability to think and pursue work to support them and their family.
We're not trying to win the SuperBowl, "maximum potential" implies it's a competition. Perhaps "education = happiness" or something that's less preachy / coachy.
While this is a mission statement, I think it will be strongly resisted given the phrase "all aspects of life." I don't think we really want our public schools to work with "all aspects of life."
With the amount of money that goes into Lincoln public school - I would like to see less of it spent on LPSDO and more of that money put into school programs. This means LPSDO should look closely at the stuff it has and make sure those people are needed. I would like this to be done first before any person talks about giving more money to schools
"Provide opportunities for all Nebraskans". I would hate to see education forced on others simply because someone in the government thinks they know better than I what is in the best interest of my children or myself.
...ever changing.....
Avoid superlatives - really, "all aspects of life"?
Bringing the people's potential is vital
Don't know at this point.
Fails to mention creative and conceptual thinking skills
i am not sure what this means
I am reluctant to state that I agree because it is very general and leaves room for lots of different interpretations.
I have no idea.
I like that you include "all aspects of life."
I think maximum is extreme
I think that is pretty far fetched
Identify and explore interests, aptitudes and opportunities.
In my opinion, this is a great mission statement. Most mission statements are too long.
Is it possible to realize maximum potential in ALL aspects of life. This statement worries me as I am not sure education can maximize success in all areas of life.
it says nothing that is not an implied value.
Like it!
Nebraska's K-12 Educational System Seeks to Create College Graduates with Minimal (or NO) Debt!
Not just realize, what do we want them to do, just be aware? Consider to obtain maximum potential or to strive for maximum potential
Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. -- The Northwest Ordinance of 1787

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teach people what they love... not what you think is acceptable or can make them rich
Thats not realistic. You will be lucky if you can get all to attend school
The new
Their is a difference between realizing and being able to achieve maximum potential
This goes more into my point of individual goals, which I like. However, I also wonder if this is implying a mentality of everyone can and should be excellent at everything. I think a well-rounded approach is wise, but I also don't want to see students feeling pressured to be the best at everything, because that's an unreasonable expectation.
too fancy
What a load of garbage.
Who could disagree with this as it is everyone's dream.
Again... this single sentence does not state how you intend to accomplish this. If this includes telling people they are being kept down because the existence of the world's white people is keeping people of color from reaching their potential through white privilege: why try, it's someone else's fault, let's hate whitey... then no. It's condescending. How about educate and encourage these kids and not fill them with an excuse. (and yes this is happening. My white daughter went PreK-8th grade in a school where whites were a minority, but it was a private school that treated everyone equally and the kids equally excelled, and she saw these kids she's known her whole life as her family... gets to OPS high school with a race baiting, religion hating history teacher that made statements about how white *treat* blacks poorly - *not past tense - and Catholics and Protestants hate each other (not her experience by the way) what is this Ireland 1970s? She is friend's with kids from all races & religions and a few atheists. I had worked very hard to raise her to see people for their character and their actions, not superficial race, body type, religion, politics, etc... congratulations for being the first, OPS, to plant tiny seeds of doubt into her. She never saw race as anything more than a person wearing a blue shirt or a green shirt... now a tiny voice in the back of her head is saying does this person think *I* think like that? Do they not like me because of my color? Do they think I don't like them because of their color? You've made her uncomfortable. You are dropping the ball OPS.
COLLECE COST
Education is indeed a powerful force in our lives, and we professional educators are "swinging for the fences." However, it is the obligation of administrators and policy makers, to correct the false notion that our public schools are the guarantors of success for our students. Unfortunately, there are many conditions for a great deal of our students that cannot be overcome, even with exceptional schools. Our mission should be noble and strong, however we need to discard the notion that our schools can guarantee successful lives, especially when we are not examining and scrutinizing the sources of failure, save for the school.
I believe all educators want our students to reach maximum potential but is it reality.
I do love this. I like how it includes all aspects of LIFE. There is more to education than learning math and science and I hope our mission is to encompass all of that. Allowing students to realize their own potential, make their own decisions, and create a path that works for them is what will be most beneficial for everyone in the long run.
I guess this does address my comment to the previous statement.
I strongly agree that all aspects of life is very important. The biggest predictor of success has shown to be social skills, not IQ or grades.

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It should be noted that maximum potential will and should differ from person to person.
Maximum potential is different for different people and is very subjective. Recognizing first is to determine how to realize .
Nice and broad
Not an attainable statement, but is centered on high expectations and striving to achieve the highest of your abilities.
Passing classes will help children realize that they can make it in life and help them become more confident
See previous comment
the first mission statement is shorter
This is ridiculous and unattainable. Typical of a bureaucrat to use such platitudinal language.
This seems elitist. It is important to succeed, but some need more help than others.
Again the school improvement process literature would be good to review for the development of Mission as well as Vision
Creativity is more powerful than knowledge, as Einstein said and there needs to be a creative side to this.
Depends on how you want to do this.
Difficult to accomplish.
Good statement, help them to realize and/or give them the tools to realize their maximum potential. That way there is acknowledgement that some responsibility is on the student to actually reach for it.
Have you had input from the department of education?
How about empowering Nebraskans to discover their own unknown potential? Most humans have no idea what they are capable of.
I don't think we can address all aspects of life in our short educational day with the requirements we already have in place.
I generally like this mission; I like that it recognizes that education affects/includes all aspects of life. Maybe I would emphasize how this improves the state/community. And I would relate it to some of the issues discussed in the vision (inequities in the system).
I think we should also strive to do better than the rest of the USA so that Nebraska is a magnet for families.
One should be educated to be a moral, upright citizen who can really think
People need to be able to see that personality and temperaments need to be considered for long lasting success. Not keep trying to fit square pegs in round holes.
Suggest elaborating that education is not an automatic step to this but rather a foundation.
The potential of the brain limitless. This is old stuff discussed in the 1970's.
The purpose of our education system is to give our citizens a strong foundation in core classes (Math Reading Writing History) give them the opportunity to experience the arts and to have physical fitness throughout their week. Have exposure to computer applications to make them successful in our technical world. I do not believe that our public schools should not be responsible for for all aspects of my childs life. that is the role of the parent
this could lead to an unelected body deciding potential and who has it.

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This is a great mission -- one that will require us to begin the educational process at a very young age.
Using the word 'equip' suggests a mandated track or achievement level. True teaching simply EMPOWERS and opens up all the possibilities for an individual to 'realize maximum potential in all aspects of life' according to their own maturity and time frame.
I believe we should work harder to help those falling behind and come up with creative ways to enjoy learning to keep their interest
Too soft. Why equip Nebraskans? Raise the bar.
This "mission" has no meaningful content.
<b>Curriculum</b>
I would add a second point to success that includes an ethical claim such as "be ethical" honor others etc.
provide students more hands on experiences in their community within specific areas of skills sets and professions.
Students MUST learn to think critically (corroborate, put into context, etc.). This should be required in civics, history, economics, and other social studies classes.
As written, it is meaningless. How about making sure that everyone can read and do basic mathematics?
by offering classes for them to achieve this potential, each school would need to offer their maximum no. of classes that their district can provide
teach students to think critically and to write
The priority for schools should be to help students develop critical thinking skills.
Too ambiguous! Mission should be focused on the curriculum experience will prepare students to be global citizens committed to life long learning.
Using evidence based research; using research that applies;
with a strong foundation in the essential math, science, reading, writing, and history and the arts they should be well rounded
I agree with the goals but again believe that prescribing exact to the day curriculum is detrimental to student success and creativity
I would include more time for the arts, not the less many districts have gone to in order to spend more time for test preparation.
Mentally Challenged students should not dictate the pace of learning for other students
The can not include sitting in a desk the majority of the day. Students need "play" at all age levels to be successful.
Quality of education
academic and social skills; sexuality; career and financial spending and budgeting; life skills are all important parts of curriculum. Fine Arts education - music and drama. business's and technical skills. guidance counseling need to be included.
Add job shadowing to curriculum
All kids should gain reasoning abilities.
Allow Nebraskans to explore a variety of skills and academic areas that stimulate learning
Bring the student to real world opportunities outside the classroom

# Every Nebraskan Educated for Success

Education has become too curriculum focused rather than building problem-solving, critical thinking skills and life skills.
give students the basics, let them be good at that, then the rest will come
In my opinion, this statement implies that there is more to education than reading and math. This would also include social skills, appreciation for the arts, physical education, etc.
Offering more elective classes in high school dealing with life, such as, Personal Finance, etc.
Provide more hands on learning in high schools.
<b>Define "all aspects of life"</b>
aspects of life: spiritually, emotionally, intellectually, and socially
Depends what is meant by all aspects of life and if that is the role of government.
Great goal but if you state "ALL aspects of life," that would include a relationship with God in my & my family's life. Religion beliefs/practices should get the same rights as other beliefs
help Nebraskan realize through..... maybe give the different aspects of life you are referring
I think we need to explicitly address what aspects we are talking about.
I would like to know what is included in "all aspects of life." For example, I might disagree with the school as to what the maximum potential is for my child in a certain area, and I would like to preserve my right to educate my own child on certain aspects of life, without the state intervening.
Identify specifically what these "aspects" are; body, mind, spiritual?
Include these aspects of life in the wording.
Need definition of what all aspects of life means.
What "aspects" of life are you talking about? "All aspects" to one person does not address what "all aspects of life" mean to another. Clarity is key to getting agreement and agreement on these topics is difficult. Maybe more discussion is needed and not such a rush on agendas.
What are all these aspects of life? Wealth, health, security, community?
What does "All aspects of life" really mean? The mission of our educators should be to assist in preparing their students to become contributing members of society.
What does all aspects of life mean? Rural, urban, what?
What is "maximum potential in all aspects of life"?
What is all aspects? Family, Religious, community, health, various life style beliefs
Define all aspects?
I would be more specific about what is meant by 'all aspects' of life.
It is unclear what "all aspects of life" means. It might be helpful to briefly clarify the meaning.
It would be useful to define these aspects; engaged citizenship, creative potential, self-understanding all come to mind for me, but this could be open to all kinds of interpretations.
It's a great mission but do we know what "all aspects of life" are and can they be taught by schools?
Should aspects of life be defined?
Specific aspects- which ones?

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"in all aspects of life" Does this include religious issues also because I am a big fan of prayer in school, intelligent design, etc. And again, equip how....there are conservative ways of equipping and liberal views on equipping...
Define "maximum potential in all aspects of life." Your definition might not be the same as someone from a different background than yours.
All aspects of life? Are we going to dictate the amount of physical activity people must engage in? What they will eat? Who will decide what my maximum potential is in a particular area?
<b>Define Education</b>
Again, what is meant by education needs to be defined. And the mission should be to implement a plan for education of the student.
<b>Define Equip</b>
Define "Equip" what does that exactly mean.
Question: Equip Nebraskans with what? There is only half an idea in this statement, and therefore it is not clear or even actionable.
<b>Define Maximum Potential</b>
What kind of Max. Potential?
Who defines "maximum potential"???? Giving every the Nebraskan the tools to succeed.
Who/What determines one's maximum potential?
whose "maximum potential". How do you define maximum potential? Will there be indicators?
again, who is defining maximum potential
How do you measure Maximum Potential? It would be a better statement to say realize potential.
<b>Define Mission</b>
I know you are trying to narrow the mission into something that is quick...this mission leaves me wanting more. Its bland and cliché'
I need more details.
I would hope you would go into more detail on how you intend to collaborate and get our children more practical hands on education vs. just textbooks
more sprcific
The language is too general - what does "maximum potential" look like? What aspects of life do you mean?
What does it mean to 'equip?' A mission must be understood by all.
what does realize me in this sense?
What does that even mean? Realize maximum potential of all aspects of life? Focus on making that happen and the state will be fine. This is not limited to education. Fund education appropriately, fund adult learning, reduce crime, increase employment, quit sheltering the rich and apply this to ALL Nebraskans.

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What does that mean? It's too generic.
What does that truly mean?
what does that mean?
what does this mean? vague
<b>Define Scope</b>
this needs to be better defined in its scope to include minorities and housing and ethnic backgrounds ethnic
<b>Define Success</b>
"Maximum potential" - who decides what this is? How are the giftings of individual students taken into consideration, particularly if those giftings lie outside the realm of "typical" academics?
Again. Teach to the middle/higher level students so they don't get bored and give up. Challenge the students. If necessary, fail them. Failure is a success because they tried. You can only really fail if you don't try.
Define what is maximum--a score or the child's advancement in class. It is noble that schools such as Scottsbluff want to incorporate STEM into their classes; however, are their teachers prepared and equipped to do this? So many to whom I speak and know do not know the whys. They just teach from a book and to a test, as do most all schools in Nebraska. It is the fault of the system that we cannot use higher learning.
how could this be measured/taught?
How do we know when that is met? Potential for each individual is different. Who decides when someone has met their maximum potential?
How will we know what each person's potential is? If this involves a lot more testing, I'd just like to remind everyone that you don't grow a pig by weighing it.
How will you measure this?
How would success be determined?
How would you measure a person's realization of their maximum potential?
How? "To equip Nebraskans to realize maximum potential in all aspects of life by..." Again, who decides what maximum potential is and when one has achieved it?
I believe that you should define or at least state what success looks like in this statement, as your definition of success directly correlates to whether or not I agree with this statement. Currently I see very little in our system of education that would classify or lend credence to this statement, and the current state of affairs in our education system make me doubt the state's ability to follow through with this blanket statement without dramatically overhauling this failed system.
I don't know how you will work toward this mission. If it is giving students more tests to determine strengths and weaknesses, then I don't think it is a good idea. You can point out strengths in a child, but it doesn't mean they or their parents will put in the effort to reach their potential. So many students and parents just want to do enough to get by. Not any more than necessary.
I wonder how success is defined.

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Maybe I am thinking of a substatement, but the word realistic needs to be put in place. How do we measure maximum potential? I would think maximum potential is different for each person. My maximum potential would not include being successful in science. Though I am very good at business and other areas. If I am real good at several things, but not all areas, does this mean we didn't reach the mission statement? And who will we blame then? I am guessing the schools will take the hit, though the kids may have improved and become very good in most areas.

need some sort of action; how do educators measure "realizing"?

"all aspects of life" may be difficult to assess and achieve?

Again, it sounds nice - but who decides what maximum potential is? And in "all aspects of life"? That seems like it's stepping into parenting territory - definitely not the state's job.

Choose measurable goals. For example, how would you measure aspiring students?

How do you measure this?

How would you know? realize Maximum? ALL aspects? Idealize or measure?

I'm not sure you can expect education to quantifiably measure whether education provided can cross "all aspects of life". That's a lot to put on a system.

Its not measurable. How can you tell you are completing your mission? How will we know you are doing what you say you are?

Once again this is a great mission, but how is it going to be successful when all educators worry about is passing the NESAs for their school???? We need to look into common core like the other 45 states????

Like "success," "maximum potential" is subjective. Who decides what one's success or maximum potential really is? The State? A committee?

This is difficult to define.

## **Define Vision**

A mission can be less clear and more idealistic, so for those reasons I like this statement. However, until we answer the purpose question and establish a vision, I can't agree with it. Until it is clear what we want schools to do it is dangerous to suggest we are responsible for meeting all the needs a student brings.

## **Difference between Public / Private Schools**

We need to be careful when comparing academic success between public and private schools because public schools are required to serve students with disabilities. Though research has yielded many effective interventions, these interventions even in districts well-known for their success with children with disabilities inadequately fund these interventions. Simply stated, we (the state & the community) need to adequately fund services for students with disabilities.

## **Doing it Now**

isn't this what we already do?

Most of these statements. have been in almost every Mission Statement of nebraska schools d

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<p>this statement makes it sound as though nebraskans don't already realize the maximum potential of their own children or as though up until now we haven't cared to reach maximum potential.</p>
<b>Early Childhood</b>
<p>greater emphasis on early childhood education age birth - 5 as well as an emphasis on career education</p>
<b>Educate the Individual</b>
<p>by focusing on the individual needs of every student</p>
<p>create real life, relevant educational opportunities to meet students at all levels. Individualize education to help all learners meet their potential.</p>
<p>Again, maximum potential has too close a connotation with income potential in a position with an employer. We are already educating students to be primarily worker drones. We need a term that reflects the values of artistic vision and independent thought.</p>
<p>recognize that all children do NOT have the same IQ, same desire to learn, same ability to learn, or parents that care.</p>
<p>Yes, we must focus on the whole child preparing them for life not just more school.</p>
<p>Educate individuals so that they can independently strive to achieve their maximum potential</p>
<p>It is imperative that equipping individuals to realize maximum potential in all aspects of life, requires individuals to specialize according to their giftedness rather than everyone having to attain to a targetted set of predetermined proficiencies.</p>
<p>Some students can't achieve maximum potential in all aspects; watch using the word "all."</p>
<p>As I said with the vision statement question, for kids to reach their maximum potential in aspects of life, some kids need to be educated differently if they are not having success in the traditional classroom setting</p>
<p>keeping in mind the reality that some children (mine included) have different educational needs and abilities than the "norm"</p>
<p>Focusing on a child's interest and start building them up to become something more. Stop putting focus on standardize test because they do not properly gauge a child's abilities nor that of the teaching staff.</p>
<p>How does this speak to youth?</p>
<p>We need to be sure that the "potential" we're talking about here is not just our childrens' potential as workers and wage-earners. Future Nebraskans should also be thinkers, dreamers, and virtuous citizens with a well-formed moral imagination.</p>
<b>Equity</b>
<p>Agreed, so long as the needs of some with the most active support group, SpEd, are not allowed to take away from the needs of others.</p>
<p>Important to note that we need to open the potential for all students and give them hope to reach higher than they expect of themselves.</p>
<p>in order to make this happen, schools need to be equally equipoed</p>

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It depends if this will help address the issues of poverty within our communities. So far these issues are not being adequately addressed and Title 1 schools are not being given the support they need. Mental health concerns across our district are immense..most schools have no counselors, unequipped psychologists, and at best a social worker once a week. Student and family needs are much more far reaching and Title one schools aren't even getting simple building needs addressed in a timely manner. i.e. leaky roofs

This includes students who are gifted, SPED, ELL, migrant, culturally different, ALL students, EACH student, not just those who are white and middle level learners.

Again, do not forget rural Nebraska schools

## **Finances**

Make quality education free or at an affordable price

Again, where will the money come from for schools already operating on a tight budget... they can't do more.

How much is "maximum" going to cost?

In supporting documentation and all efforts, do not scrimp on education in the arts.

Money to support this lofty mission?

Resources and time for collaboration

This is going to take a lot of funding and I don't think our current government is willing to give education the funds they need!!!

by offering affordable educational options to improve themselves

Improve funding to schools

Do we have the financial ability to make this happen for all students?

Reduce class sizes and let teachers teach

Make sure schools have the funding for music, art, physical education and vocational education.

## **High Ability Learners**

Please make a push to give some money back to the High Ability Learners , they deserve as much help as the millions of dollars we spend on the programming for studentts with lesser abilities.

Add something about gifted students

## **Implementation**

Do our actions support the mission? NeSA Testing has placed a focus on a few content areas and if we are going to equip for all aspects of life we need allow for career/vocational ed courses and incentives

Does not describe the "how".

It would be nice to include a little more in one of the goals that says the state is committed to these goals for the entire state of Nebraska.

It's a worthy mission, but I've seen so many of these statements come and go that it's hard to believe it will actually be carried out.

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It's OK as far as it goes, but right now it is no more than a political platitude, good only for an advertising slogan.
My question on both the vision and the mission is always in the details (How are you going to do this?)
Once again, how can we do this? Beautiful goal, now what can we do to make this happen?
Provide the "what" we will do to get there as well as the end goal that we want to have as an educational system.
Realizing maximum potential in ALL aspects of life is a pretty aggressive mission statement; is it realistic?
there is a need to say how far our responsibilities to this goal is defined.
vision "actions" rather than "statements"
As a mission statement it's fine; I'd like to know how it will be put into action.
As long as it isn't implemented by making everyone a winner strategy, setbacks are also an important step in learning
Equip how? Through educational opportunities?
provide incentives to schools to allow for adequate instructional time for specialized skills
State how you will equip them
To develop listening sessions in North Omaha
<b>Improve Teaching</b>
Currently Deaf and Hard of Hearing children are not able to reach maximum potential due to lack of qualified teachers and interpreters in the state.
Having accountability that the teachers have to live up to any statement would be your start. I'm pretty sure most of the teachers at my kids school don't care to know their ass from a hole in the ground as long as they aren't bothered and get their check every month!
hire talented teachers
if the educator actually does it. Sadly It seems like there are a lot out there to just collect their paycheck and have summers off.
instead of teaching surveys make teachers do the work to teach
Again re evaluate or screen your psychologist better. Ours constantly quoted "no child left behind" and "we have 6 years to help him ". This woman is abusing her position and wasting district monies
I think some revisions need to be made to the tenure benefits of teachers. Teachers should not be exempt from losing their job if they are not satisfactorily doing their job. I also don't think that focusing on "teaching the standardized tests questions" is a real guage of how to maximize a students potential.
Include the importance of interprofessional continuing education for the improvement of quality health care
Of course we want all our children to realize their maximum potential. Are you going to hold teachers accountable for this? Superintendents? How? Are you willing to fight for the funding that is required to guarantee this? On whose research will you base your decisions about methodologies?

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To equip student to reach their maximum potential. As a parent of a special needs child, I want his teachers to push him to achieve as much as he can and encourage him to excel where he can rather than stop when he reaches "average". Assisting in life skills is also important for many students...if they don't have those skills it is difficult to apply the academic skills in reality. However, "all aspects" opens the door to educate my child in areas where schools have no business.

As "good" educator aptitude of students should be recognized and utilized in a way to create a positive self-fulfilling prophecy. I agree that Nebraskans should be equipped to realize their potential in all aspects of life, which like I stated can be implemented in the classroom. Between teaching the importance of character and letting all students know they have to potential to succeed in all aspects of life is essential.

### **Individual Responsibility**

The educational system can provide the opportunity to equip Nebraskans, but, where is the ownership of level of engagement and/or motivation of the individual Nebraskan to take advantage of the opportunity.

This is not the governments role in society. This is an individuals responsibility. Maximum potential can only be reached by individual choices not by government.

We give students tools but it is up to them to realize Potential.

Good statement. May need to express that school does not have to be easy to achieve this potential. There expectation of school being easy is a common misconception.

I agree w/ the premise, however where's the individuality of "maximum potential". This sounds as though the Mission is, what to think instead of How to think.

I believe there needs to be a statement about student accountability.

"Maximum potential" depends on individual goals and abilities, Of Course...

Again, equipping without motivation is a waste of scarce resources

Again, the mission should be to offer the tools to all Nebraskans, but never to impose the will of the state upon all Nebraskans. How free individuals see their own maximum potential and choose to fulfill it in their lives is up to them, not the government.

As long as we provide opportunity foe citizens it will be THEIR CHOICE to reach full potential.

Personal responsibility needs to be a part of this

I like the idea of putting the power in the hands of the people, giving them the tools to take control of their potential. I am a bit leery of a phrase like maximum potential. Maybe that could be fleshed out a bit more.

Assumes self motivation / how would you measure this?

With the understanding that ultimately the student is accountable for their learning and effort along the way.

Student and parent behavioral expectations need to be addressed

There needs to be something showing commitment and effort on the part of the student and their family.

provide the right environment for student to succeed. There is still personal responsibility for students to act in combination with parents!

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<b>Life Long Learning</b>
I think it should be in all aspects of life long learning. Education is about learning and applying knowledge. In our growing global economy knowledge is more important than ever before.
Life long connections are important for our students to build their work ethic stronger.
Life long learning is essential for all.
"education is a lifelong process for individuals to reach their maximum potentials (potentials meaning more than 'one')
It should include language that states that educating for life includes dealing with flea ending experiences, including failure
<b>Life Skills</b>
Should mention being financially responsible.
to include being successful on your own...banking, life skills, interview skills
Teach life skills too - personal budgeting
life skills need to be part of curriculum starting in 7th grade to include budgeting, banking, insurance, retirement.
teaching high schoolers about credit cards and how to have a checking account
<b>Local Control</b>
I find it a lofty and wonderful thought. Not reality based. Again you would have to force yourself on local control to get anywhere.
Is this going to be forced on to Nebraskans. That is what it sounds like. Educate Nebraskans may be more acceptable. and include tools to help realize maximum potential in all aspects of life.
Keep local control and not use the Common Core Standards
Let schools at the local level run their own schools. Kids will compete like they used to. Testing and ranking is a way to label kids. I thought we did away with that years ago, I guess not.
Yes, with local control.
Education is a local subject so special needs can be met with local traditions and needs.
Yes per individual districts
<b>Nebraskans</b>
"Nebraskans is a pretty generalized statement
Again - ok - if all means all. Not the children of illegal immigrants , not folks that disagree with my 'Christian values'!
Again, my disagreement is one the inclusion of the term "Nebraskan". Who is that leaving out?
Again, with the large number of military families in Nebraska, not all of your students are actually Nebraskans.
Aside from "Nebraskan" possibly being limiting, I like it!

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Define 'Nebraskans' a little more: "...including students, educators, and all other citizens...
Is a Nebraskan anyone living in Nebraska?
Residents of the State of Nebraska
those living in Nebraska vs "Nebraskans" terminology
Is this talking about our children as Nebraskans or Nebraskans in general?
I think that we should not constrain the mission to just Nebraskans. I think that we should just focus on students and enable potential growth in additiona arenas utilizing technology. Potential use of technology for satellite education to other states and countries.
Same caveat: how are we defining "Nebraskan"? Also, I don't believe it is possible for education alone to equip for ALL aspects of life: parenting? healthy sexual relationships? spiritual life?
The Mission statement does have some good aspects but I still think it could be more specific. Instead of all Nebraskans I think we should be more specific as to who we should equip. Maximizing potential sounds great, but I would be more specific. My change would be to say Equip Nebraskans to realize maximum potential by setting specific goals and providing the opportunity for success in school and life
<b>No Mandates</b>
Again, I would caution mandating, by this statement, a burden on the state to equip Nebraskans. A better way might be to say making opportunities available for those who would choose state education for reaching potential.
Get rid of no child left behind
<b>None</b>
None
None
.
I
no suggestions
x
N/A
no improvement needed
<b>Parents</b>
Family involvement is a key to do this, also.
I believe parents need to have accountability with this. If the push is for only grading what they are learning not on behaviors I find this very difficult. If we cannot grade on attendance and tardiness as components in professionalism then how can we maximize potential in all aspects of life.
I think that some aspects are parents responsibility not the schools
Support parents and families in helping children realize their maximum potential.

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Teachers can only do so much for, "all aspects of life." Parental responsibility and personal work ethic are determining factors, just as important as a quality education.
You would need all parents involved in their children and that will never happen?
A big aspect of my life and the lives of my children is my moral and religious beliefs, I do not want the state or the government coloring the views of Nebraskans in these areas. I strongly believe these areas are the responsibilities of families not government.
Beyond the education realm, I'm inclined to think this will have to include family supports in some way. Perhaps parenting classes so that the adults who are living with students have more "tools" themselves, to be successful and, in turn, help their young people to be successful. To know themselves what that feels like.
No one can recognize the potential of a child more than that child's parents. This mission statement assumes that a group of politicians and bureaucrats know what the maximum potential of a student they have never met is, and that they know how to measure it. Further, it is assumed that these politicians and bureaucrats have a right to interfere and regulate "all aspects" of a child's life. This assumes a position of authority above that of the parents and forces the teacher to measure the child's "potential" based on what the government dictates as the standard. So what exactly are you equipping Nebraskans with and which Nebraskans? The statement seems to infer that the State government is equipping itself with the power to dictate to teachers what they will teach, what the standard of maximum potential is, and that the state has final authority on all aspects of the child's life.
Not done by the STATE but by parents of each ones family
Some aspects of life are better taught by parents
I believe that some aspects of life should be developed in other spheres like family and community
<b>School Choice</b>
Include character development
Include school choice (charter schools)
<b>Special Education</b>
I hope that this would include students with dissabilities(Autism,etc)
I kike that they also applies to students with disabilities.
Mission statement needs to include special education that brings a child to above the median level and not just to the bottom of the average. The special Education mission can be taken from the Kloefkorn LPS school. Kloefkorn and Norris School District are on opposite sides of the spectrum. Our Child has exceeding all expectations after we moved him to Kloefkorn from Norris. Mrs. Braun is the face of Nebraska Education.
My understanding of Rule 51 is that if a student could get A's and B's no special education was needed unless extreem behavior causing property damage was an issue. My son had Asperger's removed from his IEP after we moved here. However, without the OT assistance he'd recieved in another state OT was not available to him. I was unaware that anxiety goes along with Aspergers. His anxiety became acute, he was in and out of CAPS, and he became suisidel, grades plumited. So for his IEP he had help with homework and could go to the nurse if he needed a calm place. Teachers loved him because he enjoyed their subjects, just couldn't make

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it more than a few days before coming home. He was in a psych unit out of town for 3 weeks during his senior year so didn't have the credits to graduate, became a super senior. He was not adequately serviced by Dept. of Rehab. because if "the lady" sent a pass for him and he didn't show up (because he'd gone home) she'd just wait until the next month and maybe he'd come when she sent the pass. I learned this soon after he graduated.

Not all Nebraskans can "realize" potential. Those students with moderate to severe disabilities should see success but how can they realize?

Special education for hard of hearing and deaf needs to have a good English program.

Be sure when you say all aspects of life that includes mental health supports and supports for children with deafness, blindness, and deaf-blindness to have access to all of the aspects of life.

### **Stick to Education**

Only as it pertains to studies in traditional education of English, Science, History/social studies, PE and Arithmetic, not morality and sexuality because one person's idea of potential in "All aspects of Life" is different than another when it comes to morality and sexuality.

schools should focus on core academic skills.

With the focus of standards and accountability including only math, science, reading and writing, dedicating precious educational resources and time to relational, affect elements of life a bit unrealistic.

Make it less grandiose. What's wrong with teaching the basic curriculum?

All aspects of life would allow the educational system to meddle in family affairs. We need to also limit the responsibilities of education to domains it belongs. The right to a free public education continues to get more added to its responsibilities without anything being removed. If it continues to expand there will be no funds or personnel to cover these areas. Specify skill sets that will assist in all aspects of life instead.

Maximum aspects of life takes the focus of education out of the equation. You need to focus on the education piece. To some, the aspects of life ring may mean something totally different.

I don't think it's the state's responsibility for "all aspects of life". Let's stick to education, that's hard enough.

I would like to see a strong focus on education, with a little less intervention into "all aspects of life."

### **Student/Teacher Focus**

Students and teachers should be the focus

your focus should not be on Nebraskans, but students and/or teachers.

### **Support Family to Help Student**

Provide opportunities for students and support for their families to help children reach their maximum potential.

Support parents and families in helping children realize their maximum potential.

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<b>Teacher Input</b>
Allow the educators more freedom in the classroom. Also emphasize physical education, art and music more.
Allow the teachers to teach. With all the standardized testing and pressure for certain marks, they end up teaching to the areas stressed in the test.
I feel we do not let our teachers teach but instead spend time giving kids test that take up the time that teachers could be teaching instead of testing
Include teachers in the development of the statement! Build a group of practitioners to contribute to the process.
<b>Technology</b>
Is the state of Nebraska prepared to provide all educators with the proper technology in order to reach this goal
<b>Testing</b>
Reinstate natural consequences in our schools.
Less standarized testing and more of a focus on the strenghts of each individual.
This really seems like a waste of time and resources. I'd much rather see you doing something about the RIDICULOUS amount of time kids spend taking NeSA tests.
This should not include testing. There is way too much testing and not enough learning. Maximum potential can be reached Sioux having to be tested!
We need to realize that everyone has special gifts and abilities and we need to recognize and help foster those abilities. Just because a child does not test well on a standardized exam does not mean they have no gifts or abilities. We need to broaden our view of what matters. People skills are one thing that those tests cannot show; which is essential to our humanity.
No Common Core!!!!
Stop teaching only so students can pass standardized tests. Expect more out of students.
No Common Core. Each individual maximizes his/her OWN potential, not the govt perception of potential
<b>Too Broad</b>
"...realize MAXIMUM potential in ALL aspects of life" is destined to fail. Teachers have enough challenges with the arts, reading, writing, and arithmetic.
"All aspects of life" (such as spirituality, fore example) seems beyond the scope of public education. By overstating the case, the vision is weakened by its unattainable idealism.
"All aspects of life" is much to broad.
"all aspects of life" is very broad and, in my opinion, goes beyond the ability of schools. I would reword it to be: "Equip Nebraskans to realize maximum educational potential.
"All aspects of life" seems too broad and unattainable - schools cannot become all-encompassing programs. We should focus on broad educational goals to train people for higher education or vocations.

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"All" aspects puts too high an obligation on Education. The Education system should not be "the" source of all success. Schools should not take the place of parents, family, church, etc.
"All" is another absolute.
"Equip" is too broad a verb and suggests other support such as financial, material, etc... How about "Educate", instead?
"in ALL aspects of life" is very ambitious
"In all aspects of life" seems very broad and extends the role of the educational system beyond what other areas of social life can provide such as the home or a place of worship for example. I am not sure it is wise or beneficial for the mission statement to be so broad in it's scope that it becomes the central sphere of learning for all life.
"maximum poential in all aspects of life" is certainly visionary, but too broad and deep to be practical.
A general blank statement saying it covers all in a big umbrella is foolish in my opinion. Mission statements should be for individual schools and communities
Again, the mission is very broad.
Again, very broad.
Again, what does this mean? Does "all aspects" include what to do when the dog is sick? How about how to cook a meal? What about sex? Does it apply equally to people who are janitors and CEO's? Trying to encapsulate the goals of education in a single sentence is a fool's errand. Don't try.
All aspects of life sounds pretty amazing and broad. Is there anything in life that Nebraska educators are not responsible for? I do agree that we educate to equip our student for life, but all aspects in public education unffortunately can not include religous and spiritual, and aybe should not maybe include moral issues that might go ag ainst someones relisous beliefs. as so maybe the "all aspects" is just a little controversial. Could it just say maximum potential ."
All aspects is again quite broad.
all aspects of life' is hugely broad and goes FAR beyond the scope of what any government should be doing.
all aspects of life, seems pretty broad. Lets stay focused on knowledge.
ALL aspects of life? extremely broad
All aspects of life? Not possible.
All is a very big word. The school can not be responsible for everything in a child's life.
Can education be expected to maximize all aspects of life?
Can this really be done? Could we say, all aspects of life including (three or four examples ) I don't know what is implied. All aspects of life is extremely broad.
I don't think it is realistic and it is so broad, it really doesn't mean anything. It also would not be easily measured.
I have an issue with "all aspects of life", I do not believe that it is possible or even feasible for this to be a mission for educators.
I simply think "all aspects of life," is simultaneously too broad, too vague and not enough.
I t hink "All aspects of life" could be overly broad.
I think 'all aspects of life' is beyond the scope of education. How about focusing on the basics of reading, WRITING, COMMUNICATION and mathematics.

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<p>I think it is unrealistic to expect (or position) education to address "all areas of life." Enabling any one individual to "realize maximum potential" is extremely complicated and entails the participation of many actors and organizations (including the individual, himself). I fear the education sector is overselling its abilities, and by doing so, is excluding important players. This should be a COLLABORATIVE process, not a unitary one.</p>
<p>I think the mission is a bit smaller, all aspects would include spirituality and there is a division between church and state.</p>
<p>I'm not sure education is designed to maximize potential in all areas of life. Life involves spiritual aspects, as well as many other things that cannot be included in an educational experiences.</p>
<p>I'm not sure our schools should be preparing students for all aspects of life. I believe there is a large responsibility for the parents in this arena.</p>
<p>I'm not sure the education system should be responsible for 'ALL ASPECTS' of life.</p>
<p>In all aspects of life? ALL??? So spiritually, physically, socially, emotionally? Are teachers to be able to equip them for every contingency in life???</p>
<p>It is impossible to ensure maximum potential</p>
<p>My concern: If this mission means that equipping all Nebraskans that are children in all aspects of life includes sex education at any age...I disagree. As a parent, it is my belief that this conversation should begin and continue in the home, supported by public education but not subverted by it.</p>
<p>My only disagreement with this statement is "in all aspects of life." While elementary and middle schooling should teach students that they can accomplish anything they set their minds to, high school education does and should help students realize what their biggest strengths are and what subjects they struggle with more.</p>
<p>Not sure about "all aspects of life" when this is education focused. All aspects include religious to name one that may not be within this category.</p>
<p>not sure how to word it, but there are several aspects of life that I do not believe that the educational system is responsible for ALL aspects of life. Parents, family, faith organizations play a large role in influencing also.</p>
<p>Not sure that the education can cover all aspects of life. Does that include religion?</p>
<p>Not sure the educational system applies to all aspects of life.</p>
<p>Of course every Nebraskan would like to see all his fellow Nebraskans realize their maximum potential. Yes! Maximum potential! Everyone wants that! The problem is that equipping every Nebraskan to reach their maximum potential in every aspect of life is well outside the purview of the educational system. You are responsible for only one facet of education, and that is as it should be.</p>
<p>Part of the struggle for educators and school districts is this charge to attend to "all aspects of life" too broad and too few resources to do accomplish the mission. Somehow needs to be more realistic about what schools actually can and or should equip students with/for</p>
<p>Really? All aspects of life? this is very broad. Equip Nebraskans to realize a potential to succeed in life.</p>
<p>Religion is a very important aspect of life. Not sure if it should be up to the State of Nebraska to influence that aspect.</p>
<p>Right idea, but might be too broad or vague. Equip through a well rounded education?</p>

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Same comment: too broad, unrealistic, unattainable, and ridiculous. It is not the responsibility of the state of NE to equip each child to maximum potential in all aspects of life. It is the primary responsibility of the parent, student, and at the most a partnership with the educator.
same opinion as previously stated
Schools cannot raise kids; parents do this; this mission implies schools have the burden. "all aspects of life" is unrealistic and overboard and insincere
Schools should not be responsible for maximizing children's potential in all areas of life. We cannot expect them to be educator, parent and society to our children.
Some aspects of life (example, religious) should not be touched by government - including the school systems so I object to including ALL aspects of life.
That seem very broad and not very measurable.
That's pretty broad-I don't know that schools could live up to this.
The statement fragment "all aspects of life" is very broad in scope. As such, there is potential for it to dilute the true intent of the mission, which really is to provide our children with an education that maximizes their opportunities for success. Anything beyond that, should be the responsibility of the parents and/or other institutions.
There are many aspects of life for which the government cannot equip Nebraskans, and indeed it would be wrong for government to be involved. E.g., religious education, etc.
This is a bill dedicated to education, not necessarily potential in life aspects. Again, this is very broad. It should be a a template of purpose that can be used to initiate, evaluate, and refine all of one's activities - however, it needs to be more specific towards the educational aspects of what this bill is trying to accomplish.
This is very broad - some more specificity would be good
This just sounds extremely broad-too broad to mean anything significant
This statement is extremely broad. Who is defining "all aspects?" And who is defining "maximum potential?" Different people in different families value have different values.
too broad
Too Broad
Too broad. Public schools are limited in helping students realize maximum potential in many aspects of life.
WAY too broad. "All aspects of life" are not public education responsibilities
"All aspects of life" is too broad. If Nebraska could provide realized maximum educational potential, we would be ahead of the game. The problem is that we aren't able to do even basic education well. Would you want to equip Nebraskans to realize their maximum spiritual potential? How would you provide spiritual leadership in school? This broad term also implies that the education bureaucracy in Nebraska can be extended into all aspects of life and I don't think that most Nebraskans would welcome that idea.
"all" is a strong word. Is it possible for anyone to reach max potential in all aspects of life?
Again this seems pretty broad. If this is to be the mission for the whole state define maximum potential and aspects of life.
Again, in concept it sounds good, but "all aspects of life" is pretty global in nature. What does that envision when the statement is so broad??
Again, too broad and meaningless. Would equipping schools and teachers to provide specific and attainable goals be better?

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All aspects of life? Are all aspects of life addressed in our schools? This is way too broad.
I think it is an almost impossible task for ALL aspects of live. Perhaps most aspects. Are we trying to maximize their athletic potential? I think there is way too much athletic activities connected with schools and not enough time for academics. When do students study?
Not all jobs need the same education. All aspects of life is troubling.
Not sure this mission can be actualized or operationalized
This seems like it is over-reaching.
Too strong: I don't have the time to realize my own "maximum" in even a SINGLE aspect of my life....
Way to ambitious and vague at the same time. Potential of and for what? All aspects of life. There are some things state government should stay out of. The focus should be on educational success, not "all aspects of life."
While our public schools work hard to educate the 'whole child' this mission seems daunting in saying ALL Aspects of life. Ending it after potential seems a little more friendly.
"all aspects of Life" is overreaching; not truly possible
"all aspects" is too broad - if mental illness is an issue that is really outside the purview of the schools
Again - your statements are broad, We want all children to have an education, however we are not going to tell you what kind of education the children are getting, even these survey questions are broad. What does realize maximum potential in all aspects of life mean? Education should not be about "tolerance" which has become a bashing of conservatives because they don't believe the way the liberals believe. Education should be about reading, writing and Arithmetic and not about all social issues. Common Core is the dumbing down of America so that the government can decide what is best for us.
Again this statement is too vague. Who defines maximum potential? How long does the State plan to work on helping someone achieve their maximum potential? I also don't care for the phrase "all aspects of life". That is far too encompassing. It could be deemed to include someone's personal life which includes relationships, hobbies and faith. I think this should read Equip Nebraskans to realize maximum potential in all academic or scholastic aspects of life.
All aspects of life is too all encompassing when families have different ideaol
ALL aspects of life is too inclusive and school teachers and administrators are not equipped for ALL aspects. It should be limited to education
First, the Mission itself is impossible to attain. It might make better sense to begin the Mission with the word "help". Secondly, "in all aspects of life" is beyond the role and scope of education, particularly public education.
Government cannot know or meet the maximum potential of every aspect of life. The advertisement of such is overreaching and untruthful.
However this sounds a bit too aggressive. I don't think the educational system (or should I say the state's budget) can handle this lofty of a goal. Sounds like a promise we can't keep.
I don't know how you expect to cover "All Aspects of Life". This statement is too broad
It is overly broad. Eliminate "in all aspects of life". The only way the current statement could be achieved would be to spend way more money than can realistically be collected.
Overly broad, can be abused to cover non-education issues

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There are a lot of aspects of life that are not covered in school - especially spiritual - so this isn't accurate
This is too broad, it should be more specific to education
to broad
too nebulous
Again, these are very broad statements. Too many times legislators only hear from people who don't work with actual students in classrooms.
Asking Educators to cover too much of a citizens life. "Maximum" and "All aspects" sound very invasive. Might try Equip each citizen with the life skills such as reading, math, history and geography, sciences needed to accomplish his/her life goals.
This mission brings up a lot of questions and I do not like it as much as the vision. I feel that after a broad vision, the mission should be a little more focused and specific. Do you really aim to equip studetns in ALL aspects of life? Is this not too far reaching? Why are we maximizing potential instead of achievement? How do we know if a student has realized maximum potential? I know these questions may seem nit-picky, but the power of words in education is something important and something we should always question.
The potential in all aspects of life is hard to define. Sometimes a child's maximum potential is out of educators hands thanks to the lack of parental and community support.
<b>Vague</b>
i think the mission sounds nice, but it is too vague. Equip Nebraskans with (education, resources, training, networking, opportunities) find some term of how or what the organization is providing. It will make the organization more distinct with how they accomplish their goals and it while it is inclusive for Nebraskans, it will be distinctive enough for people to separate it with other organizations that have similar missions.
too vague. what do you mean all aspects of life?
"ALL ASPECTS" is pretty abstract
Actually fund this vaguely worded statement.
again this is so vague, how is a persons potential determined? just realize? no direction to reach maximum potential? in all aspects of life? really-mighty big asperations that seem to scream tax payer money and wasting more time taking tests to see this maximum potential.
Again too general! Who is to determine how to gauge or measure "Maximum Potential"?
Again vague
Again, "maximum potential" is not very specific.
Again, I would suggest that it would establish a more powerful theme to build on if the goal was more clearly defined rather than "aspects of life".
Again, this is a very vague, open-ended statement. What is maximum potential mean? While Taylor Martinez was not a native Nebraskan, I think that one could argue that he didn't realize his maximum potential.
Again, this is very broad--so much so that it is almost unrealistic.
Again, this needs more focus. Something more focused might be, "Prepare Nebraska youth to be healthy citizens who are college, career, and civic ready."

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Again, too vague! This is why Nebraska is light years behind the nation in education! We are bubble protected in certain aspects but the bubble will pop and the true level of real education and level of high school competency WILL be exposed. The mission must include actual benchmarks and criteria that we want all students to achieve!
Again, very vague and while it leaves it open for interpretation for a diverse group of individuals, it is too vague to even begin trying to make this a realistic statement that people can relate to.
Again, very vague. It sounds good on paper, but what does it mean? Too broad and success could be interpreted in too many ways.
Again, where is the meat?
aspects is a bit ambiguous
Equip? Rhetoric, too broad, and vague. It looks like you want to go beyond educational aspects ..do you?
I feel the statement is vague and does not specify who in education will be responsible.
I think this statement is vague and will mean different things to different people and it needs to be more clear
It is so vague, it is meaningless.
It is very vague and sounds like you are trying to come across "smart" but don't really know your mission.
It's vague, and doesn't say anything. Everything except for point 3 is a generic education goal, while point 3 could open up a huge amount of interference from people with non-educational agendas.
less vague, what are you really focusing on?
Not that this isn't a laudable goal, but 'maximum'? ALL aspects??? Awfully vage if we committ to this, it's a HUGE to equip ALL.
Previously took the survey, but the questions asked couldn't have been more ambiguous. We all want this vision. Tell us what you are going to do, not just list a bunch of "feel good" questions. This survey was pointless, and a waste of tax payer money.
See previous. It's all too vague. And the reality is that if you focus on everything, you focus on nothing. If every Nebraskan were equipped to excel and provide enormous value to the community in ONE aspect of life, and just got by in others, we'd probably be better off.
This is too vague. What exactly does this mean?
This statement is rather vague. Is there a way to state the same idea more clearly?
To me, this is too vague and broad. The education system can't equip our citizens to realize all of their maximum potential, it can prepare them to engage and have access to opportunities, and that should be our goal, that no one be graduated out of the system worse off for it or underprepared for the challenges of life.
Too generic
too vague- to realize the maximum potential? Or to achieve their maximum potential? you could use "through education" at the end of the sentence. While I agree that education can improve all aspects of life, the mission statement doesn't even mention education at all.
too vague, omit "to realize". Equip Nebraskans for maximum potential in all aspects of life
Vague

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Vague enough not to be accountable
Very general, not attainable (ALL aspects of life) and therefore meaningless
Very vague
Very vague - does not actually work in the public school system. "Maximum potential" in "all" aspects of life implies that you will address the spiritual as well (which would be great) but isn't realistic.
Very vague again - what is it that you want them to be able to do?
Again too vague. Education's job is hopefully foster a love of lifetime learning. It is not education's responsibility to help citizen's reach the maximum potential of "their marriage". Trying to be all things to all people and it's not realistic.
Again, a bit general but the overall premise is good.
again, nebulous. How will "all aspects" be defined?
It's too flowery & nonspecific. "All" is a bit of a stretch.
Needs to be more specific in nature. How do you quantify maximum potential? What are all the "aspects of life" that education should be required to deal with?
potential for what? A bit vague
Vague again, First I would change to Nebraska Students. Secondly I would redefine or word "all aspects of life" thats a big statement. Might want to specify, such as, "prepare for additional educational interests or vocational skills."
Very general
Very vague. More questions on this statement then answers.
buzz words like maximum ans all may set process up for tto vague, too broad, etc.
It seems vague - what is maximum potential and what is all areas of life? It seems the scope should be more limited to education, instead of incorporating "all", which then includes marriages, children, general happiness, etc.
not possible.. too general a statement.
I believe it is too vague and doesn't have a focus on educating students. Equip doesn't mean or really point towards anything substantial.
very vague
While I agree, this seems rather ambiguous and general
vague
<b>Wording</b>
"All aspects of life." Education does not always impact "all" aspects of life, so that phraseology could use some tweaking. I'm not sure how to re-phrase it... Maybe something to the effect of, "Equip Nebraskans to realize education can provide the means for maximum potential in all areas of life."
"Equip Nebraskans to realize their personal maximum potential in the career choices they make."
"equip" is an invalid word for this usage.
"Life" would mean personal and home life; I would prefer it say Citizenship which would cover work, voting, participation in community, volunteering.

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"Maximum" is too strong a word.
"realize" might be too lofty or aggressive
..through education..
According to their ability.
add "maximum potential as individuals and community members in all aspects of life."
again...fix the Nebraskan Equip...awkward wording
Another option would be: Provide Nebraskans educational opportunities to realize their potential
Begin with (Provide Opportunities for all Nebraskans...
Better than "success" because it focuses on the development of the whole person, not that person's goals. Develop the person, and they'll have the skills and tools to get where they want to go - which may change and alter over the course of time or a career.
Challenge and equip Nebraskans to realize maximum potential in all aspects of life.
Change Equip to Educate
change realize to achieve
Delete in all aspects of life. As a pastor, I would prefer the state to stay out of religion other than educating students in a neutral way how religion has influenced history and the choices people make (ethics) rather than trying to help Nebraskans reach their maximum potential in the area of faith/religion.
don't like the word equip
drop "in all aspects of life"
Educate Nebraskans to utilize their full potential in all aspects of life
EDUCATING PEOPLE
Empower Nebraskans to reach maximum potential in diverse areas of life
Empowerment should be part of the message
Equip means you're going to give a person something in order to handle some type of situation. You can't "equip" someone with "realiz[ing]" their potential. You can "equip" them with things like means, tools, technology, resources, etc. but you can't equip them with realization. You equip people WITH something, not TO something. Maybe it just needs to be re-worded?
Equip & encourage
Equip all Nebraskans . . .
Equip ALL Nebraskans...
equip ALL Nebraskans.....
Equip is a poor action word for this mission statement. Words like prepare, groom, etc. are better suited.
Equip legal citizens of Nebraska with quality education to maximize their career potential.
Equip Nebraskans through education to realize.....
Equip Nebraskans to aspire to maximum potential in the aspects of life they choose.
Equip Nebraskans to ATTAIN their maximum potential in all aspects of life! "To realize" means that you can realize it, but may or may not reach your potential.
Equip Nebraskans to grow and achieve in all aspects of life

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Equip Nebraskans to know and use their strengths for the common good
Equip Nebraskans to obtain maximum potential in all aspect of life.
Equip Nebraskans to participate in all aspects "of the good life"
Equip Nebraskans to reach their maximum potential in all aspects of life
Equip Nebraskans to realize that through education each can realize maximum potential in all aspects of life
Equip Nebraskans with a broad educational foundation for successful citizens and environmental stewards
Find a better word for Equip
How about "maximum potential for their life".
How about "maximum potential for their life".
I consider this to be more of a goal not a mission statement. It is much too generic and unrealistic. We as educators cannot possibly accomplish a missino such as stated. Please keep in mind we educate to give students the best possible education so they can acquirie skills and knowledge to make wise decisions regarding their career. The mission statement listed above is unrealistic. Gear your mission towards educating students to acquire knowledge and skills to enhance their metacognition.
I do not care for the word 'realize' in the mission statement. It could be replaced with words like strive to, reach, etc.
I don't like the word realize in this mission. I think there should be some action not just a realization of potential.
I think the sentiment is good, but I prefer "full potential" to "maximum potential". Maximum is a term for machines, full is more human.
I would change "Equip Nebraskans" to read "Equipping students"
I would like the word "their" before maximum potential, as not all Nebraska students have the same potential
I would prefer the word prepare to equip.
I would suggest removing the word maximum. How do you measure whether or not a person has reached their maximum potential?
I would suggest saying "Equip Nebraska students to realize maximum potential in their life"
I'd stick with a good liberal (old meaning) education. All aspects of life is too broad.
I'm not sure about using the word "equip". It makes education sound like a tool or a device that can be given, rather than something that must be earned.
Include "educate" or "education" in the mission statement.
Include something that signifies the power of this potential and putting that power in the hands of Nebraskans
Include something that would add individual and collective: "Equip Nebraskans to realize the maximum potential as learners and our shared maximum potential as a society"
Is "educate" a better word than "equip"??
it would be stronger if it had the word education in it -- Through education, equip Nebraskans to realize....
List the aspects of Life...This is very vague...do you mean; health, finances, relationships and education?

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Local control is best! One size does not always fit all.
Look to the Nebraska Constitution: It states your responsibility. Leave the details to the State Board's mission statement.
make sure this means more than providing a couple of field trips.
Max potential in ALL aspects - how will this be measured?
Max potential in ALL aspects - how will this be measured?
Maximize the potential of all Nebraskans
Maximum is redundant
maximum or free appropriate public education?
Maximum potential in ALL aspects is a little optimistic. I did not reach my maximum potential in Math -- by my own choice and I'm a productive, successful citizen of the state. Again. needs funding to back it up. Some of our textbooks for social studies end when Raegan was elected. that was 33 years ago.
Maximum potential is a journey, equip Nebraskans on their journey to realize maximum potential
Maximum potential is expecting too much and implies much more than we will have resources to provide
Maximum potential is hard to quantify, achieve
Maybe change the word "Equip" to "Empower" making each Nebraskan as responsible as the education system for reaching their potential
Mission should include a function or how statement indicating how the mission is to be achieved
Mission should include the what and the how!
Mission statements often are a little more detailed in how you will go about achieving the vision/mission. I would suggest adding a second sentence stating something like, "This will occur through diverse partnerships, innovative strategies and building on individual strengths.
Mission statements should answer What business we are in? For whom are we in the business? and How do we get it done (our uniqueness); not sure this is accomplished. Also when trying to impact "all aspects" of life, I think this may be too far reaching. I can think of many things education cannot impact.
Mission: Equip (add: ALL) Nebraskans to realize maximum potential in all aspects of life
Mission: Equip Nebraskans to understand their abilities and use them to their best in all aspects of life
Mission: Strong and Successful Nebraska - every person, every day, every way.
More clearly define to include personal, professional and career aspects of life.
Nix 'maximum' and end after 'potential'.
Note that "realize" can mean "to comprehend" versus "to make real". The mission statement I would suggest is: Champion Nebraskans access to skills and awareness that maximize individual, societal and economic success.
Perhaps use the word, "Empower" for "Equip"
prepare Nebraska's students to develop to his/her fullest potential academically, socially and emotionally
Productive citizens

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Provide educational opportunities for realizing maximum potential...
Provide Nebraskans an equal opportunity to realize maximum potential in all possible aspects of life
reach instead of realize
realize is not the best word here. Achieve or develop to its potential may be more appropriated. Also maximum sounds like people are machines, full may be a better choice.
Remove in all aspects of life.
replace "realize" with "achieve"
Should it read, "Equip Nebraskans to realize THEIR maximum potential in all aspects of life."
Similiar to the vision; you could add something about education providing Nebraskans with the tools and skills necessary to realize and reach maximum potential.
Somehow articulating that potential comes in many size/shapes
The mission is to in a financially effective way provide the opportunity for each student to reach their own level of academic success and progress.
The mission statement is weak. It needs to state our unique identity, our purpose, and the means by which we will achieve our purpose.
The word "maximum" seems loaded.
The word all becomes inclusive even in items that schools have no control.
The word equip in the dictionary means, "supply with the necessary items for a particular purpose." This implies our mission is to impart a discrete set of knowledge in our students. It does not reflect the higher level thinking skills Nebraskans need to be successful. To put it simply, students need to learn how to learn to continue their education even beyond their years of formal education.
The word equip is ok, but the notion of education seems broader than equip...otherwise it is about ensuring opportunity to reach the full potential.
The wording doesn't sound good to me. If our vision is to educate all for success my mind goes to a vision of meeting the needs of all learners and include wording about a quality education.
There is no mention of education
Thinking of another wor for equip. Like the concept here.
This just doesnt sound right
This should focus on "optimal" not "maximum". Life is full of choices and those choices have implications / costs. Someone may want to be a doctor or professor but desire to be a stay at home parent. You have to make choices and choosing to maximize one area will necessarily mean you cannot maximize in another. We need to teach people to determine what they want out of life and then how to best pursue those desires.
Those Educated in Nebraska Public Schools will be Equipped to Realize Full Potential Personally, Socially, and Economically

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to achieve their best potential
To enhance each student in there perspective skill levels and grow new talents in all.
To provide a supportive, comprehensive education in an accepting environment that promotes knowledge, responsibility, skills, and leadership, leading to the empowerment of all students.
To teach skill that will allow students to be successful in life and be a positive role model for society
Use a different word than "Equip".
We should say Equip and Educate all Nebraskans
You lose the inclusiveness of the vision here. The word equip is too weak, and "realize maximum potential" is corporate PR bullshit doublespeak. How about "Empower all Nebraskans to think critically and creatively in all aspects of life"
add regardless of race and socioeconomic status
Again, focus on SYSTEM promoting excellence, providing service and support student excellence
Build strong Nebraskans ready to be contibuting, successful members of our state.
Change the word equip
change the word potential
change to maximize personal potential (we cannot necessarily reach all aspects of students' lives)
Create/provide opportunities for Nebraskans to realize individual potential in all aspects of life
Encourage and Equip
Encourage Nebraskans to desire or embrace maximum potential....
Encourage not equipt
Equip Nebraskans to aspire in meeting maximum potential in all aspects of life
Equip Nebraskans to be effective members of society
Equip Nebraskans to develop their intellectual skills and talents to the best of their abilities to become successful, flourishing, well-rounded human beings.
Equip Nebraskans to envision their maximum potential....
Equip Nebraskans to realize maximum potential in all aspects of life - unquote - Schools cannot prepare students for ALL aspects of life - maybe that is a lofty mission
Equip those who actually work hard to achieve their maximum potential!
Equipping Nebraskans with the educational opportunity to realize their maximum potential for their life and future goals
Firs of all CUT MAXIMUM. Secondly, All aspects of life? I am unsure what this means. Are we talking about taking on he mental health of every Nebraskan? If so are we ready for that means financially?
I don't like the wording. Again, there will need to be allowances for those who don't wish to realize maximum potential.
I suggest the mission statement be, "Equip Nebraskans to pursue maximum potential in all aspects of life."
I think a better word than "realize" is discover. This mission comes across as slightly condescending and elitist, which I'm sure isn't the goal.

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I think it is important to acknowledge life outside Nebraska. Perhaps consider adding "in a global society" after "of life."
I think some form of the word "educate" should appear somewhere in the Mission Statement. Perhaps: "Provide Nebraskans with educational opportunities to help them realize maximum potential in all aspects of life"
I think this a better vision statement. The response to the vision statement may be more appropriate for this statement. Thus, I would change the mission statement to "Equip Nebraskans to realize their career goals and potential."
I would change Equip to "Provide the opportunity ... or Open the door."
Maybe equip Nebraska students to realize....
Maybe it's implied, but "realize their own maximum potential" acknowledges that it differs from person to person.
Mission: Empower Nebraska Learners to realize and utilize their maximum potential in a global society by using the skills they learn and acquire through educational opportunities. I think the mission has to enhance and carry out the meaning of the vision. Equip is just not a good word choice in my opinion. You can realize your potential, but never apply it. We want more for our learners. .
Mission: Empower Nebraska Learners to realize and utilize their maximum potential in a global society by using the skills they learn and acquire through educational opportunities. I think the mission has to enhance and carry out the meaning of the vision. Equip is just not a good word choice in my opinion. You can realize your potential, but never apply it. We want more for our learners. .
Mission: Equip Nebraskans to realize their potential
Omit "in all aspects of life" or omit "all aspects of". This is too easily misread to imply that schools will be responsible for the spiritual, political, and ethical well-being of students.
Potential is a much better word than success.
Preparing Nebraskans for success on the path they choose.
Provide opportunities to equip Nebraskans to realize maximum potential for all aspects of life.
realizing their maximum potential
Realizing your maximum potential and striving to reach your maximum potential are quite different. We should strive to not just realize potential, but work hard to reach our maximum potential.
regardless of course of study or interest
replace Equip with Educate
Replace the word "equip" with "educate."
Should be to provide opportunities for all to be educated.
Take out "maximum" it implies "highest level" without regard to time or cost constraints
The use of the word "all" should be changed.
You should change "all aspects of life" to something else. Maybe focus on success in education, career, rather than using the word "ALL". The statement can come across as suggesting that the education system should be a part of every aspect of a child's life.
"each NE" "own maximum"
"provide opportunities"

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According to their need
achieve their highest learning potential
Add a period at the end.
each Nebraskan to realize her/his maximum potential
Equip is an odd word - but it is fitting for this mission
Equip Nebraskans in a public school setting to realize
Equip Nebraskans to pursue their passions successfully! Put the emphasis on living an enjoyable life and not just on the pursuit of monetary goals.
I don't like the word equip
I dont believe it should be to realize maximum potential in all aspects of life. I understand the purpose of the mission, however, I think that the mission should be to just prepare Nebraskans for life. Each person will have something they can maximize, but in general, I think the mission should be to just prepare them for life.
I might say to "Equip Nebraskans to achieve their personal maximum potential in all aspects of life"
I would say Equip Nebraskans to realize maximum potential for educating themselves. People's lives outside of school is their own responsibility.
I would use the word, qualify instead of "equip."
Improve on the terms "Equip" and "realize"
instead of "in all aspects of life" I would would it phrase it "Equip Nebraskans with the tools to become productive citizens"
Mission: Help parents to equip children for life"
Provide Nebraskans with useful and accessible tools to help maximum potential in all aspects of life.
Provide opportunity for Nebraskans to pursue an education that will help them to realize maximum potential in a variety of aspects of their lives
Too wordy
While realizing that each person's potential is not the same
yes, but there is more than just maximum potential. Every NE should realize how they impact NE by reaching their potential.
Being equipped to realize yes, but not ALL aspects. I wouldn't use the word ALL. Instead be more detailed and group specific.
Equip Nebraskans with the ability to function in a democratic society.
I would like it to say, "Equip Nebraskan Students to realize their own maximum potential." Saying, "in all aspects of life," gives us the impression that the schools must do "everything" in order to make children successful. As we know there are roles for parents, religious, and other groups that should assist in this process. Plus there are certain areas of life I don't what the school to help me realize my maximum potential in.
Mission: Teach. A successful education naturally leads to the realization of the maximum potential in all aspects of life
more than realize but achieve

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The only problem with this is that it is not realistic ... we cannot maximize our potential in all aspects of life simultaneously. Perhaps a better approach would be "Equip Nebraskas to realize maximum potential in alignment to personal, family, community, and economic aspirations." I am sure there is a better mission that we can work toward that more accurately captures what I believe is the true purpose of state education which is to "enculturate and educate our students for successful participation as members of an enlightened citizenry."

Is it really the goal to help Nebraskans realize potential in ALL aspects of life? Perhaps as we move down from vision to mission statement we could be more narrow in scope. I suggest that this have verbiage that includes attainment instead of potential. How will we measure potential or realization of it? Do we have timelines for implementing this mission?

Remove "all aspects of life." Beyond the scope of what public education should do.

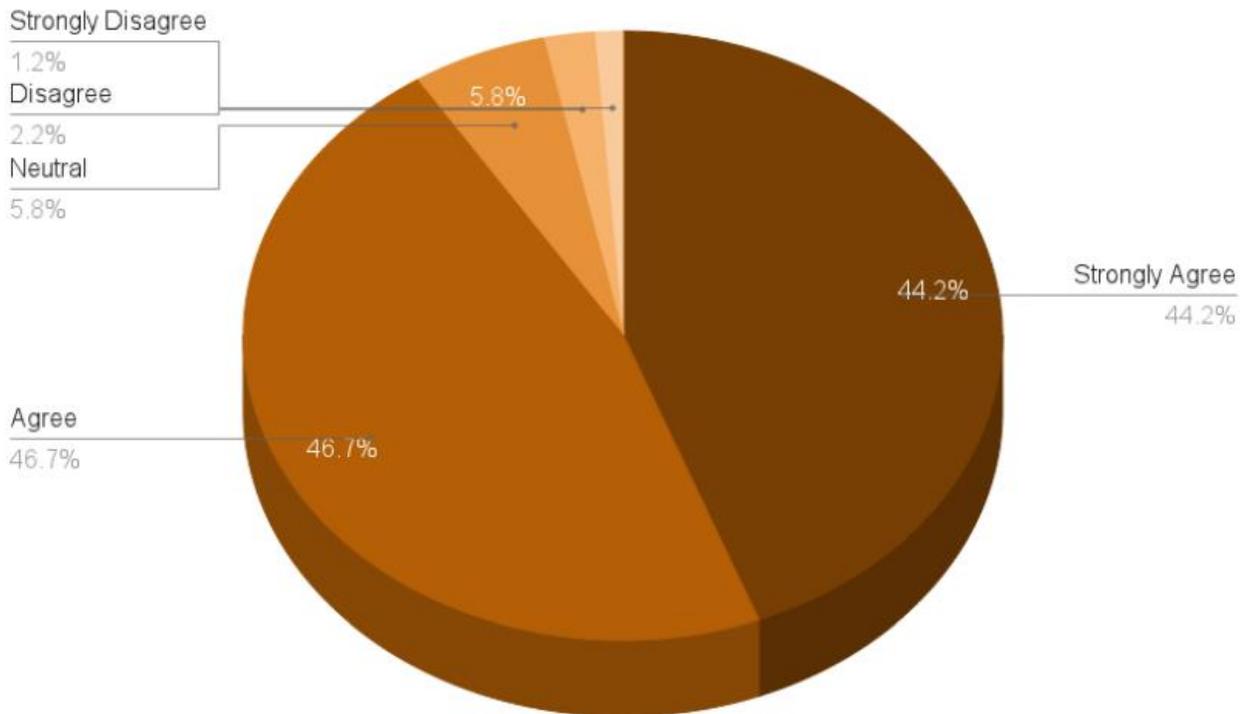
# Every Nebraskan Educated for Success

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## Goal 1

**Goals: (1) Provide programs and courses that inspire and prepare Nebraskans for success in learning, work, and life.**

*Do you agree that this is an appropriate aspirational goal for educating Nebraskans?*



<b>If you would like, please briefly describe how you would suggest improving this goal?</b>
<b>GOAL #1 - PROVIDE PROGRAMS AND COURSES THAT INSPIRE AND PREPARE NEBRASKANS FOR SUCCESS IN LEARNING, WORK, AND LIFE.</b>
<b>Commentary</b>
learning, work and life is too narrow.
Yes -- but again this looks good, but is it really feasible?
A politician must have written these goals.
Acknowledge the current system is failing the American dream; that the probability for successfully completing school is too much a function of skin color or money in the parents' bank account

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Actually, this one makes sense.
Again with the buzzwords.
Again, Education should not be held up as "the" solution for all life issues.
Again, I agree with this statement, but don't feel that there is an understanding, or ability to follow through with said goal in our current educational model. We are failing and creating feel good statements, without a clear reformation of the system is not going to help or aid the situation. again, isn't this what we already do?
Again, sounds good but need to know more about government's role
Again, this item is very similar to items 1 and 2 - same answer as before
Again, we should not expect K-12 schools to do anything but provide meaningful educational opportunities for children.
Again, why would a school offer anything else?
are there other things beyond "programs" and "courses" that can inspire and prepare?
As long as that does not imply college for every child
As long as the courses that inspire and prepare for success are beneficial to improving a more healthy lifestyle for all.
Being inspired by educational content is not a necessary component for learning.
better social understanding by the students oward each other
But how would you quantify that for your ROI? And what's the hook for keeping Nebraskans in Nebraska?
Education is or should be to enhance learning and work. Life is what people do with the learning and experiences at work. I am educated and it is my responsibility to find success in life....no one else is responsible for that.
Emphasize life and life experiences. School curriculum is becoming too mechanical, overwhelming and time consuming. This robs our young kids the ability to fully immerse in experiences that inspire and prepare the life side.
Everyone should be afforded the opportunity to be educated. Not every individual wants the education and schools and teachers should not be held accountable if the individual declines or demonstrates that they don't want the education.
FCS High school coursework
First, I would not call it a "goal." In my training, this is a component of a vision statement. This explains how the State intends to attain the mission.
Has anyone looked at the correlates of effective schools as provided by Larry Lezotte? Or has anyone looked at DuFour's work on professional learning communities? Either would provide superior components of a vision statement. Nothing about the goals provided so far inspire me.
Good
good thought. How will they measure inspiration?
Good, yes. This is a good goal. This is the entire intent and purpose for any educational system. Sometimes you just have to state the obvious.
Great goal, but what programs? Who funds the programs? Will all school have access to high quality programs?
Great goal...but the wording is so overloaded that it is set up to fail no matter how it is measured. There are multiple measures in this one goal that bef the question of "yeah right."
Hands on learning and positive outlooks for classes of work.

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Hasn't this always been the goal of education? Your survey isn't asking the right kinds of questions that have anything to do with education reform or a vision for the future.
Have three areas of success reflected in mission and vision as well
How are you providing programs
How do you measure inspiration?
how would we accomplish this?
I agree that the goal of education is to inspire people in their learning, work, and life.
I am very sceptical that this is actually going to change anything.
I believe you have it covered
I have heard and lived the application of what we learned to the use in normal life. Several students state "why do we need to know this stuff" and there right. Apply it some how or some way. real life skills.
I know this is a survey to gather information about an initial goal, so you're just beginning. But I don't really know enough about this to make an educated choice. Who are you going to target? Kids in all areas? High School's only? Does the goal sound good, yes. But it's hard to provide feedback when I don't know what your ideas are to accomplish this, even high level for now.
I like this one
I like this one because it does have an open description of classes, such as the "arts" that support and strengthen the arts.
I love the inspire part and want to stress the importance that there are more opportunities in the world than a student may expect for him/herself.
I think a focus on science and scientific learning is crucial in improving education in the state of Nebraska.
I think it is something to aspire to, but again it will be difficult to make students/families want to me more successful. They are happy to do the minimum to get by.
I think this is a great goal, yet I wonder if this would serve as broad umbrella, but not necessarily stimulate a direction or change.
If students can learn how to learn, they will be prepared for life.
If the minimum wage is raised to two or three times as much as it is currently. People who are just scraping by cannot invest in the economy. They have little resources to invest in their own lives sometimes so they are not as equipped to contribute to society in as many ways as they may like to.
Opportunities are essential. Give people the inspiration to do things and make the tools available for learning.
academic success as well as educates and encourages families!
inspire children to think
Is success only college prep or also vocational?
Is this a fine arts endorsement ?
It is good to establish goals. Just because we might not reach everything we aspire to does not mean that blame must be leveled on someone or that we haven't reached a certain level of success.
It is important to teach skills that lead to well being. Can we teach grit? Resilience? Yes we can, and we should make a concerted effort to make sure this happens.

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It sounds like just another program that will have include very little support for teachers, and will involve more things that have nothing to do with students' daily lives.
It's an empty statement.
its currently meaningless doublespeak
It's good. Important to demonstrate that education is for people of all ages and covers different facets.
learn students to teach them
Learning and work, yes. Training people for success in life will follow.
Life such as being a responsible adult, learning budgeting, purchasing, financial planning, job interviewing, etc.
listen to the teachers and support team they know what our kids need more than a bunch of people on a ed. board
LPS keeps trying new types of teaching that confuse kids. This is not helping
My son still struggles keeping work because the only thing LPS was concerned with was if he could get adiquite grades if he ap lied himself.
Needs to broaden because many opportunit es are not there for students unable to attend college thus they are not prepared. When they do go into college they don't even know what fields or types of jobs a degree could get them.
No, there are no programs to help students that are behind or struggling with work. Once a child enters HS their are no programs or help for the teens
Not just for technical or two year degree programs. Education should prepare them for a Bachelors degree or more. We have so many of these for profit schools like Wright Career College that prepares students for lower paying jobs then a four year degree would provide.
Options, Options, Options and multiple partnerships, both big and small
Our kids are graduating without having a real idea of what it takes to succeed in life.
Please be sure to remember that providing these courses does NOT mean they can all be the same. Not all NE learners have the same needs or abilities. One size does NOT fit all in the educational setting.
Point out that inspiration/preparation for success does not mean "teaching the test," but actual learning.
Previously took the survey, but the questions asked couldn't have been more ambiguous. We all want this vision. Tell us what you are going to do, not just list a bunch of "feel good" questions. This survey was pointless, and a waste of tax payer money.
Provide choices for all students. There needs to be true alternative education.
Provide, yes. But hopefully that does not mean all programs will be required.
public school is not to teach ALL aspects of life-too invasive
Really - nice statements. Just wait until a conservative majority states their real feelings at district/ city/ county levels!
Really depends on what courses they are thinking about.
Remember how extremely diverse NE students are so programs need to reach EACH student at his/her entry level.
School learning is intended to apply to all parts of life

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SERIOUSLY - IF THE SCHOOL SYSTEM IS AS BAD AS YOU ARE CLAIMING A NEED FOR LB 1103 THEN PERHAPS YOU SHOULD CREATE AN LB 1103.1 THAT IS ACTUALLY ""FOR"" THE STUDENTS RATHER THAN FOR THE FAT CATS AND KNOW NOTHINGS THAT CLAIM INTEREST WHEN REALLY THEY'RE JUST LOOKING FOR A PHOTO OP OR CUTBACKS FOR THEIR BIG BUSINESS OR POLITICAL ASPIRATIONS.
Sounds more like a resolution than a goal. How do you measure it?
Speech should not be required for graduation. Not all kids will have to speak to be successful.
Teach quality not quantity. The government has unrealistic laws that prevent this.
That's a basic requirement, not an aspirational goal.
The education system should focus on learning and work. If learning and work are successful, then life will follow by default. There is no point in calling it out here specifically.
the Focus programs are wonderful, but need to find some way to get students there w/o having the parents leave work to take them
the goal needs to be for every student not just the average. To much time and money going to the bottom learners, the top learners need the same amount of opportunities. Not a 50 stipend at the end of the year to meet high ability needs...
The key is to meet the needs of the children. Some children will have more difficulty than others in certain areas. All children should not be lumped together in the same group. Groups should be based on need so that each child can get the most out of their education. If a child is struggling...they should not be in the same classroom as a child who is excelling far beyond. There is no way that a teacher can effectively teach both extremes in the same classroom.
The problem is that there are not enough hours in the day for the students to take all of the courses that they want.
The word "inspire" could challenging to this "me" generation.
there is a lack of life skills such as check wiring, resumes, work expectations, and such taught in schools.
there needs to be better defined criteria of acheviable goals and a recognition of the defecet that are present in the current systems
They need to learn how to set goals in all aspects of life.
This goal lacks a unifying purpose, instead, it is scattershot in providing "programs and courses" rather than a systematic approach and delivery.
This is a fine statement that encompasses what education should do.
This is a very open statement that can support a variety programs and curriculum that will meet students at their current realities and move them forward to their future success.
this is appropriate for individuals that can actually be educated and that will be able to work. It is not appropriate for individuals that will never be able to hold a job and tax dollars should not be spent
This is closer to an ideal mission in my view. The goals should then be more specific to achievements and opportunities made available from reforms.
This should be based on the individual needs of the student
This sounds like vocational training not education. The above statement should begin in high school and then students can decide whether higher education is a good fit for them and their future.

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to inspire we have to remember that each child is an individual with individual aspirations and individual ways of seeing and understanding things. therefore, it would benefit the children to have several options for inspiration and preparedness not just one certain set of goals for all
Two-track school system. One college/university bound. The other more work related/trade school
Use courses the cross curriculum and allow students to use Math skills while learning how to build a house
we are failing in the department because we are only worried about the kids that are struggling and not seeing the other kids that are not engaged as a result.
We need to educate to the ability of the student. In some cases curriculum is dumbed down. You get what you expect.
We need to make sure that all students reach their potential and utilize their gifts. This does not mean all students will attend a 4 year academic college.
What about being prepared to compete in/for national and world markets
What are your specific plans for doing this, and how are you going to adapt, when things don't work out the way that you planned (ie, back-up plans)
What does this look like?
What programs are considered inspirational?
What type of programs? Alternative? Progressive? A variety? Learners are inspired because it's MEANINGFUL to them.
When identifying goals, one must also identify how you will know the goal has been mastered. How will you know this goal has been met? What does mastery look like in regards to this goal? Again, this is MUCH too broad. Narrow the focus. Use more precise language. Inspire... much too vague a word. And, which Nebraskans are we hoping to inspire and prepare?
Where is college and career readiness language?
While I agree this is appropriate there is now where stated how all students will be given those programs.
Will these programs be provided for all students or those from title schools?
Would the state choose curriculum?
Wow, an educational survey that has incorrect punctuation. Remove the comma after work.
<b>YES AND IMPLEMENT AT A YOUNG AGE</b>
yes, i do agree with the statement but schools are taking away the important programs to help make this possible, like art and p.e., and making recess a non social interaction place for our children
yes, this is good.
Yes, we need more programs and courses on work and life.
You can provide many, many programs, but you need to get the kids' to buy into them
you need to not only work with regular kids but all school should work with kids that have behavioral issues also
...and contexts for learning...?
Adequate funding need to be a priority at the State level, however, to accomplish this. In addition, the Nebraska Dept. of Education needs to take a stronger leadership role in program & course design, as well as resources to assist local districts. Last, higher education needs to prepare prospective teachers for the modern, research-informed course content and pedagogy.

## Every Nebraskan Educated for Success

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Currently, it is encumbant upon the hiring school districts to assume this responsibility and expense.
Affordable education, I think schools should provided meals for ALL students.
Again, it's a bit grandiose. Stick to learning knowledge and skills.
Again, to simplistic
Again, very broad and thus meaningless. Would a goal of meeting proscribed standards have more meaning?
Agree - don't think an hour a day of free reading time in our elementary schools is a good use of time, nor does it inspire achievement.
And who decides what programs and courses inspire and prepare. Could lead to massive duplication due to each institution identifying its own inspirational programs and courses
But dont just keep passing the children saying they are meeting the goals when in actuality they are not!
but don't lose touch with the basic skills
Education is not about a job, but at learning to be able to make responsible choices with informed basics.
every school should be teaching the samething
Find out education school system and find out if kids are going to college.
Free from religious influence.
Give a love or learning to our youth
Good Goal
How "diverse" is this education system willing to go?
How one assesses this may be important to thinkg about.
i agree as long as "life" is defined to exclude moral and religious aspects of life. I think that is too broad a term. "Life" could include so many things. Such a responsibility could become a slippery slope in terms of what the state is required then to teach or what the state takes over teaching. Education is vitally important!! But part of the freedom of speech and of religion and of happiness have to do with education and how we teach our children.
I do not have a problem with the statement, but would like to know how it intends to be carried out.
I think would be a great goal for the school boards and especially for individual teachers. Not the state of Nebraska.
I would focus on specfic and measurable goals that affect employment and success such as improve critical thinking skills; ability to communicate verbally and in writing; etc.
I'd like to see this goal include students who are not "college bound." We are very focused on students with a college path, but provide less functional opportunities for other students.
If this insures that no religious teachings are introducte into our public school system and charter schools are not publicly funded.
Is it really only about programs and courses? Perhaps it is more about knowledge, experiences and opportunities that inspire and prepare students for success in learning, work, and life.
It is inspirational, but accountable and verifiable learning should be in here too

## Every Nebraskan Educated for Success

It is the responsibility of the school to teach reading, writing, arithmetic, history, and science and American government. If we are teaching our children the principles of liberty our nation was founded on and their rights and responsibilities as citizens from birth, not only will have a well-educated citizenry prepared for life and eager to work and contribute to society, we will have a freer, healthier, prosperous state and a stronger nation.
learning. (period) work & life = learning
Life?? Takes many forces, not jut schools
more focus on individual needs and desires for learning and learning styles. not everyone fits into the cookie cutter mold of learning
Programs and courses must meet a framework of initiatives.
Programs and courses should be designed to help students develop critical thinking skills.
Teachers need to be more open minded. Parents are more educated than previous generation. Too many think they (teachers) know what is best . Our SP was told by district personnel that the "EAP she designed was setting my son up to fail ". Her response was "he'd figure it out because he was that smart". When my son did figure it out in less than 2 weeks she was livid and began sending him home on trumped up charges.
The average highly motivated kid doesn't even know what they want to do with their future often until college age.
The goals are too much reminiscence of Hillary Clinton's "It takes a village to raise your child". The goals appear to leave the door open to get too involved in personal and private lives.
The new way math is being taught is not teaching the kids how to get the right answer, it takes more time, which minimizes what they can be taught in a year. This needs to change immediately.
This goal is really good. This is what I believe to be a part of our mission and vision.
This goal should be strengthened. To inspire is difficult to measure. It doesn't provide real direction but is rather weak and unmeasurable.
This is actually good.
To set higher standards and not allow children to skate by with barley working
To survey students
Too broad - should focus on preparing for 21st century skills
too broad, unrealistic, not enough time to teach subjects and delve into preparing students for life issues
What is this inspiration? Isn't inspiration 99% perspiration? Let's stop entertaining our children and teach them something like math and science and real-worls skills. Taking a test 6 times to get a good grade is only teaching and feeding self-centeredness.
Who will provide the programs?
Wonderful that you have "inspire" it is so vital
Yes,from birth through high school. Collage must be paid by individual, business, or state.
You need to specifiy programs: priority should be to public schools then pariochial school. Also, any program receiving funds should be held to taking the NeSA testing to unsure the program is working.
Education is about the work life, not life.
Education should be done according to individual's goals and not legislated by the State

# Every Nebraskan Educated for Success

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I like the idea of this, however, is this for students or the population as a whole regardless of their age?
I like this goal because it includes all facets of life.
I really don't have anything that I think could improve it. I think it is very accurate that we need these types of programs.
I think the education system should provide programs and courses for the people. I really like the three pronged approach of learning, work, and life.
I think this should focus on skill based activities especially around the idea of educating children on how to think vs what to think. Brainstorming sessions and showing them how to ask questions and be skeptical.
I would bring back balance to the school day. There needs to be time for fun and joy, not just cram and test.
If programs are optional it would be OK.
Is the goal sufficiently actionable and measureable?
Is the state going to provide these programs to homeschoolers, like the state of Iowa does? It would be a great option.
Is this a measurable goal?
It's all-encompassing which us great.
Place more emphasis on Art and Music, as well as physical education. I believe that children are more likely to excel in reading, math and science if they have a variety of studies, not just major emphasis on a few.
Quit holding back the above average student to try to educate those that cannot or will not be educated.
Sounds great to me. You are referring throughout their entire education?
Sounds politically correct. Good luck with that.
Stick to school life will follow
Still reaching for the moon.
The logic of this statement is somewhat circular, as it seems to be saying that "programs and courses" [for learning] will promote learning.
These programs must not allow for charter schools to be brought to NE. Our publics schools need legislative support financially to continue their outstanding work, not impossible goals of NCLB that bring a negative perspective to the public about our schools. The Learning Community is a positive initiative and needs to continue.
This statement provides a foundation for educating each learner. How can available resources be maximized to ensure opportunities for children in suburban areas are on par with programming in rural areas?
very broad statement
We need to build critical thinkers at an early age. Again we need to get kids moving and learning.
What is the state going to do for courses that inspire and prepare for life?
Who will provide programs and courses? Are we to assume that we are referring to public education, and if so, Nebraskans should know this, and if not, Nebraskans should also know who the stakeholders are for programs and courses.
Yes, but do not impede the success of those due to the needs of a few. Help all to the degree possible, but focus on reality.

## Every Nebraskan Educated for Success

Yes, but once again, this is all well and good but the SPECIFIC means by which to get to attaining this goal is imperative. In other words, what does this mean to teachers, students, and parents? Specific curriculum?
Again, creativity is key for success...
How do you assess "inspire"?
How do you measure inspiration?
How will the legislature require programs that inspire? What types of programs out there are designed to do that?
I like this goal and appreciate that "learning" is listed first among work and life. I think this is a great goal that could be a little more focused. How will we provide these programs? What are the programs? Are they in-school or out of school?
I strongly agree that this is an appropriate aspirational goal for educating Nebraskans. This is a blanket that covers many important things education, preparing for a work force, and what other options may come up with a life.
Inspire' is the key word here. Because only a small percentage of people in the work force actually work in the field of their college degree, then a solid, overall education would truly be the key factor to 'success in learning, work, and life.' Common Core does NOT allow the flexibility needed for Nebraskans to adapt this to our local views and needs.
It is a lofty goal to inspire students (and one that is very necessary,) but hard to evaluate if it is actually achieved.
Modern schools are teaching too much to careers and not enough on how to think. Jobs and skills needed will change so thinking is the most important.
More accelerated courses , not generic dumb down that is what makes up the DOE. Nebraska used to be the best in education but now we are just like everyone else.
Options are available, individuals who truly want them will find them
Public education, if done appropriately, naturally leads to these grandiose blanket statements.
Remove obstacles to learning such as standardized test, common core (untested) curricula, and detrimental pressure on students and teachers to perform.
Students need to develop job skills that will result in good paying jobs. That is not always "inspired".
Suggest caveat that care will be taken to ensure that programs do not have unintended consequences - financial or otherwise.
Teach out kids to be able to teach themselves.
This sounds taxpayer expensive. It sounds like NE educations will be providing every aspect of everyone's life. "Inspire" is not measureable.
We need to get back to basics in education.
You are ambiguous. Be specific and honest. What are your goals?
Absolutely, trade classes would be nice and PLEASE bring driver's ed back WITH simulators.
Again - what kind of classes are you talking about? Very general and broad. I think that Millard does a wonderful job at the high school level of offering class choices to help kids find a path to go. I think kids need to learn how to be respectful of all people, and show how to be compassionate, kind and caring, but what about the parents? We are instructed to raise our children, and perhaps the problem does lie with the parents, but the schools are not to be our nanny, but a partner with the parents to help them raise their children.

# Every Nebraskan Educated for Success

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Again, not sure how feasible this is. All students learn differently; this would have to be a very broad scope of courses and programs
Again, stipulate that these options are for state-run schools
Again, the problem now is that not all of these skills are taught currently
Allow for creativity as well
Allow for students to realize that life isn't always fair, it's what we do with it that defines us.
Are these programs and courses that inspire mandated by the federal government or are they original and creative programs from conservative Nebraska values?
Are these state or local driven programs and courses?
are you talking about K-12 or college or ? again, too general
Aspirational yes but perhaps needs to have specific practical applications
By "provide" at what cost and to who?
Depends on who is taking these and who they are structured. Teachers and educators cannot be the only ones required to take these courses.
Don't forget to consider cost, daycare for single parents, variable scheduling options, online/person/conference training sessions, measurable, tangible output/results.
<b>Common Core/Testing/Assessments</b>
Add by giving us the Common Core Standards
As lon as this vision is not based on Common Core Standards
As long as they are not standardized and tested
as long as this doesn't mean more NeSA prep driven course work.
Do away with standardized tests and let teachers teach.
Do NOT adopt the Common Core!
Do not put such high emphasis on NeSA.
However, this is very much akin to the call for Common Core State Standards. Nebraska is well equipped to deal with our education without having to fall into that trap.
Kloefkorn has one of the best mission statements on getting the most potential out of every student. To many schools are only concerned with the NESAs tests. Kloefkorn teaches beyond the test which allows their students to do well on the NESAs test. Again a comparison is Norris which spends a quarter reviewing previous year, another quarter preparing for NESAs testing, and then a semester on that grade.
Life skills programs are important for all students, not NeSA test results
Nebraska is very weak in accountability. Right now, everything seems to be based on the NESAs test. That doesn't measure much. Bullies can score well on the NESAs test. People with social inhibitions can score well on the NESAs test. Programs that get kids into the community and working are awesome. Working jobs and learning about paychecks, taxes, net worth are awesome. I see so many schools that measure themselves on how many kids go to college or how they did on the ACT or NESAs. Yet those same kids couldn't fit an accounting class into their schedule because the school curriculum for a college tracked kid wouldn't allow it.
NeSAs get in the way of this. We skipped the Civil Rights Movement and the Vietnam War so we could prep for the NeSA-W and -R. What would have inspired them more?

# Every Nebraskan Educated for Success

the only way to meet the needs of kids is to let teachers teach, not to a test , but to a student' strength
This should not be based upon standardized test results
This should not include TESTING . There will also need to be funding for these programs- please remembered that it needs to address ALL students, not just the majority
Unless it is eluding to implementing Common Core - then I am 100% opposed.
Use national standards
We need to take an emphasis off of testing. Teachers have a difficult time adding "inspiration" and motivation when students are tested to death. It squelches learning and takes away from a love of learning as early as Kindergarten. The common core curriculum is good but there need to be more opportunities for teachers to add fun and excitement even some play time and social learning time. Admistration needs to stop telling teachers to teach to the tests and cut out things like history, science, and health. ESPECIALLY in Title 1 schools were students are MORE likely to experience or engage in drug activity.
What will these programs be? How can the teacher teach to the test (ACT, State) and incorporate practicality? Please, focus on teaching and learning--not just how to do problems from a test. The truth of the matter is that there are lots of wonderful kids out there who really want to learn; however, when recess is taken from a child, true learning is diminished. According to brain research on how a child develops creativity, the evidence is that they develop this through play. Let the kids play and discover. In my mind from my 44 years of teaching, I have seen far too many teachers just teach from the book.
Without AYP!
you cannot achieve this through standarized testing- no two children learn alike
You have forgotten to include how to test well on standardized tests. Every student and school is held accountable for making all kids great test takers.
My hope is that to accomplish this goal we need to move away from a statewide standardized testing model and allow inspirational teaching and learning to occur.
No Common Core!!!
Gearing curriculum towards standardized tests does not allow for academic creativity and freedom.
How do you inspire children when all they do is test? We are creating test-takers NOT critical thinkers
I believe the goals statements are fine. The issues are with the way in which we test students to evaluate our goals.
I think the schools in Lincoln do this but there is too much emphasis on state testing when the curriculum is established. We are teaching to the test, not to prepare our kids for future success.
Joint the Common Core
NOT adopting Common Core
DO NOT adopt Common Core Standards. Stay strong against this.
<b>Community</b>

## Every Nebraskan Educated for Success

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<p>Great goal, but without evaluation metrics in place it means nothing. Also who decides these programs think we need to mention the community. Including business leaders, entrepreneurs, students, families, nontraditional learners etc.</p>
<p>Release the constraints of standardizing everything and let community school districts begin to personalize the learning taking place. We need community partnerships, real life experiences, and digital citizenship.</p>
<p>Schools should not try to be all things to all people. Families and communities have responsibilities also.</p>
<p>The communities must be involved in the educating of our children!</p>
<p>The community, not solely the school, should be responsible for preparing for "life". This should mainly be parental and family.</p>
<p>This needs to include parents and the community to assist.</p>
<p>Include a service learning goal. Learning to serve others helps improve all participants.</p>
<p>Programs and courses are part of the solution. The core of family life and stability is a larger part. It, too, should be addressed.</p>
<p>The state does not need to be involved in my work or my life. I can do it myself.</p>
<p>and to understand the importance of community service, supporting family structure</p>
<p><b>Define Success</b></p>
<p>Again, the definition of "success" is key.</p>
<p>Again, what is meant by "success"? If it includes becoming a doctor that's a very different path than if it centers around carrying on the family auto repair, farming or other business. Rather, I think we should strive to provide a curriculum that well positions a person to pursue their goals.</p>
<p>Again, who defines success or inspiration. Lofty words with no clear goal post. Nebraskan choosing the tools for the job.</p>
<p>Define "success." There's more to life than making money...</p>
<p>Define success. Ambiguous, nebulous. Success should be defined before Nebraskans are asked to sign on/agree.</p>
<p>How would success be determined?</p>
<p>I agree that this is a worthy goal, but again success according to what standard.</p>
<p>I'm a survey methodologist. I recommend that you change this goal &amp; the related question because the goal is not 1 thing ... it is too many things wrapped up in one for a single agree/disagree question to address. I very much like 'inspiring' but 'success' bothers me because I wonder how it is defined &amp; by whom. Even once it's defined, can school provide all of that?</p>
<p>It is reasonable to expect that schools can prepare students for college and/or career and that they are charged with ensuring successful/appropriate learning experiences for all students. I am having trouble with the success in life...can't guarantee that outcome for every Nebraskan</p>
<p>preparing people for success means different things to so many I am not sure one statement will suffice here.</p>
<p>Some would define success in terms of self-centered goals (money, prestige, power) while others would define success relative to more altruistic goals that benefit society. Which "success" did the writers of these goals have in mind?</p>

# Every Nebraskan Educated for Success

Success in learning I agree w/. Success in work and life is not for the schools, that is where experience unfolds.
success is abstract concept, is there another concept that can be phrased to reflect varying perspectives on individual satisfaction and productivity
success. in working and learning
The goal is pretty broad. What is the measurement of how successful we are?
Also, how do you measure success? You can't have a goal that is un-measurable. Just remove the word success
This depends on how success is defined.
What are the metrics of success?
What is success? Specifically?
What is the measure of success--money? happiness? job you like? job culture determines to be most valuable? ??? Who decides what success is?
What is the rubric to determine if someone is prepared for success?
I believe that good intentions are meant by this goal. However, who determines what success means? Is success measured by level of happiness, by money earned, by personal satisfaction level? A suggestion would be to "prepare Nebraskans to be critical thinkers and lifelong learners". If Nebraska education could provide that, then the students would be prepared for work and life.
Success is defined differently to each person and again should be left to the local educators that work with the students....not with persons who reside in an office somewhere.
<b>Doing It Now</b>
Most school districts already do this...are you going to give schools or teachers more money if you are going to require additional programs?
That is already happening.
We are already doing this. What's the balance between making this look like something new vs. continuing the good work already being done.
Do we not do this now? Is it that the programs aren't there, or that some don't take advantage of it?
I believe this is the goal of education already.
<b>Finance</b>
As long as there are the funds to do this, not make promises and then expect educators to manage numerous things within classrooms so no one gets the teacher attention they deserve
As long as these are not unfunded mandates.
Help provide resources to supplant the cost of those courses, so educators do not get overloaded with lots of debt
How much money is this survey costing?
Make resources easy to access
Now, lets talk funding.
Once again, FUNDING! Schools don't have the money they need right now to help the children become prepared even for the next step such as college.

# Every Nebraskan Educated for Success

Please make sure funding for education is a priority.
Please make sure funding for education is a priority.
programs do cost money. lincoln is good about imposing programs we also need money to follow through
Provide adequate funding for schools with out making schools count masters degrees or extra days
Provide fully funded programs and courses...
Small schools are not able to meet this goal. Where will those funds come from to aid the small schools?
The programs must have adequate funding.
The State needs to implement programs that will seek to reduce class size, and provide additional funding for school districts struggling to maintain smaller class sizes.
This goal leaves small schools at a disadvantage, unless there is some kind of funding that brings outside programs in at a discounted price.
This is a wonderful goal on paper, but unless it it backed with funding and support for schools then it is a bunch of words designed to make us look good while imposing more on the teachers in our schools. Are there qualifiers stating how the state will support this? Such as low class sizes, time to look at data to make good instructional decisions.
This seems an impossibility as long as local finances are supposed to pay for these programs; class D and C schools can't/won't do it.
We mist do better at providing resources for students and staff.
Yes, but as I stated earlier, it needs to be clear about each person's role in the education process and that their will be adequate funding of the goals and where will that funding come from
Funding to do so must be applicable to the needs of the schools. State should fully fund such requirements and standards for schools to perform these duties.
<b>Free Education</b>
make it free for all nebraskans
<b>Goal 3</b>
Add institutions of Higher educaiton into the phrasing versus organizations.
<b>High Ability Learners</b>
If you continue to ignore the upper level students, they will give up.
<b>Improve Teaching</b>
get rid of bullying teachers
hire teachers who care about kids
I think that team work is really important these days too.
Increasing the minimum knowledge amount that needs to be learned private schools have a much higher education knowledge base than a public school why is that ?kids weather private or public should have the same standards I shouldn't have to send my kid to a private school to

# Every Nebraskan Educated for Success

get a better education the teacher going through school themselves should be able handle kids learning different ways but still reach the same education

It's not the programs and courses that inspire, it's the delivery of the content. Therefore, we should be providing resources for educators to learn how to engage their students.

programs and courses are great, but if you don't have superior "teachers" NOT protected by a union the programs and courses are useless

Programs and courses don't inherently inspire students. A highly qualified teacher is the most important aspect of an inspiring course and the preparation of students for success.

Programs need to be staffed with good role models. Too many programs that are currently funded are poor and provide children with negative role models.

Teachers in classrooms administrative personal time IN classrooms

They can start by taking advantage of teachable moments! I was beyond disgusted when Neil Armstrong died and my kids came home and I couldn't wait to hear what they had learned...both responded with "who's that?" I guess this goes back to just wanting a paycheck and no effort to do anything extra.

Rid ourselves of the teachers union so that ALL schools have the best teachers - proven record!

Sure this sounds great, but who is to determine what "inspires" our kids? Who will evaluate teachers and how to be sure they are of the stuff that "inspires" our kids? What about tenure rules? There are wonderful teachers out there, and then there are some really lousy ones.

teachers need to be inspired, prepared & motivated too

provide new incentives for teachers to earn advanced degrees in specialized areas of instruction

## **Life Long Learning**

1. Provide programs and courses that inspire and prepare Nebraskans for success in life, through life-long learning opporrtunities.

I highly recommend new emphasis on lifelong learning, using as a basis for this, the Danish folk high school system, a system well known to the ancestors of many Nebraskans!

Life long learning???

Life-long learning - less focus on "courses" and more on experiences

Use the term "lifelong learning"

with lifelong learning as the goal

Any chance of adding the term "Nebraskans of all ages"... to include early childhood education?

Maybe prepare for life long learning, meaningful work and full life?

Prepare Nebraskans for lifelong learning

Does this mean that you will be funding early education again? Hope so.....

## **Local Control**

# Every Nebraskan Educated for Success

Eliminate busy work in schools. Concentrate on reading, writing, math, social sciences and sciences. Electives based on actual job skills added in junior and senior high. All courses should be determined at the local level.
I don't think the state needs to "provide" the programs and courses. How about assure the delivery of programs and courses that inspire.
If this is done, then you would need ONE program that EACH district in the state follows.
Local control is best!
Programs and courses of any value have to be based in the needs of the local entity. This statement smells of State interference in such choices.
That is a fine goal, but once again the best way to do this is at the local level with parent input- a great deal of freedom should be given to each district and school on how best to achieve this.
The local school board would know best how to do this for its students.
This is not the legislatures responsibility. Leave this to schools. They are doing a good job without your interference.
This should be left up to the local school boards and not the state board of education .
Just who provides these programs. State Gov't? NDE? This should focus on enabling LEAs to create responsive, high quality programs.
Yes but individual districts shall decide how to optain these goals
<b>Nebraskans</b>
Nebraskans seems to be too broad of a term.
Again< who are the "Nebraskans"
change from Nebraskans to Nebraska's students
I understand state pride, but I believe it is very short minded to limit the scope of the Goals to Nebraskans.
I want to be sure Nebraskans have "grit".
I would change Nebraskans to students
instead of Nebraskans, clarify to 'Nebraska students'
Nebraskans...???
Nebraska's youth
Once again, this should be the goal for all person's in Nebraska, not just "Nebraskans".
Will this include chidlren born in US of undocumented Nebraskans? This should as they may also be the future of Nebraska.
You may include "experiences" and you may. There are many non-Nebraskans in our public schools depending on how you define Nebraskan. If this is a goal that is only for legal residents of Nebraska, does it mean that we can exclude others from this goal?
<b>None</b>
None
None.
nothing more needed.
of course

# Every Nebraskan Educated for Success

ok
I have no idea.
nothing
<b>Parents</b>
No, Education should be for English, Math, science, geography and history. It is the parents job to prepare them for life's challenges.
Again what are the programs and courses, your mission should be to give the provide the best education and educate. Not teach life lessons, you are not the parents of the students it reads like you want to replace parents. Is this your plan?
So far I see nothing that involves parents. Who gets to decided?
soundslike intrusion into the family. Drop work and life
Together;add parents in vision as they are an important part of the children's education?
Encourage parents to have their students take responsibility for their own education and consequences.
You're pushing education too far - educate us, don't tell us how to live at work and life - schools cannot be held accountable to "shape" youth - parents need to do that
This implies we are not already providing quality education in Nebraska. We need to encourage families to be involved in their children's lives. That inspires students and prepares them for success!
<b>Procedure</b>
Include teachers in the development of the statement! Build a group of practitioners to contribute to the process.
<b>Special Education</b>
add "including broadening our scope to include those with behavioral and developmental disabilities" because those kids are on the fringe right now and the system is set up in such a way that they can only fail.
Agree, but I hope they consider special education students and how their success may need to be viewed differently than others.
Establish a school for the Deaf/Hard of Hearing along with qualified teachers to teach them in the least restrictive environment classroom where communication is not an every day issue for the Deaf/Hard of Hearing child as well as allowing parents to make the decision for their child instead of an educator whom is not qualified to know the needs of the child.

# Every Nebraskan Educated for Success

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I am a special education teacher and I would like to see more of a focus on these students than is now being given to them. The number of students in Special Education is rising every year and these numbers cannot be ignored. The poverty levels, unstable households, and poor parent choices are leading to students being deficient in many areas of their lives, mainly there educational and social behavioral lives. Poor attendance, moving too much, and poor examples at home are becoming increasingly a problem. many SPED students have mild learning disabilities or behavioral disabilities that put them behind grade level in these aspects. A focus on reaching these children to raise their levels in school and society would benefit everyone in society, not just the students. I think there is a definite need for expanded vocational training in school for these students in order to help train them for jobs when they graduate high school. Many, if not most of these student will not be going on to college, which I know goes against the current trend of pushing everyone to go to college. In reality not every student is interested in college, and that is not a bad thing despite the current push of legislators and policy makers to make it seem shameful to not go to college. you would simply be putting a student in debt after trying to go to college, SCC, or any advanced schooling before they even have a job. Then they quit school after a year or two, have debt, and no job training. Why not put in place the availability for training in vocational trades such as construction, HVAC, plumbing, electrical, carpentry and the like? The majority of students in Special Education are males and could use these skills to help boost themselves to be hireable right out of high school. The new Career Center in Lincoln is a nice idea, but I don't think it involves enough of the basic labor skills that many students could benefit from. Thinking everyone goes to college and gets professional jobs is burying your heads in the sand to reality. There cannot be a world of all bosses and no basic laborers. Who will build all these houses for the people, come fix their plumbing, help lay the cement, trim their trees, and all the things that some feel are "below them"? Please consider looking into the needs of a growing population of our current society. Look at the numbers, and see that it is a trend that more students mainly male) are being added to Special Education services. It is a reality that these numbers will continue to rise as the gap between the have and have nots widens. The family structure of support and caring is breaking down and the children are the ones paying for this, and if we do not help them, things will continue to degenerate and we will be playing catch up on a problem society of unskilled, uninterested citizens who do not know how to work.

More funding for special education programs!

Need to re-look at the SPED qualifications in this state...we do NOTHING for those students who don't qualify for SPED but are so low to not qualify as mild/moderate....we are creating the gap, not doing anything about it!

## **Strategies - Goal 1**

Aspirational is nice, but, at some point, "the rubber has to meet the road." What are the specifics and what resources are required to make this program a success? where are these resources coming from?

Add sports in the elementary level like they do in middle & high school

All Students should be required to take a Personal Finance Class for graduation. This is the real world of managing money.

Allow for schools to be established that fulfill a variety of interests and programs.

Apprenticeship programs community college available to all students

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Be sure to offer different levels of the programs and courses as one level does not fit all.
Bring in speakers to discuss careers with High School students
By stating this goal, do you need to include how it will be met or measured?
Career education approach works the best
college and career ready should be the crux - arguments toll be made to appropriate public dollars based on this document - "and life" is too broad
Cooperative learning experiences (working between schools even if not consolidated) should be heavily encouraged in rural communities
Develop a core of necessary skills that can be leared in the classroom that will be essential fo succedding at the next level
develop problem solvers and critical thinkers
fine art is a must
Greater emphasis needs to be placed on the arts - music, visual arts, dance, etc., which are proven to increase academic success. Investigation of athletics that often result in brain trauma injuries needs to occur from the perspective that this diminishes the role of education to educate the next generation.
Have classes students are interested in and feel would be of value to them
Hire professionals as "career coaches" to visit high schools across the state to educate and inspire students about future educational and career opportunities.
how to deal with different types of people, and to become more self confident in life. have kids go through interviews, showing them how to fill out applications, how to talk to potential employers.
i believe this is already being done, IF we keep the extra curricular classes funded. Things like fine arts, theater, industrial arts, physical act. etc.
I think the goal itself is good. As for how to achieve the goal... I would encourage adding art and music exposure to STEM classes. Our children often do not have time to add art and music education if they are on a college bound course of study that includes foreign language and yet, when you look at the creative side of engineering, math science and technology, many of our visionaries have art and music backgrounds that help them think outside of the box.
I would like to see more focus on the arts and less on sports. Also, less testing and more critical thinking and analysis
In all aspects of working liffe. Bring back shop, car mechanics, etc. Not all are wanting to go to college.
include early childhood in the overall discussion of education
Include ESUCC leadership and NDE state goals
include expanded learning opportunities as key ingredient to improving student engagement and achievement
Include responsibility and ownership
Increase early childhood preschool programs in every building! Not only is this a good child find tool, but it aids in a solid stepping stone in future
kids that are strong in math show them goals or careers in that field.
more "real" world training. Show high school students what it takes to live and how much money is needed. That may go to helping students graduate and go onto college if there is a better understanding of what the real world cost

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More advance programs in school
More focus/funding for Career and Technical Education: Information Technology
More of a requirement on arts to keep all students well rounded
Native education needs to be taught in all grade levels and taught to educators by Native people.
Need to focus on programming for refugee children
Need to offer more than just the core classes in order for students to connect with schools.
Not every student has the aptitude to be an academic success. Other options need to be made available. Blue color job skills, which are very much needed, could assure success for all students. They could be a great carpenter, rather than a D student, for example.
Offer a variety of courses not college prep
One way to attain this goal would to consider the students who make up each class, best learning environments are not always filled with various abilities. Inclusive educational environments are not always the best ways to learn.
Our Career Academy is hopefully going to help address this concern.
Provide INDIVIDUALIZED programs and courses...
provide trade schools here in nebraska for kids who may not do well in college.
Set expectations for students high and teach responsibility and follow through which they will need in their careers
Start programs that let students meet other individuals that are doing things that they would like to do as an adult. For example... my son wants to be a pilot and does not want to go into the military. It would be wonderful if we could let him experience and learn what all it would take for his goal to happen to make sure that is what he really wants to do when he grows up. This can be carried out for many other fields... accounting/ science/ etc just by reaching out to those in our own community. This would also give students oppertunities to network at a young age but also an avenue to know what directions that they need to seek to achieve their goals so that time is not wasted.
Students need more classes that are of interest to them to inspire them and keep them in school. We also need more mentoring programs to identify, reach and help at-risk students and help them stay in school and be successful.
students should be taught how to code/ real 21st century needed skills
Teach BUSINESS and business ethics
The programs and courses have to be designed to meet the needs of the workforce and allows students to find their individual paths.
This might be the goal that speaks to the importance of comprehensive sex education (harder to succeed in life if unable to prevent unwanted pregnancies or disabled by a preventable STI).
This would create a need for more focused indivualized planning to make programs/courses meaningful to all students.
This would need to include teaching students to THINK about politics, and would need to include some changes in current strongly biased (politically) curriculum.
Utilizing LearningRx's programs in 3rd and 4th grade just as Grand Island is preparing to do.
We need a new program implemented to reduce class size,and provide more funding for school districts to help maintain the smaller class size.

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<p>We need to make programs like FFA and FBLA priorities in all schools and not just the rural ones!</p>
<p>We need to offer more opportunities to take additional courses outside the traditional 7 period day. There isn't much time after registering for the required classes. Even online classes on their own time would help.</p>
<p>Bellevue students are leaving high school with very few life skills. They can take a standardized test and score well but many have no idea how to write a check, balance a checkbook or even fill out a job application! We need vocational programs! Not every student will attend college!</p>
<p>Distance learning should be available in all schools but also make sure students have access to vocational programs.</p>
<p>Each district should develop courses that will prepare students in their area.</p>
<p>Fund industrial arts programs for our students and help grow the blue collar population</p>
<p>I would hope that one "guideline" or whatever might be done to add more detail to this Goal, that environmental education be included-exposing students to the outdoors, learning about the environment around them, etc.</p>
<p>Match goals/courses to needs of Fortune 500 companies</p>
<p>Not everyone needs to go to college, include tech schools</p>
<p>Personal finance is lacking in our school system. We need a program like Dave Ramsey's has to prepare students to stay out of debt and make wise financial decisions</p>
<p>Provide options for elementary students in courses they want and will excel at! High school is too late to start learning about what truly interests and engage students. It's also makes college hard to grasp and why studies show students changing their majors 7-10 times!</p>
<p>Really work hard as leaders in deciding what all needs to be required for graduation. Some classes that students are required to take don't need to be required. Allow for more different graduation tracks similar to how a college would.</p>
<p>Students need to also learn interpersonal skills. How to respect authority, take responsibility for their own actions. Not everyone is going to go on to a 4 year or more college, but whatever they do, whether join the work force or college, etc. They need to know how to problem solve and work with and respect others.</p>
<p>Support expanded learning opportunities. Out of School time programs can strengthen this effort.</p>
<p>They took out Home Ec before I got to take the class.. I still wish I had basic abilities to sew, cook, and other things the class would have taught me.</p>
<p>I believe that there needs to be a variety of programs--technical, hands-on programs in addition to college prep courses. It seems that we're beginning to realize again that one-year certifications or two-year courses for trades is necessary.</p>
<p>Integrate medical education to care for rural and urban population in virtual methods</p>
<p>Many students learn by hands on. We need more of these types of opportunities not just in secondary education but in the primary grade levels also. Work with each students strengths, not continually hash over what they are weakest at.</p>
<p>Allow students to begin observing careers they are interested in during breaks at younger ages. Teach students what subjects will need to be emphasized to obtain that career but that other careers are also obtainable with those subjects.</p>

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<b>Strategies - Goal 2</b>
more colleges offering graduate classes that will further teachers methods in their classroom at a lower rate than degree based classes
<b>Strategies - Goal 3</b>
Make sure you are willing to work with outside agencies who can work with schools to support these goals
<b>Technology</b>
Provide with the ability to respond to the ever changing needs of the world. Like technology etc....
This goal would need to ensure access to technology at all levels for all ages of students and ensure that they could see the application of it within general curriculums. Lower socioeconomic students must have opportunities to use technology applications at school, especially if they don't
with the development of a robust statewide telecommunications network (Network Nebraska), we can take advantage of technology to provide equitable educational programs across the state, regardless of location.
As higher education has changed to help meet the non-traditional students, I believe K-12 can change as well. I believe it's important for increase online learning outside the classroom and work with the homeschooled learners.
I think that we should not constrain the goals to just Nebraskans. I think that we should just focus on students and enable potential growth in additional arenas utilizing technology. Potential use of technology for satellite education to other states and countries.
<b>Vague</b>
Again, not enough substance. All these words sound great but definition of programs can be defined differently. Too ambiguous.
Again, there needs limitations defined.
Again, too generic. What does it mean?
Again, what is this and who will decide this?
Get specific already! This all sounds nice. But so do rainbows and unicorns. And one of those can never be reached, the other isn't real. (And no, I'm not saying I support standardized testing -- just specific, measurable, attainable, realistic, and time-bound goals.)
Good general idea, but there is no substance behind it. Create SMART goals, or goals with more than buzz words.
How are programs and courses distinguished ?
I like the sentiment, but it's so general that I'm not sure we'll know if we've arrived.
It seems too vague-- "success" means different things to different people; these statements tend to avoid individuality
Its quite generic and I don't feel that it has any power or guidance
It's too vague.
The terminology is too ambiguous. It doesn't generate an idea of what process it will entail as "success in learning, work and life" could mean different things to different people.

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Things should be more specific. It is too generalized of a statement. Who would disagree with any of these ideas?
This is INCREDIBLY vague, and vague legislation sucks.
This is too broad and unrealistic. Focus on the basics. If a child is taught how to read, write, math, etc. success is built on the basics. Goals should be concrete and specifically spelled out.
This is too vague
This statement is so broad that it has no meaning.
Too vague, the more specific - the better
What specifically does this mean? Seems pretty fluffy and not at all measurable.
Again - it's so general that it doesn't advance an idea about what we desire. Also, when writing goals they have to be written so that progress toward them can be measured. I don't know how this goal can possibly be reached by anyone in any state, since everyone is not going to be successful in learning and work and life all the time.
Meaningless pap. No one will look at such a goal. How will you measure success. Make it specific.
needs to be more specific
These vague platitudes serve no purpose as a goal. Create a specific Mission. I'd suggest Creating 2 or 4-year college graduates with minimal or no debt is it.
This "goal" is meaningless.
this is also very vague
Again, this feels all too familiar & yet so very vague
<b>Wording</b>
academic life?
inspiration is a subjective word. "Engagement" is measurable and more closely tied to educational language.
Provide programs and courses that encourage the success of Nebraskans at learning and working by educationally preparing them for the future.
That prepare Nebraskans of all ages for...
To provide...
(add on) with "scaffolding and support" (until the students are successful on their own).
*for success in school, work, and life (learning sounds awkward)
...prepare ALL Nebraskans...
1) Provide programs and courses that inspire and support parents and families in preparing Nebraskans for success in learning, work, and life.
Add "professional" before life. Generic "life" too broad for what public education can do.
Add "staff" that inspire
Add services. Some students need short term services instead of programs or courses. This would make the statement more inclusive.
add the following... Provide "quality" programs
Add the word "all" to Nebraskans.
Add the word "opportunities" so as not to limit yourself to programs and courses.
add the word "resources" after provide

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Add, through public , private, vouchers or charter schools.
Again support cte programs
Again, replace life with citizenship
Another option would be to say Provide effective programs . . .
Are we trying to inspire or prepare them for work?
by being respectful, responsible, and producing a quality safe environment
Challenge everyone to use evry prigram and courses to succeed in learning, work and life.
Change "Programs and Courses" to "Opportunities"
change inspire to aspire
change programs and courses to Education
Definitely! A key word here is "inspire". With so much standarized testing there is a big focus on weaknesses and there is less room for individual exploration of strengths.
Don't care for the word inspire. How do you measure it?
drop "work"
Education is full of jargon terms. Take out "inspire." Simple is best. Prepare Nebraskas for success in learning, work, and life.
Education is to prepare citizens to function in a democratic republic which is a much higher goal than preparing students to "work".
following "work" add "community"
give then the tools for success in....
Goals should be measurable; something to the effect of focusing all resources on improving student and adult learning would be good.
Goals: 1. Provide programs (add: AND ADEQUATE RESOURCES TO ASSURE IMPLEMENTATION OF and) courses that inspire and prepare Nebraskans for success in learning, work, and life.
How to become independent learners should be the ultimate goal to teach all Nebraska children.
I am not fond of the Learning, work, and life. Maybe all aspects of life or as life long learners and citizens??
I do not like the use of "programs" in this statement. "Programs" imply that if we just adopt this program we have taken care of the issue. I would prefer a different word such as experiences, opportunities, etc.
I don't think inspiring people to prepare is the goal, just prepare.
I life the wword inspire. I wonder how we will "measure" inspiration on our Nesa assessments, but I love the word in this goal.
I think that prepare should be listed before inspire
I think we need to address character in this goal.
I wonder if the state shouldn't "provide school districts, community colleges, and universities that inspire..." The state should be about providing the programs and courses.
I would add the word opportunities. (Provide programs, courses, and opportunities)
I would change to "... prepare Nebraska students for success in learning, work and life."
I would flip life and work

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I would like to see something added about preparing Nebraskans to be competitive in the national and global markets.
I would lose the word "learning"
I would mention collaborative and creative skills
I would probably change the focus a bit so that goal number one of the system is to teach the skills to students that are necessary for them to find and perform a good paying job. Inspiring Nebraskans to be successful learners and have a successful life sounds nice. Equipping Nebraskans with the specific skills that Nebraska employers want is what matters most, and the rest is gravy, so to speak.
I would think about adding teachers or a highly qualified workforce
I'd rather it say something about providing opportunities to prepare instead of "inspire"
in both traditional and non traditional ways
insert the word "young" in front of Nebraskans
Inspire is not appropriate
Inspire is not necessary. Inspiration is intrinsic and not necessarily a responsibility of schools
Inspire is very subjective. Prepare is a good word choice. Would "develop" be a possibility?
Inspire, Prepare, & Educate, equally, all Nebraskans....
Inspire?
instead of prepare, use empower
It is missing the aspect of character
It is very difficult to measure "inspire" so it will be difficult to determine if that aspect of the goal is met.
Learning is a part of work and life.
Leave inspiration out of the equation and focus on basic requirements for daily life and long-term employment.
Like "inspire and prepare." Suggest adding "support excellent teachers" to "programs"
Limit the goal to grades 1 to 12, not unlimited universe of the entire population.
Love that INSPIRE made the goal list
Maybe add "schools" after Provide...
Maybe include something about student engagement in the classroom.
maybe this is where the equity, adequacy, and opportunity goes?
meeting needs of diverse students
Need to add in "provide quality programs to foster success in learning, work, and life"
Never been a fan of 'inspiration', especially if it moves the responsibility to another of (God forbid) to the state! 'Provide programs that prepare Nebraskan's to learn and work', would be more do-able!
Not a fan of "inspire." I understand it, but some may think "entertain" when they read it
Not certain about the word "inspire."
not only provide, but make sure that they are adequate and actually working to meet outlined goals, not just programs that seem needed
OK. There you go again. LIFE. That seems like an awfully big order.
People are inspired by different things.

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Perhaps include something about to the extent the person is capable of. This would acknowledge that there are different ability levels of individuals in Nebraska.
prepare all Nebraskans for success in learning, work, and throughout life.
Provide academic programs and courses that inspire and adequately prepare legal citizens of Nebraska for success in education and a career.
Provide and fund ongoing programs and courses that support and prepare Nebraskans for continued success in learning, work, and life.
Provide courses that enhance basic skill to improve our future without forgetting about the past
Provide educational opportunities and experiences necessary for success in learning, work, and life
Provide Instructional Programs that inspire and prepare Nebraskans for future success
Provide MEANGINFUL programs and courses...
Provide programs and courses that challenge, inspire, and prepare Nebraskans for success in learning, work, and life.
Provide programs and courses that foster creativity and by doing so encourage life-long learning
Provide programs and courses that inspire and prepare Nebraskans at every level for success in learning, work, and life as it pertains to their individual goals.
Provide programs and courses that inspire and prepare Nebraskans for success in learning, work, creativity and life.
Provide programs and courses that prepare Nebraskans for success in learning, life, and work should they choose to pursue that success.
Provide programs, courses and services
Provide programs, courses and supportive resources...
Provide programs, courses, activities and experiences that inspire...
Provide relevant and engaging curriculum that inspires and prepares students for success in learning, earning, and living.
Providing guidance
Providing programs and courses is the process. A goal could be for 100% of Nebraska students to graduate prepared for learning, work and life.
Remove inspire and.
Remove the word "inspire"
remove the word inspire
Shorten the statement. Maybe just start with Prepare Nebraskans
Should be loftier goal; shoot for the moon and you get a moon landing and a space station.
Should say career and college readiness skills
take out work
The first goal should be: Ensure relevancy of all stakeholder actions by understanding and spreading awareness of current, emerging and future needs and opportunities

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<p>The goal is to educate the child. An educated person is not necessarily a successful person. You should get away from equating education with success. Define what you mean by education and focus on teaching the child those things that make he or she an educated person. Education is not measured by success.</p>
<p>The ordered list at the end implies hierarchy, and indicates that work is more important than life. Re-order that list to "...in life, learning, and work."</p>
<p>The phrase "learning, work and life" sounds awkward and maybe redundant. Maybe just use "life" instead.</p>
<p>The term "life" concerns me because the education system cannot teach every life skill.</p>
<p>There are really six goals here, not one. Each goal should be measurable, and this is not. Split them up and the task becomes easier.</p>
<p>This goal is worded correctly and applies to a variety of learners and their corresponding goals.</p>
<p>This goal seems outside of legislative purview - so I would change it to Provide programs and resources that ...</p>
<p>This is stronger than the vision/mission. I like the word inspire - I would suggest building around that.</p>
<p>why is it programs and courses, instead of just "provide education"</p>
<p>You could throw in pride, common sense, and responsibility in there as well</p>
<p>You keep using the word "success". I would suggest trying to convey a stronger sentiment.</p>
<p>add regardless of race and socioeconomic status</p>
<p>add the word 'all' before Nebraskans</p>
<p>adding the word "quality " before programs</p>
<p>Again, I would like to see specific language about being effective, participating citizens within the democratic process (or whichever system the student may find him/herself).</p>
<p>Change nouns to verbs and get rid of "success"</p>
<p>Could say "Provide equal access to..."</p>
<p>define "programs"?</p>
<p>Delete "inspire and"</p>
<p>drop inspire - it is a feel good phrase that no one can guarantee</p>
<p>drop the inspire</p>
<p>end the goal after learning</p>
<p>focus more on LIFE... they can't even balance a checkbook when they graduate or fill out a job application</p>
<p>GOALS should be specific and measurable, and this is NOT - instead, focus on system coordination, teacher training and technical assistance, drop out reduction, community engagement, etc., etc., etc.</p>
<p>I do agree that this is an appropriate goal, however it could be re-worded. Possibly "Provide programs and courses which inspire and prepare students of Nebraska for success across all facets of life."</p>
<p>I don't like the word "inspire" in this situation.</p>
<p>i don't like the word inspire in relation to a goal. How do you measure the children's level of inspiration compared to each other? badly worded. Your job is to educate them. Your job is not to prepare them for life. That falls to the parents. You are overemphasizing your</p>

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importance and taking choice away from parents/families. It's not your job to decide what is inspirational. Please don't tell me you are talking religious inspiration?
I love the clarity of this statement. Since many of the programs offered center around the arts maybe adding something like "the quality of" before the word life.
I would take out the word "inspire". Whether math or science inspires you or not, it's important to prepare students for life.
I'd prefer that "inspire" not be included.
Inspiring is again a very ideal word.
Instead of prepare use..."ensure Nebraskans are successful..."
Love the word "inspire."
Nebraska students
not Nebraskans, use students
not sure if I like the word "inspire"
Perhaps use the words "prepare and engage" instead of inspire.
period after success, remove the remainder of the sentence
Prepare Nebraskan for success in finding innovative solutions to current challenges/problems
Programs and courses will sound like work to the general public. You need to phrase it around a community or statewide theme of belonging to suck people in. "Provide Hangouts of Higher Learning that provide provide direction and inspire and prepare...."
promote
Provide "opportunities" There is more to education than programs and courses. This appears non motivational and narrow.
Provide programs, resources, &...
Reading, writing, and arithmetic
Say what you are going to teach them not fluffy words.
this is VERY subjective and dangerous. I can see the liberals abusing this "goal"
What is our priority? The goal to not indicate what is our highest priority. I suggest a statement indicating that our priority is "what takes place in the classroom".
Would add "life-long" before success
Ensure libraries, school and public are included in this goal.
I don't care for the "life" references; personal life is separate from learning and work.
I like the inclusion of "inspire." Individuals need to be engaged at every grade level for effective learning to take place.
I think this goal should refer to "curriculum" rather than courses. To be effective, there is a need for a building blocks of courses which make up the curriculum for any K-12 school or postsecondary institution.
I would actually like to see it be more specific - REQUIRING all students to learn about the US and Nebraska Constitutions.
I would add something regarding that each Nebraskan have an individualized path for success.
I would like to see 'extracurricular activities' added to this list. They often have more vocational value than any class.

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I would like to see something added about success including strong work ethic, on time completion of tasks, financial responsibility, etc.
Inclusion of health
Inspiration is subjective and dependent upon the individuals receiving the programs and courses. I believe the "prepare" lanuguage would allow us to "operationalize" the mission.
Inspire is good. Prepare seems regimented and doesn't provide freedom to explore strengths and discover joys.
Instead of the word "work", use career.
Perhaps add in the goal of preparing for global awareness/involvement.
Program, courses, and services. Some students need counseling on an individual level to learn skills
Programs tailored to the individual needs, abilities and desires of each Nebraskan
Provide CORE programs and courses . . . . We can't compete with Omaha North's t.v. studio.
Provide learning opportunities which provide a sound foundation and background knowledge enabling Nebraskans to achieve their greatest potential
Provide opportunities for Nebraskans to pursue programs and courses that have the potential to inspire/prepare them for success in various aspects of their lives
Provide programs (delete courses, because courses can be a part of programs) that inspire ( and delete the word prepare) Nebraskans for success in life -- delete learning and work -- because you need learning and work to be successful in life.
remove "inspire"--too personal--what inspires me doesn't necessarily inspire you. How do we achieve inspiration?
Replace "inspire" with motivate
Replace inspire with challenge
Take out inspire
The goal continues the promise of success, that our public school system cannot deliver by itself. Let's correct the "school as savior" rhetoric and focus on the reality of our situation. The goal fails to address the need to prepare our students for civic participation and leadership. We need to reintroduce civic participation as one of the primary purposes of public education. Let's expand on the notion of citizen's forming and shaping our nation, rather than reacting to corporate and economic goals.
to include trade programs
...for success in learning that can be applied to life, including work
...that prepare for lifelong learning, and creativity in work and life
adding "all" to the statement so it reads "... prepare all Nebraskans for success..."
Again, positive psychology would indicate that happiness leads to success, and I am just not sure about the word success here. How about "many choices" or "positive possibilities?"
Another component needed is teaching students to adapt to change and to learn (or relearn) knowledge/skills required in the world of work that we do no know (or can envision) .
at their level and beyond
End with success in learning - again just teach the basics?
I like the word 'inspire' in the goal. This goal requires that learning be made meaningful/relevant to students' lives--not just 'covering' of content--which in turn requires a shift in many educators' minds about the 'how' in instruction.

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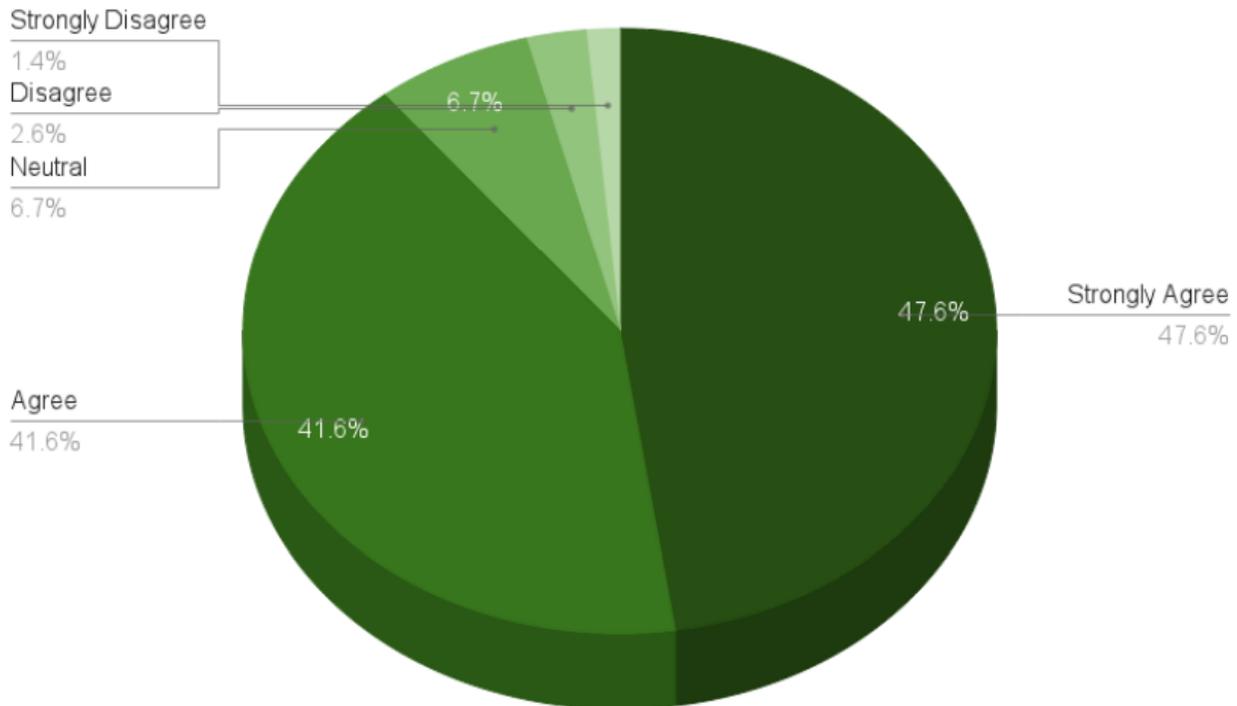
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I think "Living, Learning, and Earning" sounds better, but says the same thing. Also, I think it should say, "Provide program and courses to ALL Nebraska students ..."
I would add the word "their" before "life". Again we should be misled that the school has the answers as to what children need in order to be successful. The schools should assist in this process, but not think that they "know" what children need in order to live successful lives.
I would suggest saying "personal life" as opposed to simply "life," since I see "life" as a much more broad category for which learning and work validly apply.
In addition to learning, work, and life, the very important area of service, though it may be assumed in the three aforementioned, it is VITAL to the "success" of every individual in a healthy and thriving society.
include the word "Challenge" along with inspire and prepare
Make the goal to inspire and prepare Nebraskans. "Providing programs and courses" isn't directly about students.
Preparing individuals for success in learning, work, and life has connotations of individualization and specialization rather than focusing on group norms.
Provide opportunities...
Provide programs and courses that inspire children and support parents and families in preparing Nebraskans for success in learning, work, and life.
This is still a little broad. I think anyone in any place would say this is a goal of education. But it doesn't really mean much; it's almost more of a catch phrase. I would also add something about high expectations for Nebraskans. It's not enough to have high standards/expectations for educators. Especially since most of our educators are attending Nebraska schools.
"Provide programs and courses that inspire and prepare Nebraskans for personal success.
"Work with parents to provide...
Add the word global, perhaps global success
Again I feel this could be more narrow in scope. Could we include relationships as a "success" we are striving for?
All Nebraskans
All Nebraskans
Capable
Do not include WORK and LIFE. School teachers and administrators are not educated or knowledgeable enough to do that.

Goal 2

**Goals: (2) Establish high expectations for all educators and provide support and resources to create positive, safe, and successful learning environments.**

*Do you agree that this is an appropriate aspirational goal for educators in Nebraska?*



<b>If you would like, please briefly describe how you would suggest improving this goal?</b>
<b>Goal #2 - "Establish high expectations of all educators and provide support and resources to create productive, safe and successful learning environments."</b>
<b>Commentary (Other)</b>
"Positive" sounds like a code-word for a lack of dissent or open mindedness. "Safe" is a code-word for those stupid zero tolerance policies that would expel a kid for having a nail clipper in his pocket or a plastic knife in his lunch bag.
a bit concerned about the "establish high expectations for all educators"..implies there aren't currently appropriate expectations. Also, what will these new "high" expectations be?? Please don't link student performance on standardized tests to teacher performance!!!

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a bit concerned about the "establish high expectations for all educators"..implies there aren't currently appropriate expectations. Also, what will these new "high" expectations be?? Please don't link student performance on standardized tests to teacher performance!!!
A goal should be achievable.
Add an including, but not limited to line at the end. With things like mandatory pay raises for teachers, increased school budgets for paras, etc
add whether though public private or charter schools, or vouchers.
Again great improvement over what has been the practice.
again, appropriate for those that can be educated and will be able to contribute to society
Agree with high expectations but accountability needs to be addressed
Agree, but they should also be given the freedom and flexibility to pursue creative interests of the children in their care, without feeling immense pressure to achieve strict statistics.
ALL educators should be graded by students and parents, after all, aren't we the consumer??
Allow for autonomy within the classroom
AMEN!
As an educator I like what you have down
As I read this, am I to assume that there are currently low expectations for educators? Also, what is the current level of support & resources available for the creation of positive, safe, and successful learning environments? If most, if not all, of Nebraska school districts fail to meet A.Y.P. this year, what will we use as a standard for determining what a "successful learning environment" will look like? Or, put another way, how low of an expectation can we develop and still consider it to be a "high" expectation?
As long as we more carefully plan how we judge whether "high expectations" have been met. Unfortunately the model used by the federal dept of ed seems more bent on punishing schools of noncompliance (which often to me is not measuring what's intended). Yes, uncover inconsistencies and determine weaknesses but then address those on a case by case basis -- noe of this foolishness of removing administrators who are making progress at schools facing tougher odds/inequalities.
As long as you don't include salaries, etc. in that statement.
At what cost to the teacher and the teachers family will the high expectiaons be created and then required to be taught?
BLAH BLAH BLAH!
But not for State Legislature
but that does not mean teaching to a test that does not give an accurate account of the student's ability
certificated educators are essential to quality education
Communication is key to the success of the educator and the students, even if a child is in highschool the educator still need to communicate better with the parents. At conferences they need to know exactly who the student is even if they are not with you. If you ask for communication with the techer they need to do that. They should always want what if best for the student and do everything they can to help that child improve grades so they don't fail, because I feel it doe reflect on the techers performance also if a student fails.
Depends on who is creating the expectations. People who are not educators should NOT be the ones creating the expectations for teachers/administrators in K-12 education

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Depends on who is creating the expectations. People who are not educators should NOT be the ones creating the expectations for teachers/administrators in K-12 education
details but I like the 'powerful tone' of the statement
Difficult to have the money and resources to accomplish this goal. Also, be careful of making the educator responsible for the expectations and outcomes. An educator can have the greatest expectations, but if the student does not want to accomplish those goals and expectations, there is little the teacher can do.
Do we not already have high expectations for educators? We should also set/have high expectations for students too.
Educators are burning out. Good people are leaving the field of education, because they are expected to spend the majority of the year preparing students for NESAs testing, instead of spending classroom time motivating and enticing student's to dig deeper. Teachers are also spending too much time dealing with behaviors.....other student's who are behaving have to put up with the behaviors.....it's a set back for teachers and students.
Educators are under paid. They attend too many meetings that do not pertain to what they need. They need more time to actually plan for the students, not paper work. Team planning time is much more beneficial than a large group meeting. Classrooms need computers, not just 100 computers for 500+ students to share & struggle to sign up for. We are not preparing our students for the technology world when all they know how to do on a computer in elementary school is take a standardized test.
Educators need more support to make this happen.
Educators need to focus on educating, not indoctrinating. Focus on facts and leave the indoctrination to parents.
Educators should be allowed to use professional judgement in use of creativity and development of curriculum.
Educators should focus on teaching the subject matter, not political ideology which unfortunately happens more time than not!
Educators should get to know the kids they teach and develop opportunities for kids to grow even if the do not fit into the "box"
Eliminate tenure so teachers actually do have to be successful. They can't just coast since they have tenure.
Eliminate tenure. Tenure eliminates high expectations. Results should determine job retention. Allow teachers the ability to teach using their own methods with the understanding if they don't produce results they can be fired. Teaching can not be a state issued script as in common core.
Establish a situation where any person who understands that being an educator demands the feeling of " a calling" is able to accept that calling without feeling they shouldn't for any reason
Establish high expectations sounds like no child left behind.
establish, I think this is worded that it sounds like we don't now.
Establishing a day school for the Deaf/Hard of Hearing children allows them to learn better and to allows them to have equal access in communication among their peers. Coordinating with a school system to share classes is still good for some.
Every child is different, how can all educations be prepared for every eventuality?
Expectations must be reasonable. 100% proficiency cannot be attained.

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Get real. Show kids a toilet and ask if they want to end up there.
Get rid of ineffective teachers and principals. I could name several who should not be in the classroom or in positions of authority. Students should not be able to pass classes with a 50 per cent or a 30 per cent grade.
Give that to the local school board. Your going to have to help them understand their place in governance of an educational system which would then be curricular delivery quality.
goal 1 "inspires" students, goal 2 sounds slightly "blaming" of educators
Good luck with this one! Teachers currently fail my mediocre standards...
great goal.
have a grant for familys to get their childern a computer with software for school work only.
Have high expectations of the educator but let the educator make their way of teaching unique and let them have FUN with their job
High expectation but realizing every students talents and abilities are different.
High expectations are great. Tenure has destroyed and is destroying education. There are far too many who just come to receive a check. We need passionate and caring educators who can answer the who, what, where, when, why, and how of what is taught. One teacher told me that she wasn't taught the whys; hence, it was her excuse to not search it out.
High expectations are wonderful, but should be supported with good pay and supportive families
High expectations should be expected, but educators are stretched so thin, expectations need to be a little more realistic
High expectations within what is developmentally appropriate for our children
However, educators can not do the work for the student. The student unltimately must do the learning. It is unfair to blame an educator who is following best practices for the failure of the student. Educators already have high expectations of themselves. Isn't this just finding a scapegoat instead of laying the blame where it belongs?
I agree but if you require PD: couldn't they be equivalent college class.
I agree with everything except noting high expectations - why would we have lower expectations? We need the freedom to establish our expectations for each individual student. The rest is great.
I agree with the statement, but what I dont see is it being implemented in the schools. Give the children their recess to play, several breaks during the day to regroup, art and p.e. more. Testing should not be the way to score how brilliant children can get. Dont make the teachers so stressed about the high expectations that they forget that they are dealing with young children not mature adults.
I also like the work engaging learning environments.
I believe our traditional teacher preparation programs do have very high expectations for candidates. However, many alternative preparation programs do not have the same high expectations for candidates and only want to make a profit.
I believe that there should be more and improved support and resources to help improve learning environments. In my experience too many behavirally disturbed and mentally ill students are left in classroom environments far too long. It is the normal kid whose education needs protecting. We do so much to keep all kids in the classroom at the expense of kids who behave and are there to learn. More specific programs to help those that are not ready for the classroom are needed.

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<p>I disagree only because you can judge these expectations on test scores and that has already proven to harm students, rather than help.</p>
<p>I do not believe that one directly relates to the other. To me, these are two separate goals, esp. with the inclusion of the word "safe."</p>
<p>I don't want those high expectations tied to Testing of the kids!!</p>
<p>I especially agree with the supporting and providing resources for teachers. You cannot expect more if you do not help them.</p>
<p>I feel "high expectations" could be abused. I would hate for us to set standards so high that the goal is unattainable, or where we become too focused on the goal that we forget the purpose of the goal.</p>
<p>I find that the state driven expectations on educators are one of the driving factors in the failing of our education system. This often results in ridiculous testing that does nothing to improve our education system, and in fact is probably one of the driving factors in why our system is in such a miserable state. Better ways to test outcomes exist than the models i feel the state has stuck with. I'm really not seeing any new vision in any of these statements as they are written right now.</p>
<p>I taught for 45 years, I've seen fads and educational changes come and go. We ALWAYS swing too far, the movement fades, and a new approach moves to the forefront. We need to realize there is NO one way to reach students, just as there is NO one student.</p>
<p>I think teachers need accountability. Bad teachers should be let go.</p>
<p>I think teachers need to be held accountable for teaching, as many are able to not do their duties unbeknownst to the administrators. However, I don't support using standardized tests to measure a teacher's success.</p>
<p>I think the teachers need to remember they are authority figures and NOT FRIENDS! Especially in the high school/middle school age group.</p>
<p>I think this works well.</p>
<p>I think we already do have high expectations for teachers. What I don't see is appreciating the experienced teacher. I have been a teacher for 30 years. I lost \$50,000 when they changed the early retirement I was working toward. I will not get a raise next year because I have been teaching too long. There is a good chance I won't get a raise the two years after that either. I am still a very engaged teacher, and the union supported age discrimination isn't fair to us older teachers.</p>
<p>I understand setting expectations for a teacher, however evaluation of the teacher needs to be based on fulfilling those expectations regardless of how student's perform.</p>
<p>I would improve this goal by looking the Positive Education research (Seligman et. al., Oxford Journal of Education, 2009 I think)</p>
<p>I would like to see the teachers teach during the school year. Having a PLC day every week is ridiculous. The amount of movies shown during class time is also asinine. Teachers not having tests graded and posted in a timely manner is unprofessional as well. Teachers are supposed to teach every day during the school year, but that seems to be happening less and less.</p>
<p>I would say the state should "Support high expectations..." The school districts and colleges will establish the expectations.</p>
<p>I would work on individualizing for students. Some children do well with sitting for long periods, some don't. Those that don't, their focus is spent trying to stay still. Imagine what could be accomplished if a few moments of movement were incorporated in for those that</p>

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<p>struggled. The key to this is teachers that recognize it though and don't just go with the curriculum.</p>
<p>If "high expectations for all educators" equates to high-stakes testing, I strongly disagree with this goal. Innovative, creative teachers aren't allowed to flourish when education is viewed solely through a statistical lens.</p>
<p>If "high expectations" for teachers, then "high expectations" for public financial support for teachers to teach"</p>
<p>if we are going to demand high expectations then the educators should be paid better.</p>
<p>Improve the reduction of bullying. Currently that is not being done. Especially in some of the grade schools.</p>
<p>In LPS there has been a recent shift with our current superintendent that seems to focus on making the curriculum consistent throughout the district. It seems like that is a good goal for students that might move in the middle of a semester, but I have heard discussion about how it also limits teachers to move and teach in a class as they respond to their students and their needs. If kids get a concept, the teacher may not be able to move forward more quickly and if students don't get a concept there may not be much room to reinforce an idea that is later built upon. Teachers seem to bear a greater share of the behavioral management of students, but it is not always clear that there are resources for the teachers to deal with this added responsibility.</p>
<p>Is there a vision, mission, and goal statements for our state government? This statement somewhat belittles educators because we feel like do have high expectations already.</p>
<p>is this goal already accomplished? Is it no accomplished? Do we need safer environments?</p>
<p>Is this not already the case? Is this not basically the entire purpose of statewide oversight? Have you not been doing it up to this point?</p>
<p>isn't this just assumed and maintained by our public schools? Seems a bit odd that it is a goal, should be an expectation</p>
<p>It is a great goal, but I don't know if the state and local land owners are willing to provide the resources to reach this goal.</p>
<p>It is essential you have educators and administrators on this committee. All too often across the country detrimental teacher accountability systems have been designed and implemented by people who have not taught in the classroom a single day and students and families have suffered as a result. What does high expectations look like for a SPED teacher? For an AP Stats teacher? Please avoid the disastrous teacher evaluation systems enacted in places like North Carolina and Florida that are driving droves of teachers out of the profession. And PLEASE get some teachers on this committee!</p>
<p>It seems too bad that we even have to say "high expecttatioons" for educataors. Do we really have "low" expectations for any teachers?</p>
<p>It should be, its their jobs that us as parents complain about...they want paid more, teach better</p>
<p>Just a comment. I agree expectations for educators should be high. However, right now the expectations are high, but the resources are not so high. Educators need more time in the day to fit in all that needs to be taught and tested. In addition, there are no expectations for parents to support their children, school and teachers in this endeavor. It's dealing with the emotional and mental issues children bring with them to school from the age of 5 that gets in the way of quality teachers providing for the needs of a classfull of students.</p>
<p>Laws need to reflect existing structures. In many cases, the laws require schools to have rooms for special needs, but there's no space in the school, so everyone suffers.</p>

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less focus on testing more focus on the teaching and learning
Let's hope this does not equate to more state-mandated testing, which does nothing for accountability. High expectations for teachers are achieved by having adequate supervision at the school-level and that costs money.
make sure educator teach a class every period that is available
<b>MAKE SURE THAT EDUCATORS HAVE WHAT THEY NEED TO BE SUCCESSFUL AND HOLD THEM ACCOUNTABLE.</b>
Mission statements are all well and good, but if there isn't anything to back it up, it's just words
more study time for students instead of testing testing testing
Most, as 85-95% of educators are already expected to do the impossible, and yet they succeed in teaching their students well. All Nebraskans will strive together to reach the goal post, parents, students, teachers, staff and citizens.
need special help with special need children
Need strong teachers to achieve goal
Not sure this meets all the schools in Nebraska
Often the teachers know what are the best goals and learning styles for the children, but regulations and mandates prevent them from teaching for a child's best interest. Teachers success should not be determined by standardized testing. Each class provides a diversity of successes and challenges.
ok
one of my favorite teachers was a science teacher. he made it fun, applied things, made jokes, kept us all laughing but we learned so much in his class. he loved to teach. keep striving for well rounded teachers. we can all be book smart, but apply what we know in each grade level is harder.
Our educators are some of the best in the nation. They could however use more support and resources to better meet students needs. Increased salary for increased expectations should be expected as well.
pay teachers higher
pay teachers what we pay any other professional to care for our children, i.e. doctors
pay the teachers more money so they feel appreciated for all of the extra work that is asked of them today
Please keep in mind that the vast majority of teachers in this state are excellent. We face challenges every day that we cannot always solve ourselves: poverty, lack of parental support, lack of funding from the state and our district. It's very difficult to know that the Legislature and general public think teachers are doing a poor job. Try teaching for just a week and you'll see all of the non-academic issues we have to deal with.
Please remember that high expectations aren't "one size fits all". We need high, realistic expectations with being punishing if children don't live up to others' ideals.
Poor teachers stay, and good teachers stay. Unfortunately, good teachers are held accountable for poor teachers' lack of performance. Support includes money, but state aid is continually cut.
Provide support and resources so that educators can focus on providing a learning environment for their students.
Provide support for all educators to meet these expectations

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Providing support & resources would be nice to have!
Reevaluate teachers and principles with in the education system. No child left behind policy hurts the majority of kids who have a high aptitude for learning.
Right now we have high expectations without the resources, and support for teachers needs to include better pay. It's time for Nebraska to face that reality.
Seems to be lacking a sentiment about educational goals or standards, rather than only environments.
Set realistic goals and judge competency basted on realistic goals.. Educators are challenged with a variety of students contained in one classroom.
Setting high expectations of educators is fine, but keep in mind that they cannot "fix" kids or their families.
Some educators are more worried about there own future and not the future of their students!
Sounds good but implies that schools in Nebraska are currently filled with incompetent staff.
Specific plans on how this is going to take place
Stop cutting back on staff. Update computers in the state. Update technology
Stop teaching to the lower level students and bring everyone down. Teach to the higher level and bring everyone up.
Stop tenure as it keeps bad teachers. Stop requiring excessive certifications as obtaining one does not make a good teacher. There are many people with Masters Degrees who would be able to teach but the outdated system of educating educators is broken.
Successful is the key!
support and resources in the classrooms and with the students - make cuts at the district/admin levels to direct resources to the level that benefits the kids
<b>SUPPORT MUST BE PROVIDED</b> if you really believe in this goal
Sustain high expectations for all educators and provide the same level of support to insure a successful learning environment.
Take away tenure. Then u will get results not high expectations!!
Take feedback from parents about educator and make changes instead of ignoring problems
teach the way students learn
Teachers can only do their best. It is an unreasonable expectation for a teacher to get students on grade level at the end of a grade when they are not on grade level at the beginning. Allow teachers to go out and recruit their students who are on grade level and the establish high expectations for all educators as it will be their responsibility (a very realistic responsibility) to see that <b>ALL</b> students leave on grade level!
Teachers need to be held accountable regardless of how many years they have been teaching.
Ten year should be removed. A teacher should be able to teach all learning methods (audio, visual, physical etc.) to create the learning experience for each child. Their work should be a reflection in children's grades ( in regular circumstances)
Tenure should not overrun what's best for the students. Teachers should be able to feel that they are contributing and be graded by there efforts and must show that they are getting through to children in a positive manner.
The best way to establish high expectations is to make education more like the free market and allow parents some ability to choose where thier children are schooled.

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<p>The expectations for educators are already exceedingly high, and in return the students don't get the enjoyable part of learning in the classroom because the educator has to "get the numbers up" by covering topics over and over until all students have learned the concept. With that the students who already know the material don't pay as close of attention, some kids do succeed, and the others may never figure it out. With this it takes time from other learning.</p>
<p>The expectations for educators to teach and assess students are already almost too high. I should think this goal should include some reference to the areas in which these expectations exist.</p>
<p>The first part of this seems redundant. Doesn't every school district expect the same thing?? So if a student fails at life (again, whatever "life" refers to) then is it the teacher's fault? I agree with the support and resources, etc. wholeheartedly.</p>
<p>The key to this statement is providing support so teachers have the tools to realistically meet these high expectations.</p>
<p>The more you demand of the teachers, the more they need to get paid. Nebraska's teachers are some of the lowest paid teaching professionals. Remember, you get what you pay for.</p>
<p>The support and resources must be planned and financed, with continued support in the future, not a temporary grant.</p>
<p>The way I read is this is that you want to create high expectations for teachers. Then I don't know if you want them to have the support and resources or the school district. This is NOT the same thing!! If you are going to impose the high expectations teachers should get the support and resources since it is their "job" on the line. What is this incentive? What happens when the district is a low performing district?</p>
<p>There is a direct correlation between the effort of the student and the amount of learning accomplished!</p>
<p>There needs to be room for creativity in the classroom and the ability to respond to the differing needs of children in the classroom.</p>
<p>There should be high expectations for educators and there should also be compensations for the high quality work that's done.</p>
<p>they need more hours and we need more teachers to do this</p>
<p>they need to be more challenging and relevant</p>
<p>This goal is okay but not really visionary . How about having a goal for helping teachers to prepare students for their future and not something that seems to indicate it is fine to just fine to maintain the status quo?</p>
<p>This has to include consequences for educators who fail to meet these criteria. The unions should not be allowed to protect educators who are incompetent.</p>
<p>This is a great goal. Unfortunately there are so many factors that influence education including bad parenting, hunger, and improper attitudes.</p>
<p>This is not the case right now. Teachers do not have the authority to do this right now.</p>
<p>This is senseless edubabble. Schools with 4 percent student poverty do not need any help to successfully educate nearly all of their students. There is nothing that government can do to help schools with 90 percent student poverty achieve anywhere near such academic success.</p>
<p>THIS IS THE ONLY PART OF LB 1103 THAT MAKES SENSE - EVEN IF IT IS THINLY VEILED. IT SOUNDS GOOD - BUT IT'S ALREADY BEING DONE. WHY CREATE LB 1103 FOR SOMETHING THAT'S ALREADY IN FORCE AND USED AND DONE AND PRACTICED?? LITTLE ANNOYING THAT I SAID THE SAME THING 4-5 TIMES IN A</p>

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ROW, ISN'T IT? YES. THAT'S EXACTLY WHAT LB 1103 IS DOING. HOW STUPID DO YOU THINK YOUR FELLOW NEBRASKANS ARE?? RIDICULOUS.
This is well-written
This makes it sound like educators do not have high expectations in place. Educators never seem to get credit for being educated and prepared to teach. Sounds critical.
This seems like you are tying teacher assessment to funding. I would prefer that the Nebraska legislature would just provide support and resources to create positive, safe, and successful learning environments. A way to do this might be to raise all teacher salaries. This would attract a more educated and competitive pool of educators.
This should be a given.....
This should include smaller class sizes in the lower elementary. These children need to have a good foundation in which they can build on. Smaller class sizes allow the teacher to have more interactions with all students. We also need to look at getting extra help for those children with behavioral needs. When these children are placed in regular classrooms without support the learning suffers for all. The teacher's time is taken with dealing with those students issues.
This sounds like more testing, ultimatums, and interference to me. The "high expectations" should be for the students. Teachers already have to meet high expectations. Stop blaming teachers for poor students. Some students are just plain dumb. Admit it. It's not always the teacher's fault that Johnny can't read. Some kids are unteachable.
This statement can be taken many ways and I'm afraid that it may just make a bigger problems and people will not think of the kids first like they should.
this will never happen! cause so many of the teachers in our schools should NOT be teaching, period. I have a nice long list....it would help if the students were able to do a survey on their teachers- Middle and High School, then that is how the teachers get there raises and bonuses! Like the colleges do! LPS would be able to "weed" out those teachers that shouldn't be teaching any longer or should never of been teaching in the first place!
too much and insincere; less is more; how about something simple like learn from mistakes, teach kids patience and forgiveness
Use "veteron" teachers more. They have a world of information on teaching. They are your best resources. They have been in classrooms many years. They know the ropes better than someone sitting in a higher ed classroom trying to teach this.
Very strongly agree that high expectations must be set for educators.
we are failing at this as you have allowed for teachers to continue teaching when clearly they are failing to educate and maintain a safe environment.
We do have well educated teachers...how about getting parents and kids to really care about being educated, like the kids in 3rd world nations who desperately want an education!
We need to make sure all school are on a level playing field first. Not everyone has the same opportunities and resources.
What about providing support and resources for educators to meet the established high expectations?
What about the "no child left behind"? I don't see how establishing high expectations is going to work with that law in place.

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When you talk about high expectations, the emphasis is on pleasing outside people and groups, not on the development of the student, and therefore is weak and full of pressure, not encouragement.
Why are none of the goals about incorporating national research and recognized educators in developing the "high expectations"?
Will be extremely helpful to have a pro-education governor in Jan. who will advocate & support this essential goal.
Will raise taxes to support education.
with funding, this is a touchy one, but I do agree that ALL educators should be given the opportunity to grow professionally, no matter the subject they teach and the perceived importance of it
With high expectations comes high pressures to meet goals... maybe some kind of incentive to educate for a non-superficial reason
Would like to be able to hold sub-par educators responsible
yes
Yes all people are created equal
Yes but dont punish educators for trying
Yes! Support and resources which are not there now!
yes, but I also believe that educators have had to go through training and certification to just be able to teach in NE. All the responsibility should not rest on the teachers for the students to be successful either. The teachers are also required to do extensive testing of the students and I would not want this to lead to more testing in the future than what is already being done.
Yes, expectations and also a way to terminate teachers who are not beneficial to the children and not just go by tenure, or pass them onto the next school when they are not working out.
You can not place education shortfalls on teachers. Not all students want to learn.
You don't need a lot of money to educate a child. Let the teachers teach; they don't need high expectations, they need clear standards and the freedom to teach in accordance with those standards. This goal as you have defined it is just a lot of edubabble.
You got this one right. it is open to everyone.
You need to better evaluate what is happening in the schools at all levels. Get into those schools to see what is going on because on the surface they look fine but there are some real issues that need to be addressed.
"All educators" is a hidden gateway for limiting the freedoms of homeschool educators. Please focus your efforts on improving public schools--then perhaps homeschoolers will consider joining you. Additionally, Nebraska does not provide support and resources to homeschoolers, so the statement should read "public educators."
Adequate funding from the State level must be a priority for this to occur. Also, the Nebraska Dept. of Education needs to take a stronger leadership role in providing resources to local districts.
agan duh or is this about accountability?
agree as long as this does not limit freedom and choice for homeschool families. My daughter was abused by her public school teacher, of course I want safe learning environments. This is so broad and could be used in so many ways.... I think that if it is used to ensure safety in public schools and provide resources without coercion of compliance to narrow guidelines this is great. But if this includes across the board testing to measure if expectations are being met, I

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have to disagree. If this truly expands and not limits the educators abilities to teach children then this is a good goal.
As a homeschooler, I'm included in the "all educators" - educating my children is our responsibility. Whether I have a degree or not of any sort in education doesn't determine how successful my children are in learning. Not to mention, a teacher has no direct control over what or if a child learns something.
Assume this is already a goal. Would like more info on how this goal will be accomplished. Not all educators are held to high standards today. Many examples of teachers not performing at average levels yet continuing to be employed. Obviously many great teachers too.
Based on my personal observations with what educators have to, it sounds like there is potential to place more requirements and task on teachers. They will not have time to educate kids with additional time consuming tests, reports, etc...
By backing it up: "high expectations for educators" should mean support from the State - the testing NE demands of its students is not the best way to motivate or assess students (and teachers). When we are putting 1/3 of our time into preparing for & testing, there is not much time left to cover the standards adequately. Also, high expectations should result in better pay for teachers than NE currently pays. We are always in the bottom 10 of 50 states for teacher pay. Yet other states will pay top dollar for Nebraska-trained teachers.
Delegate "high expectations" no teacher sets low ones
Do not have cookie cutter environments; leave opportunities for local creativity.
Do we not already have high expectations for all educators? Does support and resources include higher pay? Probably not.
Educators are very stressed about getting all children to pass the NESAs yet again, but the State does not think about the students that are ELL or SPED children...should I mention "No Child Left Behind?"
Educators should be educated. Educators never should be afraid of a test c
Give control of the classroom back to the teachers. Allow them to create their schedules in a manner that works best for their students versus what the principal thinks is best. Protect our teachers and students so that the classroom is a safe place for everyone.
How do we make certain schools safe when kids walking to/from school are under constant threat of gun violence? Let's get the gangs off of the streets and hold the parents accountable..
How do you equally (or maybe more importantly fairly) measure progress towards expectations when the challenges facing a teacher in one school setting is extremely different than a teacher in another environment?
how is the state helping educators do this
I believe a part of that goal is to include the expanded learning opportunities combined with formal education
I believe it's important for educators that with the increased diversity in our state that educators need to stretch their perspective of today's student. Not every student has the same background as the next and just because certain students live and go to schools in particular districts that they should stereotyped one certain way.

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I do agree with this goal on the surface but I would like to know how this particular goal will be implemented. What are the "high expectations" and how will they be measured? Currently they are measured by testing students requiring the teacher to teach to the test instead of actually engaging with her students, inspiring a love of learning in them and meeting the individual needs of the students. Will flawed practice continue? And what happens when a teacher doesn't meet those "high expectations"? Will they be fired? Will they receive any disciplinary action whatsoever? One of the main problems with the current system is that teachers can't be fired. A good teacher gets the same pay as a bad one. So what entices the teacher to work harder for her students, to connect with them, and inspire them? Teachers should be paid and rewarded based on their performance and that performance should be measured not by the state but by the students themselves, and their parents. They are the closest to the teacher and have a front-row seat on how the teacher is meeting the needs of the students in his/her class. And how do we measure this standard of success? We can measure by how excited the students are to learn and how much they are getting from the class. Give the teacher the reigns to teach and understand that while basic testing in reading and math aptitude is a helpful tool to assess teacher performance, not all students will excel in all things. Anyone can pass a test but what are they really learning? If we measure a teacher's performance solely on how well the students in his/her class do on a standardized test then we are forcing the teacher to teach to the test and that means lumping everyone together. So the student who gets it on the first day is still having to "learn it" on second, third, and thirtieth day because someone in the class is still not getting it well enough to pass the test. And that is why we have classrooms of enormously bored children who are overly diagnosed with ADD and put on medication to subdue them because they are trying to find ways keep their minds stimulated to keep from going bored out of their mind. Maybe a better way of measuring how successful a teacher is, is to keep track of how many children in his/her class are NOT on medication to get through the day.

I don't believe the expectations should be for educators. If the organization is serving the public it should be establishing high expectations for Nebraskans not necessarily the educators. While I understand what this goal was wanting to infer, I think it connotes that the mission and vision are serving someone else.

I have no idea.

I have not noticed high expectations.

I strongly agree, however relative to safety, I can not imagine a scenario in which I could support any proposal to arm school administrators or faculty.

I think the people in the system are inflexible so they need to be more open to new approaches. More resources in the classroom would be better.

I want to know the "how" before I support this.

I would agree with this one if I trusted that the expectations were realistic and gave the teachers freedom and flexibility.

if this means everybody gets a ribbon you are doing a disservice to them.

if you want more we need to pay more

I'm curious about what the "support" for educators will look like? Currently, teachers are expected to work a 60 hour work week, with no compensation for overtime. "Resources" cost money. Go directly to the teachers to ask what they need.

In education, business or life, if we do not expect much and strive for it, we will not get it.

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Include actual teachers in all planning and implementation of these goals, and make it easy and worth their time!
Is the state willing to provide the resources?
It would be nice if additional expectations would include ways for educators to incorporate more learning about the environment in all subject areas, which can easily be done.
It's hard to hold them to those expectations with unions protecting teachers whether they are excellent or poor.
less paperwork and more DOING!
let the teachers teach instead of getting in their way with all the red tape
not only high expectations but reasonable compensation to retain outstanding educators
Online learning is the only way to keep educators safe.
Pay our Teachers more money --
Perfect. Refer to previous comments. Parents should be allowed to evaluate staff. Staff should be held accountable for decisions they make as teachers. I think cameras in every classroom would help . Keep everyone honest!
Providing support and resources is great but all educators are not created equal. There needs to be an accountability piece that ensures they are using those resources and are meeting or exceeding the highest standards not barely meeting the lowest of standards.
Safe also must include safety for the teachers and para's.
salaries for teachers will have to be increased
Somehow wording in all of these goals needs to allow for the homeschooling community NOT to get accidentally lumped into legislation and guidelines.
teacher prep?????
Teachers are a focal point for their education, a good teach will produce good students.
teachers should be able to teach in their area of expertise, Outstanding guidance will make a difference.
teaching is a hard job. I agree more with the provide support portion. high expectations are important but not to the extent of causing burnout.
Thank all educators for already being quality educators and begin to oat them fir the great Jon they are already doing. Do not add more paperwork and standards to their job.
The best way to get the best people to inspire and guide our children is to pay them 30x what it cost them to get their teaching degree. Being a teacher is undesirable for most people who would love to teach. Even getting a Masters degree doesn't pay for itself when you are not teaching at a university level. Most countries that have the best education systems also have the highest paid teachers. Punishing teachers/schools/districts for poor standard test scores doesn't encourage hard work. If you were paid based on the amount of responses you got feom this survey, would you work any harder knowing it was beyond your control of the outcome?
the key in this statement is "provide support and resources"
The key to this goal is going to be: providing support and resouces. If you can not provide these two things you can not establish higher expectations for all educators.
the Key word is ALL. right now Nebraska dumbs down a certain class (white male) to elivate target groups.
The support portion is crucial. Students with significant behavioral and cognitive challenges can be difficult to teach and those teachers need a high level of support.

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<p>There should be high expectations, but it is important to remember that educators in different schools and districts are teaching student that come from very diverse backgrounds. It's hard to apply standards for all educators when they are teaching very different students.</p>
<p>This is so insulting to teachers I don't even know where to start. High expectations have always been part of the profession. Teacher-bashing is so tiresome.</p>
<p>To tie the funding to students achievement.</p>
<p>Translation: higher taxes. The schools waste much of the money they are given now. The US spends more on education than any other developed country in the world. The result? We don't crack the top 20. More money is not the answer.</p>
<p>Unfortunately Dr. Perlman at UNL doesn't realize the resources for safe, successful learning environments considering his efforts to dismantle the nationally accredited health center at UNL! A great resource for those pursuing degrees at UNL</p>
<p>Unions did to be done away with and stop unfunded mandates for education. quit short changing education and fund it correctly.</p>
<p>Very good</p>
<p>We should expect high expectations with creativity as we do academically.</p>
<p>When interviewing teachers and administrators for a possible hire, focus in on do they have a passion and love for kids and try to focus in on their character. I've come across to many teachers and principals that don't have the love and care for kids at the leve that they should. Teachers and principals are in a position of major influence and we need to try and find out in the interview process if they have a high passion to impact kids and want to mentor kids.</p>
<p>With the learning community in place, I am very concerned about the increase in tax dollars to make this a reality. Too much money is being sent through the learning communities to North and South Omaha, and taken away from the students who are more committed to education and success.</p>
<p>Yes and be able to accommodate all the styles of learning by all.</p>
<p>Yes, educators should be expected to do a high quality job. However, SO many other factors influence a child beyond the quality of the educator.</p>
<p>YES, YES! This is the most important part. As an educator, we are often forced to lower standards because the necessary resources are not available.</p>
<p>You can forget ever reaching this goal as long as tenure protects the mediocre and incompetent teachers and puts a huge administrative load on their bosses to work with them "on their self-improvemnet" plan. What pure, unmitigated hogwash!! Get rid of tenure and go to right to work for teachers and you will change education in a positive and meaningful way.</p>
<p>You may establish these expectations only for educators under the control of the state. People in a free society may choose their own educators and set their own expectations for them. If these educators don't meet their expectations, they will cease to employ them and choose others.</p>
<p>You need to gauge this around a system of recruitment. We want the cream of the crop to be teaching our students, but that's not always the case. You need to base this around a scenario where you're trying to change the view here. We hold our teachers to the highest expectations, we are sometimes fortunate to get t he best, but we don't recruit the best. Change that with goal two.</p>
<p>Agreed, but you will need to define *how* to handle tenured teachers who don't give a damn.</p>
<p>Are educators going to be compensated by the state?</p>

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better compensation
Despite everyone's best efforts, some children are "uneducatable" because the welfare society we've fostered. Don't put all the onus on teachers
Education begins at home. You can legislate all you want but I think it will take a cultural change first. cannot
Educators must be empowered to know what a successful learning environment is, based on their unique classroom circumstances. Teaching to the standardized test does not inspire a successful learning environment.
Especially resources. I know good, young teachers leaving for better paying teaching jobs in nearby states.
Generalizing all educators is not taking the developmental differences in children into account.
High expectations are fine, especially in teacher prep programs, but once in a position the professional educator needs the freedom to practice their art. This goal if implemented may have the consequence of teachers following canned curricula and accountability measures that tie educators hands, have them teaching to a high stakes test, and inflating scores that may be tied to their evaluations and compensation.
High expectations is a necessity; students learn at that level which others expect of them.
High expectations, with attainable goals.
Higher salaries for educators also need to be in place in order to establish high expectations. The profession as a whole must be elevated if we are to raise our expectations of educators.
How about paying/splitting costs to further education.
I agree that educators should be held accountable for their development and commitment to our students future.
I just want to clarify the Provide Support to educators--the state is always setting high expectations for educators but we are usually not given the adequate resources and support to make that possible
I often feel that the opinions of educators is low. By establishing high expectations that I'm sure many teachers are already meeting the tide of opinion can shift to a more positive tone about educators. I like the language of providing support and resources.
I would love to see this in action, please! I do believe that the educators need to be better prepared and even better educated before stepping in to a classroom. Being a teacher is more than just being an expert in your content area. We need more preparation with multiculturalism, personal relationships, and handling the reality of students' lives outside of the classroom.
If only this could be true...hasn't historically been and just gets worse over time with money being spent in ways that is wasteful (transportation, etc). If we had the support and resources, we could do so much more.
If you are going to have high expectations for all educators, then they need to be paid well and respected by state and local leaders.
In medicine and other careers 24 plus credit hours every two years is mandatory to maintain a license. What do Educators have to do?
in so many instances, families represent the largest source of hurdles to what we can accomplish at school. 7 hours a day...

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<p>in the past, educators have been held to high expectations, but have been given too many hoops to jump through. We really need to listen to our teachers so that they really get the support they need to educate their students..</p>
<p>Is it going to be the state or local funding the support and resources?</p>
<p>It is but be realistic and limit the need for "one plan fits all."</p>
<p>Make sure the "support and resources" include monetary support.</p>
<p>Many educators and systems push a college degree as the only way to succeed after high school which does not fit the needs of all students.</p>
<p>Please ensure that educators will not devote the majority of their workdays to paperwork but to educating students. Objectives, goals, teaching to the test, these all make for more paperwork and take away from a quality education.</p>
<p>Please send school work home after it has been corrected. My daughter got very little back and it is hard for the student AND the parents to see where work is needed and possible tutoring. Also, have the teachers post grades on ALL assignments, within a couple days of completion to allow parents to be a proactive part of their child's education. The private schools do this and it is much more encouraging and inviting for parental involvement.</p>
<p>Provide incentives to schools to support adequate time to teach essential specialized skills</p>
<p>State wide teacher expectations are not reasonable. Every program has different expectations and teachers should be judged against other teachers.</p>
<p>support and resources are lacking to create a positive, safe and successful learning environment.</p>
<p>Teachers are surrounded on all sides already with expectations. If this can be done in a sensitive, positive environment (rather than with the threat of punishment if their students don't do well), I think this would be great.</p>
<p>Teachers should always strive to improve and educate themselves on what they teach</p>
<p>The community and policy makers are responsible for providing the resources that allow educators to meet these high expectations, which involves more than simply creating learning environments. It also includes sending students to school ready to learn and reinforcing the lesson of education once the students walk out of the door at the end of the day.</p>
<p>The education system cannot be responsible for fixing or providing for all the problems in society and at home. Until a cohesive community safety net is in place in NE - educators will continue to struggle meeting outcomes. Not to mention job satisfaction will be at an ultimate low for educators.</p>
<p>The support element must be there in all respects!</p>
<p>This goal also presents an opportunity for education and thus the committee to enlist the support of the other entities (i.e. national and state economic policy), and hold everyone accountable for our student's achievement and quality of life. High expectations for educators alone is simply not enough. Student achievement and success in life is a national matter, not an educational matter only. I hope the educational committee will capitalize on this opportunity to broaden the discussion regarding education, rather than allowing our public schools to shoulder the responsibility on it's own.</p>
<p>This is a good goal</p>
<p>We need to elevate the teaching profession in importance - making it attractive to the best and the brightest.</p>

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<p>We should also have high expectations for all people being educated. High expectations should not equate with being expected to attend a 4 or even 2 year post-secondary institution.</p>
<p>What about homeschoolers? How would you establish that?</p>
<p>What will "establishing high expectations for all educators" mean for home schooling families? I am a homeschooling mom and have a graduate degree in science -- will that mean I'm not qualified to teach my kids language arts? I am a bit concerned about where this statement could lead.</p>
<p>With direct goals and expectations, teachers should be encouraged (and held accountable for) their abilities, I'm tired of seeing stories of teachers taking advantage of kids (in the classroom and in the courtroom.)</p>
<p>Yes, but there must be an investment, financially and time, from both the districts and state to make this happen. Not MORE expectations with the same amount of time to accomplish these objectives.</p>
<p>High expectations and safe learning environments, really are not related to learning/educating, what that means is more tax money spent on security</p>
<p>I like this one as is.</p>
<p>I like this statement, but I think it needs a little more or this may be a different goal. Because a child's education starts at home, I think we should also be providing support and resources to families and child care facilities to help create positive learning environments.</p>
<p>I love that a focus here is creating a positive and safe learning environment--as this is truly the foundation of learning. Without this in place, NO learning will occur. It goes back to Maslow's Hierarchy of Needs.</p>
<p>I would like to see something in this goal that expresses support for innovation and creativity. We want our teachers to be original and innovative, not simply following a textbook.</p>
<p>If a teacher is not doing what they are being paid to do - fire them!</p>
<p>If expectations are high then support <b>MUST BE PROVIDED</b> to reach those expectations. Not all students achieve in the same way nor to the same levels</p>
<p>If the 'support' for teachers is anything like the 'support' for parents whose children were close to being absent for 20 days or more, then it will certainly be counter-productive. Teachers need to be allowed to truly teach. In 2010 it was reported that 90% or more of NE teachers said, "Too many extra duties and too much paperwork keep us from really teaching." Empower the teachers rather than pressuring them to perform.</p>
<p>Language, again, should directly express value to students: teachers and learning environments optimally enhance student performance.</p>
<p>Most teachers are forced into a grading system that doesn't allow for very high standards. Allow teachers to grade homework and penalize for late work; without some basic, common-sense steps like these, we could actually apply high expectations, rather than just reading the phrase on a mission statement.</p>
<p>Provide support &amp; flexibility for educators to creatively apply teach students</p>
<p>Quit creating programs and new marketing material to sell the never ending list of what's next. Just teach! Really teach! All your goals will come true at a much cheaper cost. Education is not an app.</p>
<p>Remember money doesn't educate. Country school and home schooling have produced great educations so quality and necessary resources should be carefully chosen,</p>
<p>Teachers' union big ostacle in improving teacher contribution in the classroom.</p>

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This is great in theory, but think of how much we are already teaching to the test and not in practicality for the long term.
This should be a goal that is already present.
We must also be prepared to attract education talent - which may mean competitive salaries and culture of respect for educators.
We need to make sure that when a teachers numbers are down it isn't because of a student who is difficult to reach. Sometimes it's not the teachers fault that a student won't try.
Will this be funded or just words on paper requiring schools to do this as another unfunded mandate?
<b>Common Core</b>
Add Common Core Standards
High expectations should be tied to pay but not in a way that "no left child behind" forced schools to teach for the testing not for the educational aspects.
This sounds too much like implementing Common Core and Race to the Top without calling it that. How many more tests are you going to need to administer to make sure teachers and students are performing at your level of expectation?
Whether your an educator or an Administrative Assistant you are held accountable for your work. To repeat, this slogan is reeking of CCSS and Nebraska cannot afford to get caught up in it.
Do not adopt COMMON CORE
NO common core
No Common Core!!!
As long as Common Core is NEVER adopted here. Centralized planning does not work and edicts dictated by the federal government do not properly recognize and address the needs of Nebraskans.
By not adopting Common Core. CC has created highly stressed and burnt out teachers unable to reach our students. They cannot keep with with all the ridiculous testing that is required.
no NEsa
and NOT adopt Common Core
<b>Community</b>
Add high expectations for the communities in which learning environments are located and high expectations for parents
Again i believe we need to address high expectations, support and resources to support the learning that occurs outside of the traditional school day.
Everyone--from parent to day care providers to school boards to educators should be accountable for the success of our students. All parties need to work together to ensure children are safe, healthy, well-fed, and feel valuable to society. If this happens, it will be less challenging to reach educational goals at the elementary and high school levels.
<b>Define Success</b>

# Every Nebraskan Educated for Success

<p>It is not realistic for all educators to have high expectations. How will you determine if the high expectation of successful learning is achieved? I agree with the positive and safe environment portion, but "success" is a subjective variable.</p>
<p><b>Discipline</b></p>
<p>Again, efforts need to be made to ensure that one student does not disrupt the entire classroom and therefore the teacher must respond to the one student's need in order to keep remaining students safe.</p>
<p>As a substitute teacher, I have seen first-hand some of the extreme behavior problems in some of our schools. These distractions make it very difficult for young children, some as young as kindergarten, to focus on learning instead of the child who is acting out.</p>
<p>Educators need to have more authority in supporting a safe learning environment. For example, in my child's classroom, another child threw a desk... and the consequence was a time-out in the computer room playing games. Not appropriate! If a child has those kind of behavioral issues, they have no place in a standard 'safe' learning environment.</p>
<p>Nebraska needs enumerated policies to protect lbgtq students from bullying. The NSEA needs to be more dedicated to this cause.</p>
<p>Please work yo provide educators with the support to be physically and emotionally safe in the classroom. Many educators are verbally and physically assaulted by students in classrooms on a weekly or even daily basis.</p>
<p>Positive, safe, successful learning environments would be ideal, unfortunately, we let unsafe behaviors linger in some schools for far too long. The continuum of services needs to extend to those defiant, those explosive, and those who pose a danger to themselves and others. Every day these kids show up at our school.</p>
<p>put safety first</p>
<p>Quality assurance methods such as drug testing, behavioral health CEUs, and more resources in the schools for behavioral health needs as teachers (specifically elementary school teachers) spend a lot of time with behaviors and mental health of a few where the rest have to wait.</p>
<p>quit tring to make this city compete with the big cities that this one will never be work on problems here instead of saying this coud happen dont let kids scare teachers so they cant do their job</p>
<p>Safety is very important!</p>
<p>Safety of all is number one.</p>
<p>schools are not safe, kids do not feel safe</p>
<p>strong support is the MUST, educators are dealing with LOTS of students with mental issues, hope there is the support to help them</p>
<p>the support has to include access to appropriate mental health services for our students</p>

## Every Nebraskan Educated for Success

Time needs to be taken to get to know students that are not as outgoing as others. Many horrible things have been happening because students are at their breaking point and they lash out in unproductive ways. I think there needs to be some programs that seek out those individuals and create positive ways for them to handle how stressful and unfair life is. It is in the best interest and safety of students to make sure every child has a positive experience while growing up. Anti bullying is a start, but just telling the students not to do doesn't make it stop. More and more children are in single parent homes etc. and this leaves young kids out there unprepared for how to handle kids. While it is not the schools responsibility to babysit children... it is a place that sees these signs before anyone else and help turn around a child's actions before they turn into something horrible. --- Teachers need guidance on how to handle situations and should be taught to handle them in a uniform way. The letter that went out at a particular school this year and for the school to say that it did not back up those actions done by one particular teacher shows that they are not monitoring their teachers behavior and habits closely enough. There should be oversight on everything teachers are doing and it should not deviate from the goals or views of the education expectations...

Emphasis needs to be placed on making schools as safe as can be, with dangerous students dealt with by the proper authorities. School districts also need to provide adequate counseling services to work with at-risk students. Too often the emphasis is on test scores and curriculum, while at-risk and mentally unstable students fall through the cracks.

Let's use common sense on this one, though. Don't use this goal to expel first graders who play cowboys at recess or lock kids in "safe rooms" to control their behavior. Realize that bullying exists and teach kids how to handle it beyond telling a teacher. Teachers won't be around after school. There are defiantly times adults and authorities need to be involved, but kids need to learn how to handle the small stuff themselves...which can help them not be a target for the big stuff later.

Safe!!!! Less bullying!

Stop making excuses for bullies. Show that 0 tolerance means just that.

We need very specific ways/strategies that help keep our schools safe. We have unsafe students and unsafe buildings (ill equipped SEM desk staff, open classrooms, too many doors)

I agree with this but given Mark Woodhead was physically aggressive to a student in North Platte and has kept his job I'm concerned this is about image and not really doing anything.

In order for anyone to learn and be successful they must feel safe.

### **Doing It Now**

expectations have always been high for educators. Adding more things for them to do won't make education better.

Hasn't this ALWAYS been a goal?

High expectations are already established for educators. Don't add more expectations to our educators' plate

High expectations are already in place, however educators are constantly belittled and "told" how to do their jobs by those that are outside the education field.

I am from Papillion and feel like we already have high expectations. Maybe the word "maintain" instead of establish. Makes it sound more on going instead of new.

I believe we already have high expectations for all educators.

# Every Nebraskan Educated for Success

I feel like educators have high expectations for themselves, I know I do. You don't want to put more pressure on already stressed teachers.
I feel we really do a good job of this already
I think the high expectations for educators have already been established and this should continue. Teachers need time. Time to focus on the students in their classroom instead of the NeSA.
I think these are already established - Senators need to know and understand the scope of what is already in existence. Some of this may appear demeaning because of what is already in place.
I think this already happens in LPS
Maybe we should make our educators take a test, like a bar exam for lawyers, to ensure they are of good standards for our children.
This is already in place!
Nebraska teachers already have high standards to meet. They are rapidly burning themselves out by trying to burn the candle at both ends
We already have this goal, I believe.
We are already doing that. This statement would indicate we don't.
Don't we already do this, supposedly? How is this any different than what we already expect & support?
Expectations are already high for educators, especially for those educated at the University of Nebraska-Lincoln in the teacher education programs there. Also, there is no mention of support and resources based on scholarly research and empirical evidence. Perhaps the word "intellectual" should be part of this goal.
is it so different now?
<b>Equity</b>
Create county or multiple county schools so we could have a more equitable system of schools.
<b>Finance</b>
"Support and resources" are key here. Will the legislature continue to shortchange the state education formula, replacing it with positive-sounding words?
Add in verbiage to include passing legislation required for funding to add adequate staffing for all teacher/student ration situations based on educational research requirements.
Again, provide educational funding.
Again, provide educational funding.
Also create support for educators to meet higher expectations
Are you going to provide adequate help for the teachers? I am aware of several classrooms that have children with special needs and there is no one to assist.
As long as resources are provided to the teachers to achieve these goals and the parents are a part of this process too
Class sizes need to remain small and all schools to ensure success for students
Concern about establishing high expectations for educators without ensuring them the support and resources (ESPECIALLY the time) needed to be able to uphold those expectations...

## Every Nebraskan Educated for Success

Educators need to be highly prepared. Schools/districts need to provide human and monetary resources to make reaching the goal possible. Many excellent educators are so overwhelmed with duties they cannot provide EACH student the attention and resources needed to meet high level goals.
Great to see that necessary support and resources will be provided. So fully funded and equipped staffs?
I don't mind being held accountable, but when push comes to shove, the government needs to be willing to actually support education in terms of financial resources.
If we have high expectations for teachers, we must be prepared to compensate them for graduate level course work and we must provide funding for districts who struggle to keep class sizes down.
It is vital that any expectations not prove to be unfunded mandates. It is frustrating when teachers have to choose between worksheets for their classes or books because budgets are so tight.
Make sure the resources or dollars are there and not just "talk" about resources. No more unfunded mandates.
Money for schools and teachers
More money for schools
Now provide the funding
Provide adequate funding and stop changing the formula
Provide funding so that support and resources are available to teachers.
Provide support and resources: The current TEEOSA Formula is anything but equitable. We are a small rural school in Western Nebraska and we are absolutely being starved to death. We pay state income tax like everyone else but are not seeing anything returned to us in education. We have a superintendent and board that ask "how much does it cost" instead of "what is best for students". If this is truly one of your goals, then live it and provide adequate resources to all students in the state and not just the students on the Eastern side of the state!
Provide support is the key here. Financial and development is what has been missing for years. We set visions, missions, and goals but districts are required to do this with no support or resources. Turns into lip service.
The key resource is financial support.
The legislature needs to provide the resources needed by making educational funding a priority.
This needs to be backed financially by the state
this will take \$
We have teaching standards, and expectations...now FUND it!
where doe the funding come to provide support/resources for these educators. Without funding for support this goal isn't possible. It seems that the "support" we already have doesn't get the funding to be beneficial to educators
Who could disagree with that goal? The trick here is to receive the funding to obtain the "support and resources"
increase state aid to public education
School districts in Nebraska are already in budget crisis, depending on their location and size, how can schools meet this goal when they can not afford to provide support and resources?

# Every Nebraskan Educated for Success

Support and resources often come down to money. Budgets are slim and teachers often have to provide resources themselves. It's a good GOAL but finances make it hard to fulfill. I agree with the high expectations for educators.
Funding for medical residents and fellows who train in Nebraska for Creighton residents will help with retention and recruitment of some of the best candidates
If we want strong educational system, we must be willing to pay for it.
Rather than pass legislation to put words on paper, how about we fund education at the level it should be funded.
We need to put our money where our mouths are and financially support our educators.
Will funding be provided to ESU's and schools?
Will the support and resources be adequately provided to the educators?
Wonderful, but will work best if the resources and most importantly support become reality.
Please include private schools in this goal through Tuition Tax credits.
But how, in this era of "the test results mean everything" (as well as narrowing the curriculum) can we protect the non-tested subject areas from reduced budgetary means?
<b>Local Control</b>
Again, this is a local issue and not one that the state should be a part of.
I believe that expectations for educators should be developed by individual school districts, not the state. The rest of the goal is fine.
Local control is best!
Local school boards already have high expectations; focus on the Legislature's job, not the boards' job.
Should be local control.
Should be up to the School Districts not at the state level
This is the job of the local school board.
I think the expectations should be set by the community and not by the state.
individual districts decide
Not to be legislated
Allow the school (or preschool) to determine how high the expectations need to be for their educators. It will not be the same for preschool as it is for senior high. The phrase "all educators" is a "one size fits all" approach, which will not work.
Establish high expectations for administrators, teachers and students and provide support etc..... I do think setting high expectations is the role of the individual districts and NOT the state.
<b>None - for comments that were "no comment" or "none"</b>
ditto
None
None.
Please see my comments for the first question.
same as previous
See above.

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See previos comment
x
No ideas
Same comment
<b>Parents</b>
after educators I would put "parents, and students."
don't leave out the parents and students-for this to succeed they have to take ownership.
Educators can't do it alone. More expectations need to be placed on the parents.
Good. Please also make sure parents are the one who should be a part of every decision concerning their child.
High expectations for educators is only one part of the equation leading to education success. What about parents having high expectations of their school-aged children, both academically and behaviorally?
I don't think it's fair to establish high expectations of educators, while not demanding same expectations from parents. Excellent educators are useless when working against families that discourage learning.
I wish something was included regarding working with families of students. Sometimes I think the pressure is too high on the teachers to perform. The resources and support need to be there for them.
I would suggest a program that educates parents and holds them more responsible for raising their children. Education can only do so much. I suggest politicians stop using education as a cure-all and start looking at how we can help parents with parenting skills and hold them responsible for their actions as a parent.
I'm not sure, but I firmly believe that all Parents need to be strongly involved in their child's education and they should be held more accountable. Sometimes TOO much is expected of Educators. I am not an Educator.
I'm troubled by the wording "high expectations" as I fear any failure will be completely heaped on the teachers and the responsibility of parents to help in the process is not emphasized
Make parents accountable.
Not having read any of the other goals, it is important to include the parent/guardians in the "high expectations" category.
parents and guardians should have expectations as well
<b>Procedure</b>
Oh my. I'm getting a bit concerned about your survey - I appreciate the need to ask about detailed ?s about the goal/vision, but I wonder how useful your data will be? At this point, I need to see the text of the vision/goal again, and I can't do that without backing out of the survey?
Include teachers in the development of the statement! Build a group of practitioners to contribute to the process.
Teaching is a gift. Allow teachers to have input. All educators, including public, private, and home educators.

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<b>Strategies - Goal 2</b>
"High expectations" should include more than standardized test grades
%Thgere should also be high expectations for parents ion this goal becasue without that support and effort educator impact is minimized.
...retain and attract new educators with greater pay.
A number of things in teacher training institutions would need to be changed. The focus has been on ACADEMICS only the past few years.
Add "...not limited to the traditional classroom setting." This goal would then clearly encompass child cares for birth-5 years, before/after school programs, summer and non-school day programs, remedial and continuing ed for adults, recreational/enrichment ed for all ages.
again this is a process. you need a goal. 100% of teacher will be able to create positive, safe and successful learning environments.
Again, too many questions in one. Also does 'high expectations' imply 'high test scores'? If so, I disagree completely.
As a special educator myself we need more training in mental health and overall positive behavioral support strategies!!!
as long as we don't tie the NeSA testing to teacher evaluation... I would not be oposed to tying the MAP testing to teacher evaluation as it is so much better and can be used to set target goals for individual kids.
Be careful to not make testing and test scores the most important factor in assessing what makes a great teacher. We all know that No Child Left Behind is not a success or practical.
Be sure the expectations tie into how successful our students will become.
But do not hinge the effectiveness on the opinion of a principal or administrator or test scores.
By creating career clusters
career education model
Do away with the DRC testing and move to ITBS testing instead so that teacher aren't teaching to the tests instead of the curriculum!
Does high expectations include results measurement? If so, then this works for me. If not, it should include some way to measure success.
does this include teacher evaluation? If so make it effective
Don't just rely on a high test score
Don't know how to improve the idea but verification is going to be fraught with problems.
Educator expectations should not be based on the performance of the student; this is because the ability level varies greatly in each classroom. This is an important component to consider when evaluating educators. You have to ask yourself, "what are teachers up against?" "Is the student not learning because they have a disability or because they live in an unsafe neighborhood and didn't get any sleep last night..."
Educators are learners too. Helping them is way more important then setting 'high expectations', which is entirely subjective.
Educators should not be constantly evaluated on standarized test results. There is a lot more to teaching than testing. Some of my kids best teachers spent time teaching them how to think creatively and problem solve versus test taking strategies and memorization of facts that are the focus of so many classes now. I also work with a lot of new hires from colleges and find

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them unable to create solutions to problems that don't fit nicely in a box. These kids are also losing the ability to communicate in person.
free tutoring programs for all interested
Give charter schools the authority to decide whom to hire and under what terms to continue their employment, thus creating an atmosphere of competition among schools for the best teachers. All teachers will improve in the process as they search for the most interesting, fulfilling, and best-compensated positions.
Have more ways to establish teacher success other than NeSA
High expectation should be supported by a commitment to provide adequate funding to compensate professional educators who meet those high expectations.
high expectations = higher compensation for educators
High expectations are important--again, achieving goals in education are hard to quantify: don't get hung up on test scores as the only quantifiable measure of success in setting and meeting expectations
High expectations for educators MUST be accompanied by the supports and resources needed for them to meet those expectations. High expectations with out supports and resources will lead to burn-out and cause our best educators to leave the profession in order to have balance in their lives. High expectations do NOT equal high state test scores.
High expectations for educators, without the funds with which to support and incentivize such standards, will ultimately fail. Provide the resources in the form of subsidized graduate training and mentoring stipends for the best results.
high expectations go along with treating educators with a respectful salary
High expectations should not solely be based on test scores.
High expectations measured by.....?? What is the way we are measuring this? It cannot be through standardized tests alone.
Hold teachers accountable
Hold teachers to these high standards and don't hide behind tenured positions to keep "bad" teachers in schools.
Hold them accountable for failure
I agree with this opportunity but we need to be careful that this process is not one that is designed to be more of a punishment or consequence but rather a motivator to inspire and provide professional growth and continued education for educators. Remember educators continually work hard to meet the needs of ALL students and that is continually changing.
I believe that educators should be held accountable and that we already provide positive safe and successful learning environments.
I do not like merit-based pay - tying teacher pay to student success would not be in the best interest of students. We do not want Nebraska to start teaching to the test.
I do think that we should have high expectations of our teachers. However, I see this being implemented by using testing as a way of monitoring those expectations. This is not fair to the children. Rather than spending time engaged in learning they are sitting at a desk in silence as they take test after test. This is unacceptable for our children. We also do not give our educators enough support, we are so focused on the end result we are forgetting that our teachers are human and can only accomplish so much on their own.

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<p>I strongly agree that ALL participants in the educational process need to be held accountable; teachers, administrators, parents, students and pollicy makers. The creation of diagnostic tools that utilize parameters which are out of the control of the teachers doesn't provide a relevant comparisons. If the legislature wishes to pursue the evaluative analytics by which teachers, students and schools are measured, they need to involve those individuals who are working in the school systems.</p>
<p>I think it would be astoundingly helpful, eye-opening and inspiring to have every teacher assessed by their students and their parents every year. Truth, ways of thinking and patterns will be seen clearly, so changes can be made when there is some accountability for what is really happening in our schools.</p>
<p>I would like to see teachers held accountable for their students' success or lack thereof</p>
<p>I'm neutral because I don't want to see educators success based on test scores of students. Yes we want good educators, but there are many factors that need to go into it, not just testing information.</p>
<p>Include support on how educators will get continued education</p>
<p>Is the NE Dept of Ed ready to "provide support and resources" as listed here? If not, let's change the goal.</p>
<p>It is extremely important that resources support this goal.</p>
<p>It is imperative that Educators receive the resources and tools they need to educate.</p>
<p>like I suggested in the prevoius question- lower cost tuition rates for educators that will further learning in the classroom and also give graduate credit.</p>
<p>Look at specific supports that will be added for Educators.</p>
<p>Make evaluation of teachers and principals meaningful, NOT punitive</p>
<p>Making higher education more affordable and accessible to educators. State assistance for continuing education for educators.</p>
<p>Mental health professional to assist the mentally ill students, before they age out of the Sped. system</p>
<p>Need to define support and resources the state will provide.</p>
<p>Need to focus on training educators on developing individual strategies to help all students regardless of their behavioral issues.</p>
<p>New incentives are needed for teachers who earn advanced degrees for their specialized area of instruction and for schools to provide adequate time to teach in the classroom.</p>
<p>Not test score based but as individualized as possible</p>
<p>Not to improve - but a comment. As a parent I think we as a state need to really take this goal on. There are bad teachers. We need to equip administrators with the ability to get rid of bad teachers. We have children in unsafe, unpositive and unsuccessful learning environments because principals cannot terminate a teacher's employment. If you are serious about this campaign, this goal has to have teeth in my opinion.</p>
<p>Now, lets talk staff support, which the teachers don't always get from the state or local community.</p>
<p>Paraprofessional support for the classrooms to enable teachers to reach more students with increasing classroom sizes, mentoring programs for new teachers, support for experienced teachers through education oportunites</p>
<p>Part of being an educator is constantly learning alongside the students you teach. Educators need yearly classes to keep their curriculum updated.</p>

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Provide meaningful professional development. What is meaningful for an English teacher is different from a Skilled tEchnology teacher.
Provide quality Professional Development. Provide parenting classes throughout locations in the State ... Parents are children's first teachers! Do NOT tie test scores into teacher evaluations as that does not make for better teachers! Treat our teachers & administrators as professionals! Make it easier for administrators to fire ineffective staff.
Provide systems of support in the areas of professional development, finances and technology to support and enhance the abilities of educators.
Realize that more assistance for Special Education services is needed to provide the support needed above. School counselors in elementary school should never be optional or once-a-week. This is a terrible disservice to students and their families.
Recognizing merit and achievement over mere seniority would be an improvement too.
reduce class size, and provide additional funding for school districts struggling to maintain smaller class sizes.
Remove mandatory test.
Removing tenure might be a good start
Resources: social networks for teachers to collaborate, databases of lesson plans and curriculum, ways to share ideas between educators/districts/curriculum specialists.
small class size
Support development in staff, don't let your only measurement of their success be test scores. look at engagement of students, quality of lessons, and other factors that show a teacher is providing quality education. most parents don't understand significance of test scores or how that is important to their kids.
support teacher inservices
Teacher training needs to include training on dyslexia.
Teachers need to be held accountable but not by test scores (this leads to teaching to a test). At the same time they need to be paid more and good teachers need to be given incentives to stay in education.
The key here is how expectations are measured and rewarded/consequences given. There are many things beyond a school's or teacher's control that directly and strongly impact learning outcomes.
The key to this goal is provide support and resources--make sure funding is available to make this possible Incentives are needed for teachers who earn advanced degrees for their specialized area of instruction and for schools to provide adequate time to teach in the classroom.
The measurement stick for educators success should NOT be NeSA. NeSA is too stressful on students and is not a true measure of teacher success.
There is not enough support for the toughest kids -- and we are getting more and more of them every year. Maybe offer more schools for behavior and extreme special needs in which the regular school is NOT the least restrictive environment for them or the other students. Too much education time is lost while evacuating or dealing with those extreme behaviors
there needs to be a LOT more funding for teacher professional development to meet this goal
There needs to be expectations for teachers, but not by how well their students achieve on a test. Any one thing on a particular day can make someone do poorly on a test and it have nothing to do with how the teacher taught the skill.

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This means advanced degrees are a must and need to be funded as current.
Time to learn is an important part of educators meeting high expectations.
To meet this goal, shouldn't we expect teachers to earn advanced degrees? If so, then why are we cutting the state aid for school districts on advanced degrees?
We must start with teacher training that prepares them for the behavioral & learning problems in real classrooms.
We need "re-qualifying" measures for educators
We need smaller classrooms. Thirty five kids to one teacher, is not cutting it. How many are we losing in those gaps? Not to mention the "overcrowding" of the classroom with all the students, furniture and materials.
We should not just have high expectations, but we should pay well those people who meet them.
will the high expectations be measured as in the past with testing? if so, this may not be much of an improvement. educators and students need more flexible assessments to determine 'progress'
Would high expectations for educators be based on student performance? Student performance is impacted by more factors that just the teachers' talent for delivery of curriculum. Socioeconomic and family issues are just a few outside factors that impact student performance that the teacher has no control over to change.
You need to provide support and resources for this
"Provide support and resources" will mean providing enough paras in ALL classrooms. Please!!!
Again, how this might be assessed is important.
again, would like to see the goals be measurable. They should have baseline data in them and target dates of completion. How can we see you are reaching your goals?
eliminate tenure for teachers
Fund appropriate programs in schools
Having one basic curriculum
How is this going to be done? More testing is not the answer.
I am an educator in Nebraska. The expectations are already very high in my district, teachers need the time and the correct resources to meet these rigorous demands.
i dont feel that teachers should be graded on whether all students are proficient on a test
I would like the option of year-round schools, or PD put on by the state in several locations.
I would like to make it known that having "incentives" is not the best way to support teachers. Helping those students who are affected by poverty and giving support to early childhood programs is the best way to support teachers!
Lap tops for every student
Need to provide the resources and training to achieve this and not just set an unattainable goal.
Please consider repealing tenure. With it, this goal for educators is impracticable.
Sounds like the teachers get graded based upon WHAT? Certainly not test results!
Support should include private/charter institutions.
This reads like another measuring stick for standardized testing which in my mind is failing our students tremendously. Placing high expectations on standardized testing only leads to educators focusing on the material being tested rather than the broad knowledge base our

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students need to succeed. High expectations should exist, yes, but not at the cost of the education.
will there be smaller class sizes, more paraprofessional support, equal distribution of state money
Allow teachers flexible grading policies that reflect true student achievement.
Also, implement a measurable and tangible quality assurance or performance metric review process. Allow parents, children, etc. to provide input.
And link student achievement levels to teacher performance evaluations
Depending on how the expectations are being evaluated, I may agree or disagree with the goal. If the expectations are to make sure the students are getting high grades on the standardized tests, then I disagree. I am not in favor of this style of measuring success.
eliminate tenure and educators might be more driven to produce and be creative
Ensure the fair and balanced use of outside agencies and resources that can strengthen what the schools provide
Establish high expectations for public school teachers as our tax dollars fund their salaries , but not based on standardized teaching, rather based on levels of individual improvement throughout the year.
Higher training for all staff, a higher level of respect for all employees
How are the expectations measured? I do not agree if it is solely on assessment.
I am not an educator, but truly unions should be gone and so should tenure. Teachers more carefully monitored in first several years and fewer admin people
I do not believe that teachers pay should be in direct relation to their students standardized test scores.
I would like to see educator accountability included.
I would suggest improving it by including testing of educators so you have something by which to measure your expectations.
Make sure teachers are NOT evaluated on test scores. Also allow them to create their own curriculum based off standards.
Teachers should not be judged on test scores but rather student growth. The Federal government's lack of attention to reauthorize NCLB is unfortunate. Holding America's students to NCLB standards is ridiculous.
Too many teachers "teach to the test" rather than teach the material - don't penalize teachers by wanting students to achieve a particular score on a state test
What type of support will be given to educators to create the positive environments?
Create more educational workshops in Lincoln.
Except in the fact that the test based results criteria for "High Expectations" is destroying the teachers ability to educate and the students need to enjoy learning. A student that enjoys learning will succeed, a student who only sees school as a boring place to study for tests will not succeed. This needs to change.
Remove obstacles to success for teachers and students including high-stakes testing, common core (untested) curricula, and detrimental pressure produced by arbitrary measures of success designed by bureaucrats.

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<b>Technology</b>
Give teachers the technology support/training they need. It's ridiculous how long they have to wait for computer/technology assistance at times. No other highly electronic/technical company would operate that way. There should be full-time I.T. support/help at every school. And adequate training.
Technology needs to be a part of this goal-being able to sustain it in schools so Nebraskans stay competitive in job markets and teacher continue training to stay up to date.
There needs to be something that connects high expectations with growing technology
<b>Vague</b>
"Establish high expectations" is too vague.
adequate support and resources????
Again these terms are subjective.
Again, nebulous. "High expectations", what are these? What are "high expectations"? Do we not have all kinds of resources? Who is not in support of positive, safe, etc. except possibly a small minority...? WHAT(?) is creating "unsafe" environments? There is a graphable, measurable cause. Research this and you can come up with solutions to begin solving this issue.
Again, this is a weak and vague statement.
Again, what is the rubric, and how will you measure success. What will you do to support the educator through this process?
Again, who is doing this?
Define "high expectations" and "successful learning environment" better
define high expectations. I should not have to question how high. Is there something wrong with the current expectations? Are they not already high?
Define. High expectations for educators....
Do we not have high expectations for educators? How will this be measured? By whom?
Goals should be measurable and I am not sure how one would measure this.
Good luck with finding ways to measure such "Establish high expectations" wording.
how are the expectations to be measured by a very diversified staff and teaching professionals.
How do you measure success in reaching these goals?
How do you measure this? What is positive? What is safe? What is successful learning?
How is this going to be measured? Too vague!
How is this measured?
How to measure positive?
How will it be determined that positive, safe, and successful learning environments are available to all educators?
How will this be determined?
How will you establish, offer, and measure "high expectations?"
How would success be determined?
How, by doing what
I am cautious about the part that says "high expectations for all educators." What does that entail? Test scores? Professional qualifications?

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I am not sure what a successful learning environment means here.

I don't know what that means. If it means that there will be a greater emphasis on test scores, I oppose it. If it means giving teachers the professional latitude to teach each student in a way that they know will maximize that student's capacity to learn, then I support it. I also wonder whether its cover for spending more money that does not increase student-teacher educational time.

I like high expectations. But again, I go back to the word realistic. How will we measure high expectations. A teacher who is outstanding at a school with kids who have difficulty learning may not score as high as a teacher who is poor, but teaches at a school with kids who are naturally gifted. This is where test score fail again. If you took a teacher from School A (a school known for gang activity, single parent families, high truancy rate, etc. and hold them as accountable (based on test scores) as a teacher from School B (well to do families, kids who naturally plan to go to college from the time they are in elementary school, kids who come to school already reading a couple grades ahead of where they are, etc.) then the accountability and high expectations things is not good. The teacher in School B will score lower than the teacher in School A. Yet, if you flipped the teachers for one year, the teacher who had done as well in School B would now be scoring better than the teacher who went from School A to School B. Realistic expectations has to be incorporated. The one thing that people miss when comparing NESAs scores from one school to another is that it's not the Teachers that make the scores improve or decrease. It's the kids. The Teachers are the constant. The kids are the variable that changes. When you do research, you always look for variables that effect outcomes. The teachers aren't it. If scores fluctuate and the same teacher is there, then the difference (or variable) is the students. The teacher is the constant. Now a teacher can and should do things to improve techniques, etc. and improve learning somewhat. But in the end, it's the students that effect scores. Teachers need to be held accountable and strive to improve as a teacher. But test scores are not the way to measure it.

I like the part on providing support and resources but find it hard to agree with establishing high expectations without knowing what that specifically looks like.

I think there are already high expectations for educators in Nebraska. I'm unsure what kind of support/resources you have in mind or what would constitute a positive and successful learning environment. This language is unclear to me.

I would like a definition of educators. Does educators include the administrators, administrative personnel, etc or only actual people teaching? Will there be high expectations for the students to put forth effort to be creative and successful in their efforts to learn? I think most educators try to meet Goal #2 now.

I would like more elaboration on "high expectations." I feel as an educator, we already have very high expectations and accountability. Are the expectations increasing or just changing?

I'm all for high expectations and the providing of necessary resources. I am concerned about the vagueries of 'positive' and 'successful.' Who will be defining what those look like? What about creative? Engaged? Critical thinking? I think the words as they currently stand send a message of increased (although hard to believe) standardization and less teacher autonomy.

It is a bit too general. Specify what "high expectations" means. Of course we want quality instruction. What is meant by "high expectations"?

It is imperative that the identification of "expectations" be measurable and focused on a growth model.

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<p>It is utterly impossible to judge this without knowing how the author is defining most of the terms in it. What are "high expectations"? What is "support"? What counts as a "resource"? And so on. Without knowing what these words mean to the people who wrote them, the whole thing is a Rorschach test. If one were being cynical, one might think that's what the authors are counting on.</p>
<p>Make it more measurable. What does "high expectations" mean?</p>
<p>maybe add evaluative measures, otherwise how do we now whether they are meeting them</p>
<p>No system yet can adequately measure "expectations". How will Nebraska be the first?</p>
<p>Point out different ways of measuring "educators' success" in this goal.</p>
<p>Previously took the survey, but the questions asked couldn't have been more ambiguous. We all want this vision. Tell us what you are going to do, not just list a bunch of "feel good" questions. This survey was pointless, and a waste of tax payer money.</p>
<p>provide (adequate, necessary, needed) resources. I think we need to add a qualifier because just saying provide support and resources doesn't mean the proper resources are being provided</p>
<p>Seems vague: "Establish high expectations for all educators" What does this mean? Academic preparation? Character and integrity expectations? Establishing vague "high expectations" without resources for the educator to meet those expectations is a formula for distrust and low motivation.</p>
<p>Sounds a bit fluffy. Again, more of a resolution vs a goal.</p>
<p>specifics</p>
<p>Specify where the resources are going to come from - local or state level?</p>
<p>Still pretty vague, but we getting closer, more practical here. Actually pretty close to Arlington's mission statement!!!</p>
<p>Tell me more about the expectations...too broad as it is.</p>
<p>The expectations are generally simple, but the support needs to be clearly and consistently articulated.</p>
<p>This goal seems to have too many variables in it. Establishing high expectations for all educators. What does that mean? NCLB how much higher than 100% can we get? Please don't double down on us! I understand that you want to provide support and resources to create positive, safe, and successful learning environments. This seems to be getting at the social/emotional side of education. What is the point of this goal? Is there more than one? The first part seems to indicate we're not doing enough academically but maybe you mean academically as well as socially in our classrooms - I just don't understand what is trying to be expressed.</p>
<p>This worries me because it implies teacher assessments but is far too vague. How do you plan to evaluate "high expectations"?</p>
<p>Too generic.</p>
<p>Types of expectations are vague. Please establish "character expectations" such as personal best, truthfulness, treating people with dignity and respect and active listening instead of 'behavior' expectations such as following directions, showing up on time, following content objectives, getting through curriculum calendar, etc...</p>
<p>what are high expectations for educators? my district already has those, how would expectations at the state level affect districts? I already work exceedingly hard, what supports would come with these high expectations?</p>

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What are those high expectations? What resources? Funding? How will the state fund this grand vision with it's goals?
What does "high expectations" encompass?
What does the word "success" mean? Test Scores? Not in favor if it relates to teaching to mandated tests
What does this mean? This sounds good, but means nothing. What should the teacher's grades from college look like, what experience should they have, etc. These goals are not specific enough. There is no way to measure these goals.
What exactly does "high expectations" mean? Does this open the door for merit pay or pay based on state testing results. This part of the statement worries me a bit
What is a successful learning environment?
What is meant by "high expectations for all educators"? "No child left behind" and standardized testing does not necessarily achieve this goal.
What is meant by safe? If it means more of the ridiculously safe yet extremely unimaginative playground equipment, no.
Who establishes the expectations? The local school the the State Government?
Who is creating the expectations??? It should be a collaborative effort... Teachers, community, etc.
Who is going to define high expectations? Legislature? I hope not.
Who is setting the high expectations of educators? If you aren't inviting educators to discuss the expectations than all of this is a waste of time.
You should define what positive, safe, and successful are
"Establish high expectations" is too vague...be specific as to what you expect here
100% yes regarding adequate support and resources for educators. However, I would like to know what high expectations means.
again what defines support and resources?
Again, the wording is weak. "Establish high expectations for all educators while providing support and the proper resources to foster a positive learning environment." The words "safe" and "successful" seem redundant and obvious.
Be more specific in what the epectations are
define "high expectations"
Do high expectations refer to a grade point average to enter teacher preparation? How is a successful learning environment defined?
High expectations in what way. This is very vague and could be easily construed to mean pass the test a practice common now that does not reflect anything meaningful. Instead I would like to see a deep comment that clarifies what educator expectations are: e.g. knowledge pedagogy, caring, motivating
High expectations of and for what? This needs to focus more clearly and directly on academic expectations, i.e., well educated professionals who can hold high academic expectations for all students and that State Gov't will ensure that resources are made available to create learning environments that will support and enable educators to hold high expectations.
How will high expectations be established?
How would you measure this?
I don't know what "high expectations" means

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Is there an implied accountability to holding educators to "high expectations"?
It's not clear who the high expectations are for. Do you wish to establish high expectations of all educators, or are you wanting the educations to establish high expectations for their students?
Nice, but how about something measurable?
The country's schools are filled with similar vague mission statements that take months to create and minutes to dismiss because no parent, student, or teacher will gain tangible benefit from such a vague goal.
The goals are so general that they are little more than platitudes. They can be interpreted by two people in completely different ways and be one utterly meaningless.
the word successful is generic - what does success look like
This is too broad. What do you mean high expectations? I imagine that this will be interpreted as pertaining to testing, and this will not be well received.
This seems ambiguous to me. Are all educators to have high expectations of their students or is someone else to have high expectations of how teachers perform? If the latter, who is that someone?
What are "high" expectations? Most teachers are in the business because they like kids and are in a field they enjoy working in. What kind of support? The greatest resource teachers need is time. Time to prepare for the next day's classes, time read their professional publications, time to learn and evaluate new technologies to use in the classroom, time to revamp their curriculum to use new tech and delivery methods, time to implement bureaucratic paperwork to satisfy NDE the local school is in compliance, time to correct work and enter that work in computer grading, time to work around the testing schedule to get the basics taught in spite of testing, time to bond and be the parent/caring adult in kids' lives, time to fit a "real life" around extracurricular activities that many times result in payment much less than minimum wage, time to find part time jobs to augment inflation. Good luck with this.
What is a high expectation? The teacher's students' grades must average above a certain mark? That's a very slippery slope.
Yes, but I still think it is vague, and I am interested in knowing more about the particulars of how it's implemented in a classroom.
Again.....not specific enough
good goal, but how will it be supported and evaluated?
High expectations are already in place in my district. What would be the measure for "high expectations"?
How will expectations be defined?
I like this but how would you measure progress?
Too muddled. Include the word "accountable". Shouldn't student success be part of the goal?.
Very nebulous language. Very ambiguous.
What does "High Expectations" mean??
What is meant by "expectations?" Too much emphasis is put on test scores. Completely agree that support and resources should be provided, but the word "expectations" is too ambiguous. Establish goals for zero school dropouts, high knowledge retention from year to year, goals for increasing student involvement, and problem solving abilities.
Be specific and honest.

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I would suggest improving this goal by using specific examples of how this can be done. I know this is a vague or generalization statement to encompass the many diverse cultures we see throughout Nebraska. I would hope that Nebraska educators already have established high expectations. It is almost indicative that educators within the state are currently doing a poor job.

Once again, the system needs "proof" (teacher and student grading of goals you set). Learning environments is very vague. Safety for students and employees of the schools. "High expectations" should be more defined...too ambiguous.

Suggest more specific language, i.e. academic resources, facilities resources?

### **Wording**

"High expectations" doesn't have a sense of accountability to it

"high expectations" in one part of the state or one city WILL be different than "high expectations" in another part of the state or in another city

"provide them with the"

"To establish..."

...high expectations & achievable outcomes...

...provide mentoring support and resources....

...provide STRONG support...

...to create safe, positive and engaging,

2) Provide educators with support and resources to assist them in creating positive, safe, and successful learning environments.

2. Establish high expectations for all educators and provide support and resources to create successful learning environments.

A "positive, safe, and successful learning environment" is part of high expectations. I think this could be simplified: Establish high expectations for all educators and provide support and resources to meet those expectations." Otherwise, you're providing support and resources for three characteristics of learning environments, but not all of the aspects.

Add "and all students" after educators.

Add the words "for staff and students" at the end of this goal.

add: challenging

After educators "and hold them to that standard.

again, could you substitute effective for successful?

Again, include expanded learning opportunities as a priority way that we can achieve this goal

Another option would be to say Establish high expectations for all educators and provide necessary support . .

Change "educators" to "schools." The oversimplification of placing the responsibility on the teachers and administrators is unfair. There are many components to a "positive, safe, and successful learning environment."

Change "educators" to "students" or a term that includes both students and those in the education system (educators, administrators, curriculum facilitators, etc).

change to: establish high expectations for all students and educators

combine goals 2 and 3 so that the education of our children has high expectations for everyone involved

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Compassionate would be a great additional word.
Continue to maintain Nebraska's high expectations for all educators and provide support and resources to create positive, safe, and successful learning environments for all students.
Continued high expectations for all persons engaged in the education of our children with support, resources, and encouragement to insure that learning environments are positive, and safe for every person in there.
continuing education
Create a culture of teamwork and accountability among educators, seeking input from classroom teachers to establish....
create a positive safe learning space
Establish high expectations for all educators and students to provide support and resources to create positive, safe and successful learning environments.
Eliminate "positive", which is meaningless and subject to all manner of mischievous interpretations.
eliminate "safe"
Establish and Communicate high expectations for all Nebraska educators, while ensuring a positive, safe, and successful learning environment is created for all Nebraska learners.
Establish and maintain very high expectations for all educators, and provide support and resources to create academically challenging, positive, and productive learning environments.
establish appropriate expectations for educators.
establish effective and comprehensive evaluations for all adults in the education settings
Establish high expectations for all educators and all students and provide, etc.
Establish high expectations for all educators and RECONCILE those with the support and resources NECESSARY to create collaborative, creative, safe and successful learning environments
Establish high expectations for all educators and students and provide trust, support and resources to create positive, safe, and dedicated learning environments.
Establish high expectations for all educators and students while providing the support and resources to create positive, safe, and successful learning environments.
Establish high expectations for all educators and students?
Establish high expectations for all educators, provide support, and offer resources to create positive, safe, and successful learning environments.
Establish high expectations for all educators, students, parents.guardians.
Establish high expectations for all families and educators...
Establish high expectations for all students and allow them to grow in the positive, safe and successful learning environments.
Establish high expectations for educators with immediate and severe consequences for failure and rewards only for vastly exceeding expectations.
Establish high expectations for Nebraska's educational system, administrators, and educators, and provide support and resources to...
Establish high expectations for students as well as educators.
Establish high expectations from all educators, period. The rest is decorations and fluff (and my extra tax dollars) The Founding Fathers never had formal, K-12, education until college.

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Establish measurable high expectations for all educators and students and provide academic support staff and financial resources to maintain safe and successful learning environments.
Establish standards of excellence for all educators...
establishing realistic goals for the individual
Expand "educators" to include all who are responsible for education; ie boards, & administrators. "Educators" usually denotes just "teachers".
for all educator and administrators
For all kids
Get rid of "all"
Glad you have both high expectations AND providing support, in this goal. You can't have high expectations without providing adequate resources.
Goals for educators and the learning environment are two different issues. At minimum, separate them. Again, add some specificity. What sort of "high expectations" are appropriate for educators? How will the educators be supported in achieving those expectations? Don't over-reach here.
Goals: 2. Establish high expectations for all educators and provide (add: THOSE EDUCATORS WITH THE NECESSARY) support and resources to create positive, safe, and successful learning environments.
High expectations - highly educated, motivated, and inspired to make academic choices for each student.
High expectations and accountability
high expectations for all educators, support staff, and students to provide support...
High expectations for all: Teachers, parents/families, students, elected officials.
high expectations for educators and provide the resources that lead to their skills and ability to TEACH...not just provide safe environment
high expectations for students as well
High expectations for teachers and students
high expectations only for educators, what about students?
High expectations should be in place for all stakeholders--students, parents, etc.
high expectations with academic freedom
High Quality curriculum and instruction
High expectations should exist not only for educators but also for students and parents.
How about retention and competitive salaries?
I assume this support is for teachers and other educational school staff as well as students
I believe that this is already in place. Versus establish high expectations, it should be looked at as supporting educators in achieving high expectations....
I like the part about providing support, but the initial phrase about establishing high expectations for educators smacks of top-down systems that don't even exist. Whose high expectations? Who holds the accountability for that? The answer is that no one is in my classroom watching me. I am a professional teacher because I hold myself to high expectations. The current phrase demeans professional teachers like myself by implying that we have to be supervised in order to do our jobs effectively. And this is supposed to be an educators' aspirational goal? Why not something like "Collaborate and support one another in creating positive, safe, and successful learning environments"

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I think stating, "establish high expectations" is a nice way of saying accountability. I feel that the accountability piece could be stronger and be clear that it includes administrators as well.
I think that all stakeholders need to be addressed in this statement, including parents, students and communities
I think there should be a comma after "educators"
I think this is 2 goals rolled into 1. I think it should be 2 goals: high expectations, with support, for all educators and safe and successful environments.
I think this needs to be 2 goals. 1 for high expectations for all educators (including the art and physical ed teachers, they should be teaching more than just art and P.E.) The second goal should read Resources to create positive, safe, and successful learning environments--this will take a lot of money once again. Our social workers are spread TOO THIN and in buildings we don't have full-time counselors which every school must have this day and age!!! We are in need of more mental health workers. Teachers do it all now!!!
I worry about the phrase "high expectations" -- not all teachers can be above average, and their context matters alot. I would say Provide support and resources for educators to create positive ... etc.
I worry that expectations are only being set for educators; we must have high expectations for all stakeholders - students, parents, administrators, and elected leaders. Teachers alone cannot do this and any system that only focuses on what EDUCATORS do will eventually fail.
I would add after educators: parents/families, students, communities, and elected officials.
I would add high expectations for the students and their parents.
I would add parents to this goal. "Establish high expectations for all educators INCLUDING PARENTS, AS THEY ARE THEIR CHILD'S FIRST EDUCATOR..."
I would add support to
I would change this goal to "Establish high, measurable expectations..."
I would hope that educators already have established high expectations. We need to have high expectations for the students. Our education system would be completely in the tank if we don't already have high expectations.
I would say "in order to meet high expectations"...provide support...etc
I would separate this into two goals. First goal is high expectations for all educators, second goal is to provide support and resources...
If the statement "all educators" includes support staff, principals, and district office staff, then the statement is reasonable. If not, then it should. The district office and principals also must have high expectations leveraged on them, not simply the classroom teachers.
I'm going to contradict the tenor of previous comments. I think "challenging" should be included in the learning environment. Positive, safe and successful sounds too cocoon-like.
Including high expectations for families and communities.
Innovative
innovative, engaging and individualized
Insert "parents, students, and policy makers" after "educators". After "provide" insert "equitable and adequate"
Is there a goal that also holds parents and the community responsible? We can't place all of the burden on educators.
Is this really two goals?

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It seems as if there are two differing goals tied into one. The first is about teachers and the second is about structural supports. Will these structural supports be used as a way to "establish high expectations for all educators? If so, it might better be worded as "Establish high expectations for all educators BY providing support ...etc.
It should also include high expectations for students
its also about "challenging" environments so I'd suggest adding that word
learning and teaching environments
Let's make sure we also have high expectations for our students.
Maintain high expectations for educators by providing support and resources so they may effectively create positive, safe and successful learning environments.
make sure that All educators includes Para-educators
Most educators are already held to higher standards than the public, what about holding the students or parents to higher expectations.
No - this statement places the entire responsibility for educe aging students squarely on the back of the teachers. The responsibilities of active participation for the students, parents, administrators, and school board members, to say nothing of the legislature, remains hazy, indistinct, and completely ambiguous. Withoyut these being clearly spelled out, understood, and accepted by the cogent principals, this program will fail.
not all of the expectations need to fall on the educators but on the students as well. hold the learners accountable also
old kids accountable instead of just pushing him through
ONGOING SUSTAINABLE SUPPORT
Part of the issue with education is the lack of focus on the importance of education as a partnership between the school, parents and the students themselves. I believe that the vision statement fails to take the essential partnership into account.
please add "for all students" at the end
Provide equitable support and resources for all Nebraska schools in order to create safe schools that insure a positive learning environment for each student.
provide support and empower students with the ability to drive their own direction personally and academically.
Provide support for whom? The educators? The person being educated? Or both? This seems like 2 separate thoughts here -1: establish high expectations and 2-provide support.
Provide support, time during the school day and resources
provide time, support, and resources
realistic expectations
Reasonable expectations; not all kids are capable as others
reasonable instead of high
regardless of race and/or legal status.
remove "for all educators"
Remove Establish high expectatation for all educators. Rememeber KISS* Keep It Simple Stupid! Of course educators have high expectations.
remove the first 7 words
Remove the first clause and focus on providing support and resources
resources and support...and freedom to individualize this goal...I agree 100%

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Safe, positive, and successful
Seems like two goals pushed into one: environments and educators. Break it up.
Seems like two goals, therefore one may be accomplished and the other may not.
should add "for ALL students" at the end because right now this is only applicable to students who fit into a very narrow and specialized group.
Should amend to "Establish high expectations and standards...."
Since I used "resources in Goal 1, I would change Goal 2 to read: Establish high expectations for all educators and provide systems THAT SUPPORT positive, safe, and successful learning environments.
So we haven't had high expectations for all educators? I think the second goal should be: Excel at outreach and assessment to systematically uncover and best facilitate achievement of individual, community, business and state-wide potential for success
Strike "and resources." Will lead to needless argument of what the amount of "resources" should be.
Substitute "effective" for "successful". A learning environment, itself, cannot be successful. Only the learner can be successful or unsuccessful.
successful interactive hands-on learning environments
Suggest expand the goal to include: Establish high expectations and accountability for all educators...
Support and resources of our educators, not just the environment - both
that take into account each individual students' gifts and talents, whether those are in traditional academic pursuits or otherwise.
The environment need to be also inclusive of different learning abilities and ideas.
The first part of this goal addresses educators, while the second part seems to relate to students... ?
The goal should not be to establish, which implies one time, but to have an ongoing system of improving instruction and school culture and climate. The high expectations should also be for students, parents, legislatures, community members. If you are only focusing on one small aspect of all those that impact students it is bound to failure from the very beginning. I don't think that you could find a piece of research that would indicate that only the teachers need to be engaged for a school to be successful. This is a overly narrow goal.
The primary goal should be to provide superior educational experiences for students.
There should be high expectation but they should also be realistic.
These two statements can not be put together as they are two different issues.
This "goal" seems to place too much burden on educators. Educators can't ensure a positive, safe and successful environment. I would like the goal to incorporate the community and family more because peers, family and mentors are the folks that influence education as much as the professionals.
This comes across as teachers don't do this for their students. This goals needs to focus on that the environments will be provided with supports. "Create positive, safe and successful learning environments by providing support and resources for all educators."

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<p>This goal, when applied to the mission statement is very passive, and the two goals within this goal statement seem unrelated. Both are good goals, but together, it doesn't make a lot of sense to me. Also, the goal doesn't follow the same pattern as the other two, which read, "(do something) that..." For instance, "Provide programs and courses that..." or "Develop systems of support that..." Following this model would be better. It could be "Establish and provide support and resources to create positive, safe, and successful learning environment." High expectations for all educators could be described as an indicator for creating a positive, safe, and successful learning environment.</p>
<p>This is actually two different goals. Remove "and" and you have two entirely different goals.</p>
<p>this is two goals, not one</p>
<p>This seems like two things to me - one is about providing resources for safe and successful environments. The other seems to be something about teacher credentials or performance. It isn't really measurable other than yes, we have established high expectations. The goal should be more than just establishing expectations, and should be more clear about what kind of expectations.</p>
<p>This should be separated into two goals because they differ in scope</p>
<p>This sounds like two goals. Learning environments indicate the climate and culture, as well as the physical space. Teacher expectations are more geared toward instructional expertise and professionalism.</p>
<p>Trying again to put too much into the statement. High expectations of educators is good, but it doesn't really go with the second part -</p>
<p>We should also have high expectation for parents and caretakers of children...not just for educators. If education is to have a role in success in work and life, for which I disagree, then why establish high expectations for the educators only?</p>
<p>We should establish and demand high expectations of all students also.</p>
<p>What about adding "STUDENTS."</p>
<p>What about the expectation of students? We can be great teachers but without student effort they will learn nothing. I am sick of the student never being held accountable.</p>
<p>While I agree with high expectations for educators, I think we should say something about HIGH expectations for STUDENTS. As a current educator, I see this as an issue. We need to put some of the responsibility for education on the STUDENT and the PARENT.</p>
<p>Why are the expectations always on the educators and less and less for the students and parents?</p>
<p>Why are we not also setting high expectations for students?</p>
<p>Why high expectations for only educators? Why not include high expectations for students and parents?</p>
<p>Why is it that only educators need high expectations? What about students, others?</p>
<p>with accountability</p>
<p>Would like to see the addition of "provide support and resources to achieve the established high expectations with all educators" not just establish expectations. We must put support and resources behind it.</p>
<p>you could add successful learning and working environments</p>
<p>#3. Develop multigenerational systems of support that build ...</p>
<p>...educators, remove and provide support and resources to, keep the remainder of the sentence</p>
<p>add - "high expectations for students"</p>

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Add "adequate or needed" resources
add "and students" after educators
add "innovative" after "safe,"
Add especially in poverty stricken neighborhoods
Again, priority should be given to public schools.
also creative learning environments
and children
and students
Can we add "healthy"? Safe and healthy are not the same and a healthy school is so important!
Could say, "...provide equal access too support..."
Each GOAL should address a SINGLE issue (this one addresses three - expectations, support and resources) - again, goals must be specific and measurable - this is not
Establish high expectations for all educators and provide support and resources to create positive, active, safe and successful learning environments.
Establish high expectations for all educators. (Other items listed are not directly related to first statement.)
Gifted
high expectations of families and students also. Education requires work from all.
high expectations? Would standards work better?
I agree, however I feel these are two goals. And the expectations should be for educators and the students??? The second part is a goal in and of itself.
I agree, however I feel these are two goals. And the expectations should be for educators and the students??? The second part is a goal in and of itself.
I think it should be to provide high expectations for all students and educators
I think that this goal is OK as far as it goes, but educators are only part of the 'the team' that creates an educational environment. There needs to be high expectations for the public officials that guide this process, for the communities and governmental entities which financially and cooperatively support the learning environment, and the parents who also provide a key role in educating children.
I think this leaves out the students and parents in the equation and puts unfair emphasis on educators. I think we should also establish high expectations for parents, parent involvement, and student effort in the education process.
I think this statement should also hold parent accountable.
I would add "high expectations for all educators and students". We need to hold student and families responsible for their role in education.
I would change "successful learning environments" to "results oriented learning environments".
I would include establishing high expectations for STUDENTS as well as educators
include administrators, students, parents, communities in the statement
Not sure why these are tied together. Two different goals: one about educators the second: the environments... SPLIT IT IN TWO

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<p>Part of the problem is we are not focusing enough on expectations of parents and the students. We blame teachers, but in fact if parents are not supporting education, setting ex. in learning, encouraging reading, homework, etc and supporting teachers in their attempts to "control classroom" and to "discipline", then how can any teacher or student succeed? Part of the lack of progress in some classrooms and schools for students is students low expectations and lack of parental involvement and support of education. They support sports more than education. What would happenb if the amount of time spent in sports was reduced with more time for study. Andy students are way too involved in school sports etc afterschool and evenings and Sat. with tournaments, travel etc. How can they get enough sleep and study time?</p>
<p>Remove "and resources" from the Goal. We already spend more than enough on education. They have the resources they just need the support and high expectations.</p>
<p>Shouldn't quality teachers already have high expectations of themselves? It sounds like you are questioning the integrity of the teacher. For years the motto has been "Blame the teachers!" Instead establish high expectations for all students and provide support and resources for teachers to create a positive, safe, and successful learning environments. Students need to be held accountable, too.</p>
<p>Support and resources to whom?</p>
<p>The conjunction 'and' notes two separate goals. First, explain 'how' you will 'establish high expectations'; Providing support &amp; resources is a separate goal.</p>
<p>The goal is focusing on educators and not students, it seems it would be more effective it the goals was to establish high expectations for all students</p>
<p>This goal seems to cover two totally different topics or issues. You may want to consider separating this into two different goals. (High expectations and resources)</p>
<p>This is two goals. "Expectations" is a somewhat vague choice of words.</p>
<p>This one is TWO goals, both appropriate, but should be stated separately.</p>
<p>this seems like two goals in one - 1) high expectations, 2) provide support...</p>
<p>This should be TWO goals... 1. establish high expectations for all educators and 2. provide support and resources to create positive, safe, and successful learning envirnments. They are two completely seperate things; combining them deminishes the importance of each.</p>
<p>We should also establish high standards and expectations for students. Stop with the "everyone gets a trophy" mentality.</p>
<p>Where is the student in this goal? Are Nebraska's educational goals focused on students or teachers? If high expectations of performance are shifted to students, then teachers will have to perform at high levels of competence. Classrooms and teachers should be provided with support and resources. A problem in OPS is that students do not have their own books and must "check out" textbooks to study. I would suggest "text books" as a first step toward successful learning environments.</p>
<p>Yes, but how about establishing high expectations for all kids too? High expectations and high support lead to the maximum success possible. High support means adequate funding for ALL schools, rural, metro, or otherwise. The most funding should follow the highest concentration of KIDS. This is not about politicians or adult relationships or power, this is about Nebraska children. STOP trying to please all your constituents and do what is right for KIDS!!</p>
<p>Adhere to NCTQ guidelines for teacher prep, reform certification and accreditation to reflect rigorous, challenging, subject content and valid assessments</p>
<p>All Nebraskans not just educators - legislate toes, parents, business...</p>

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Establish and evaluate....
Establish and uphold
Establish the highest expectations
Expectations and support/resources are two distinct items and should be in separate goals.
Find something stronger than "positive, safe, ad successful"
High expectations for school districts/administrators & educators.
High expectations should also be expected for all students as well.
High expectations should also be set for the learners.
how about just SET expectations. High is very subjective...
I am not sure what the second part of this sentence refers to? Educators or students? What does support look like for educators? More feedback is not support.
I like the words Positive and Safe but Successful still seems ambiguous. Provide more emphasis on "All Learners" or emphasizing the components of successful learning environments
I like this statement but would like to see the word "training" included in what will be provided to educators.
I really don't like the "high" expectations as how do you define "high". Most everyone thinks their expectations are high! Perhaps start at Provide support and resources as the goal.
Need t have high expectations on parents/guardians as well. Educators can't get them to school.
Once again, many youth development "front line" staff may not use the word "educator" to define themselves. This word for many describes "school" not the other ELO times that are extremely important.
Parents need to support a child's education as well.
Should say "adequate" or "exceptional" resources
Students need to be part of the requirement for high expectations...not just educators.
the educators shoulders. You need the effort of the student and the support of the parent. I think the family has to put some effort into rounding the individual also.It should not rest only on
These environments need to be provided for the educators also!
This sounds like two goals; one for expectations and another for learning environment. It's too general.
We also need to have high expectations for our students, not just our educators. The expectations are set much higher in our most successful schools such as Westside High School and the students perform to those expectations. Most public schools accept and expect middle of the road performance so that is what they get.
What are the expectations for educators? Test scores, graduation rates? I think that holding teachers to high expectations is important but i think that providing support should be listed first because that is essential to teachers meeting those high expectations.
With appropriate support from all local & state entities
without over-burdening with too much reliance on irrelevant testing.
...provide adequate support and resources...
and realistic

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Expectations for educators should be commensurate with expectations for the Governor, Legislature, School Boards and Communities as well as educators.
I agree, but I think I'd change the wording slightly. "... to create a positive and safe learning environment..." since I think establishing an environment with those qualities will consequently produce success, and I don't think that an environment can be inherently successful.
I am a bit concern about all of the emphasis of this goal on the educator and the school. Developing an excellent school is much more effiiective with the community playing a part.
I think this dinimishes the important role that students, parents, communities, elected officials, and businesses play in education. I would strongly support a goal of "Establish high expectations for all educators, students, parents, community members, elected officials, and businesses and provide support and resoures to create positive, safe, and succesfull learning environments.
I think this is a great goal but I have a suggestion regarding the wording. I think that "provide support and resources" should be listed first because in order for teachers to reach the high expectations we must support them and give them the resources necessary to do their jobs. I think that high expectations and a culture of teacher excellence is something every state should strive for. It is just as important that the teachers know that they are supported and have what they need to do their job.
I would add to learning environments the descriptive "stimulating"
I would also add "high expectations for educators and students". Why we think that education is all up to the "teacher" is beyond me. Education must be a two lane street.
I would include other stakeholder groups along with educators. Include students, parents, state senators, governor.
Need to remember that teachers can't "fix" every social issue. Parents need to step up!
Provide educators with support and resources to assist them in creating positive, safe, and successful learning environments.
Provide support and resources for all educators to help them create positive, safe, and successful learning environments.
seems more focused on the teachers and less on the resources--would recommend taking out up to "and"--leaving Provide support and resources to create positive, safe, and successful learning environments.
there needs to be more emphasis on support and resources
This goal could be improved by adding "students and" after "all".
This seems like this contains 2 different ideas within one statement. Perhaps they should be separated into separate sentences.
<b>Administration</b>
Add in parents and administrators
add students and make this a goal for administrators. Short sighted administration makes long term oriented education difficult
Admin need the positive also; they get left out most of the time.
Administration backs up the teachers
Again, there are several goals within this statement. While it is relatively easy to establish high expectations, these goals don't really have anything to do with what teachers do, but rather

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administrators and evaluators. Consider re-titling this as "aspirational goals for administrators".
As an educator, I do not believe my administration provides a safe learning environment for teachers. Violent students should not be allowed to attend a regular classroom. These distractions take away from the learning for the other children.
better background checks
Better security.
Built in time for collaboration
Create more time for teachers to collaborate.
District Office should survey teachers privately on how satisfied with their work environment, leaders, etc.
Educators need to be able to teach more and deal with paper work and meeting standardized goals less. educators are teaching to meet test requirements. Now you have high ability kids falling through cracks and not getting ENOUGH education.
Find ways to get educators the support and resources they need
Get more outgoing, take charge principals
Have "positive" administrators and support teachers completely, not just verbally.
have administrators that support and not take one visit to a classroom and decide a teacher's fate
Hope this means educators will be given better resources, curriculum and money.
How will you support educators? I feel like its easy to say you have high expectations but not provide support.
I believe we should provide high expectations for providing support for teachers.
I don't think we should dump too much on the educators alone, we should also expect more from the administrative side as well. We seem to expect so much from the classroom level and very little from the administration. For the record I am not a teacher and don't have a family member that is one either. I have two girls at LPS and I see how much work is put on the teachers but see very little from administrators other than higher taxes.
I think that there needs to have administrators that have backbones and not dismiss student and parent complaints
I think there needs to be particular emphasis on the support to achieve high expectations, otherwise your just get frustration.
Include high expectations for administrators to this goal.
make all administrators part time
Make sure you equip the teachers with the ability to have successful learning environments. This includes all administrators to actively take part in the understanding of what happens in the classroom day to day.
Our students deserve the best and this requires strong administrators
School boards, superintendents and administrators should also be held to high expectations. This goal places the expectations squarely on the backs of "educators" which the public equates with teachers, despite the fact that many administrators fancy themselves as educators.
Teachers need a lot more support! Especially from administration, school social workers, counselors, etc. Administrators are currently inept at dealing with difficult student behaviors

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and spend their days in my Title 1 school chasing students who are tantruming and not supporting teachers etc.

There needs to be training for administration as well as teachers in all aspects of administrative work.

This needs to clearly include administrators

When talking about educators be certain this includes administrators, etc.

Teachers are the subject matter experts. Let them teach and train administrators how to lead NOT manage.

Have high expectations for administrators as well

How are you going to hold administrators accountable to make sure their teachers are teaching what is the expectation of administration? Who will evaluate administrators?

(same as the previous question)

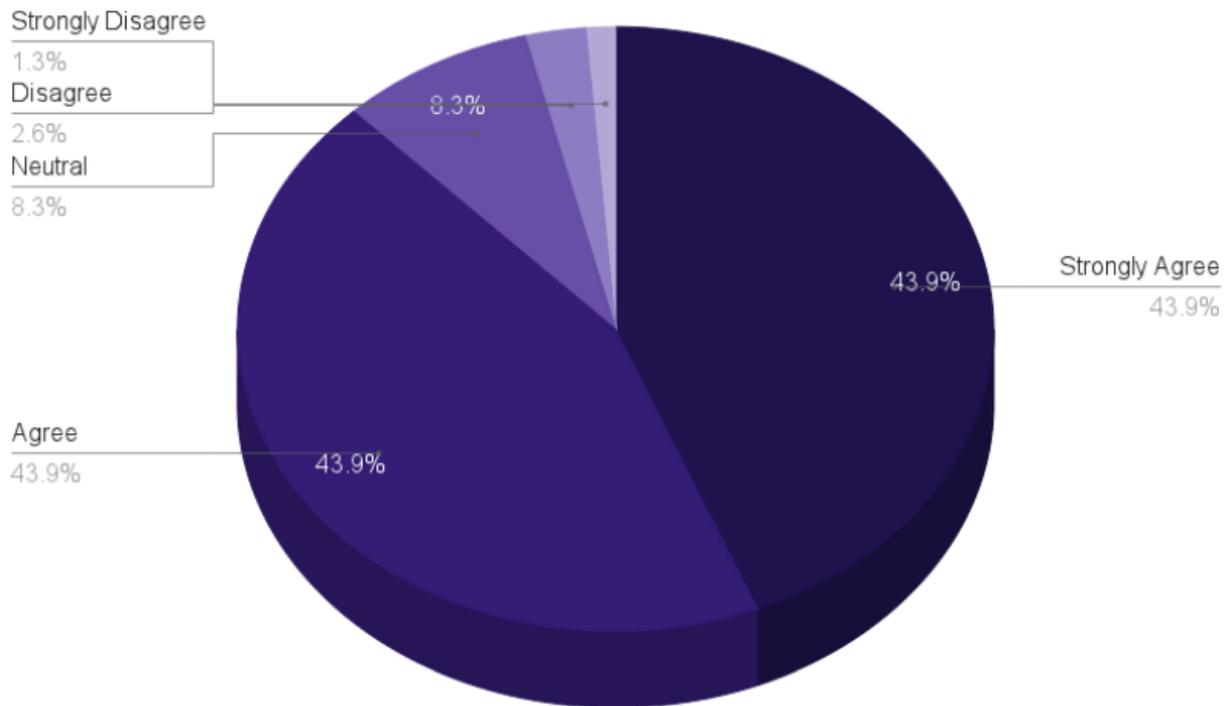
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## Goal 3

**Goals: (3) Develop systems of support that build collaborative partnerships among the entire educational community including individuals, families, businesses, and organizations.**

*Do you agree that this is an appropriate aspirational goal for education in Nebraska?*



<b>If you would like, please briefly describe how you would suggest improving this goal?</b>
<b>Goal #3 - "Develop systems of support that build collaborative partnerships among the entire educational community including individuals, families, businesses, and organizations."</b>
<b>Citizenship</b>
Systems of support should include civic responsibility to educate all Nebraska student to the maximum of their ability.
Tell kids being in America is a gift. It's their responsibility to learn to make things and not become administrative staff

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<b>Commentary (Other)</b>
Absolutely! Open the community up for them so they can see the opportunities available to them.
administration should not be polarized with individualized individuals, families and the community
again you need to be more specific about not just the education community but the societal evolution in vocational business and
Again, include mental health professional in that support for students
Again, more behavioral and mental health resources in the schools are needed.
Again, our Career Academy will help strengthen this goal.
Again, talk about funding and support training.
Again, what does this look like in reality? How will you monitor business and private organization involvement with public education?
Again...it's easy when your standards are low. Communication would be swell! I have only ever had one teacher respond to my emails and she never bothered to READ what I said just responded vaguely to what she thought I said or thought I wanted to hear. Following through with their own communication tools...don't hand my kid a notebook and encourage open notes back and forth then never check the book and tell my kids they don't have time to look at what I wrote.
Ah, finally something that makes sense. Yes, we need to build shared responsibility for student learning.
Alignment of interest is the only sure way.
All stake holders need to have input the educational process. This might be accomplished by having quarterly town hall meetings to allow all stake holders input.
Allow schools to use the resources available in the community at their own discretion.
Amen. Now you're really getting somewhere because this speaks to not only the education of the person, but also of the interconnectedness of that person with other people and their community and state. Build the network and see them grow in the way that they need to.
Apprenticeship programs school to work
Are not these available to administrators who seek them? If the community hasn't enough pride in its education local groups must be the driving force in building collaborative partnerships.
As long as it doesn't include sea education.
as long as there is freedom on how to accomplish this and not some cookie-cutter plan in place, I am for it
As long as we remember what's important is the education of all involved, not just the children and that money is a necessity at times and not to have our educational system be run by greedy government officials who can't seem to find the extra penny it takes to keep our educational system running smooth.
ban the union
be sure to diversify the businesses, individuals etc rather than catering to the same set of influencers that are only interested in contributing in staunchly conservative ways.
be sure to establish involvement from all members of the community
build collaborative relationships with all positive aspects of the community

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Business people have a wealth of information they are willing to share - tap into that and utilize. Stop idealizing education and put common sense practices to work
Businesses must regularly engage schools and schools must regularly engage businesses so that what is being taught are the skills that are in demand. Also, there is nothing in these goals which focuses upon conveying to students at an early age, that what they will eventually earn, is directly proportional to what they learn. To put it in language kids understand. They all want stuff. They must know and it must be enforced that their ability to buy stuff, depends on how much they earn in school. Our school system fails in this regard.
Businesses of all kinds should be involved in the education process.
But at what cost. This system of support should be financially efficient
By building systems of support among all of these entities, will there be a definition of influence by each segment? Along with support from businesses and organizations, are obligations and policy shaping included in this relationship?
career education and student organizations
Collaboration is the name of the game.
collaborative accountability is the key to strongly educated and professional communities
Collaborative partnerships with all groups listed is viatal for optimum success.
collaborative partnerships, not forced consolidation.. incentivize, not legislate
communication is suffering
Community & parental involvement in education is always beneficial.
Consider these facts about higher education institutions in America: Historically in America, student quality and graduation rates in all programs in all colleges and universities have been in lockstep. Brown University's freshmen have a median ACT score of 32. (Half have scores of 33, 34, 35 or 36) UNKearney freshmen have a mean ACT of 22. (Half have scores of 21, 20, 19, 18, 17, 16 or lower). After four years, 86 percent of Brown freshman graduate. After four years 21 percent of UNK freshmen graduate. The UNK faculty seem to be awarding diplomas on the very same academic basis as the Brown faculty. I believe this speaks well of both faculties. Expecting Brown "success" with UNK "quality" students is utterly irrational. It is the same with our K-12 system.
Continue mentoring programs
Develop an educational process that continually inspires and provides a level of success in the total community of any school.
Develop systems that demonstrate how the entire educational community can support the local community.
Developing isn't necessary. Let's improve on current systems
Does this mean "shop" class is returning to teach trades as Technical High school did? Or starting an apprenticeship program? Then yes it would be a goal.
Education goes beyond the individual student.
Educators need to be continually trained in cultural awareness and systems care. More social workers are needed in the schools to have more collaboration with organizations and not expect community organizations to take on the problem. It needs to be a true team collaboration.
Establish regular community meetings and also invite business

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Every business should allow their employee time to work (volunteer) in a school on a weekly basis. (Without loss of pay) This way all students could have a "Team Mate" not just the students who are identified by the staff at the school. Every student could use extra support and have a mentor. This would not cost the school any money but would provide so much for all students.
Everyone believes he or she is an expert on education. Schools are not businesses and should not follow a business model.
Everyone in the community has a stake in educating our youth and adults. The better the educational system, the more people will want to stay in our community and give back.
Everyone needs to be involved to build a better world
Expanded Learning Opportunites must be viewed as a part of the overall continuum for success.
finally a smell of meat
Fine if led by educators and not overly influenced by those with agendas other than the welfare of children
Get rid of the Learning Community. I have seen no viable results from it.
Go ahead and try. You do not have the resources. Who is going to do the work to do this? Are we going to pay for more administrative costs? I got an idea --- more teachers with more pay
Goals should be measurable
Good
good luck. again, this is what administators should be doing.
Good one. That is important.
Good, but challenging to implement.
Great goal but very difficultto actuate.
Have more communication with parents and teachers about what is going on in school. My experiences over the years of dealing with any questions or concerns is that things are simply to be swept under the rug and ignored. Real communication from the schools dos not usually happen in truth. We need to teach children the value of truth and that it is not right for a whole class to miss recess a lot just because of the bad behavior of a few. Teach children to be accountable for their actions and it is not okay to share punishment when you did not share the crime. Help children work together and help each other do the right thing.
Honest conversations with kids and parents and educators in the classroom would help us better understand the dynamics at play that can both enhance and interfere with learning outcomes.
I agree again that this is a good idea in theory, but it does not seem original or unique at this time, but rather something that has been talked about over and over again. It seems that language is not what is needed to improve our state but rather a dramatic reevaluation of the system as it stands. I do not believe currently that the proper channels and outlook are established to follow through on these goals.
I agree as long as the businesses chosen do not have any political or religious affiliations.
I agree as long as there are no constraints to forcing compliance. If it is by choice.
I agree if this can be done with less testing.
I agree wholeheartedly.

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<p>I am not convinced that creating more opportunities for outside influences is practical or even more conducive to the goal. I think it invites more problems by allowing so many groups to enter i to the process, thus creating less efficiency.</p>
<p>I feel children learn from books but also doing hands on things in their schools</p>
<p>I feel the PIV system helps with Collaboration and gives parents immediate insight to each student learning status.</p>
<p>I have kids in public schools, I would like to see more encouragement of non-traditional learning that is not only effective but innovative.</p>
<p>I havent seen this happen yet.</p>
<p>I love it. I'll be looking forward to new and innovative collaboration systems. When will those be coming?</p>
<p>I strongly agree with thia statement--the challenge is getting small-town businesses involved.</p>
<p>I think that tieing education into real life experences through partnerships is the ke to the future of education.</p>
<p>I think we need to use caution with business in education.</p>
<p>I worry about the place of business interests in the classroom.</p>
<p>If we can get buy in from local community to share this would greatly impact the ability to produce quality education</p>
<p>I'm 74 years old. Our generation got a good education without involvement of businesses and organizations. Including businesses and organizations will confuse the system by including more special interests to satisfy.</p>
<p>In some ways, the state's focus on ranking undermines this goal. Nebraska has very good public schools but some organizations are working against them.</p>
<p>input of non-educators should be limited to jobs and social expectations -- NOT education. no charter schools!!</p>
<p>involve family, individuals, businesses.</p>
<p>Involvement of businesses and organizations should be secondary to appropriate educational goals of personal development and critical thinking skills.</p>
<p>is this the door to charters? Hope not!</p>
<p>It seems more and more work outside the classroom is being required. Many families, especially those of lower socio-economic status are not prepared to respond appropriately to this demand. Our educational system needs to accept full ownership of the academic process, maximizing classroom time. Many teachers feel there are too many priorities during the day, so work goes home with students and teachers alike. There is more to life than school or work. Our educational system needs to find ways to achieve educational goals without disrupting personal lives outside the classroom.</p>
<p>It takes eveyone collaborating and working together to impact the education of a child. It is extremely important to have agencies, families, educators, etc systematically working together to help our most challenging students/families succeed.</p>
<p>It's good to partner with business, but we can also start to publically fund job training that once was covered as a business cost. This can deplete public funds for a broad-based education. Precious public dollars can fall victim to narrowly focused business outcomes.</p>
<p>I've read to the end and see how private you've kept the response. Again, thank you. I'm comfortable enough to let you know I'm Carol Salerno and I proudly teach fourth grade at</p>

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Castelar Elementary in OPS! Go, Cardinals! Also - thanks for all of your work on this! I hope educators are responding. Now, how are we going to fix this NeSA mess! HA!
Junior achievement does very little to encouraging learning for my child. Perhaps it helps those who are less motivated/educated
Just because you form a "partnership" doesn't necessarily mean anything has been accomplished.
Just don't make the systems hard to navigate and burdensome! Too much of the administration of education is burdensome details that most individuals, families, businesses and organizations can't relate to.
Just following the useless path of omaha's learning community
Lofty but would create involvement across the spectrum if it was well led and proactive.
love this one!
LPS is doing a great job. Having too many players in the planning could be amazing, or it could muddy the waters.
monthly meetings
More collaboration with organizations/non-profits will benefit children and families.
more help in improving the skills of students and adults working with them in better organizational skills, homework skills, time management etc
More opportunities for families and businesses to work together.
Nebraska communities are renowned for their support of education, but their effectiveness is limited by their reach. Creating systems to integrate that support will inevitably raise the quality and scope of the contribution. Example: old model:a business owner donates uniforms to a baseball team, end of story. New model: business owner collaborates with the homeschool baseball team, volunteering to attend assist at practices and allowing his employees to do the same. They all build relationships, increase the team's skills on the field and off. Summer comes, and the team joins up with local rec teams, and the support continues (cue the t-shirt donation). When these boys graduate, having had that support they will graduate, many will continue to college; some will return to their hometown where they were so supported; and one or two may not consider working anywhere else than for that business owner who was there for them and their team.)
need understanding that stakeholders may have time constraints limiting their participation but that does not suggest they do not care or have a strong interest in the outcome.
Needs to be broader than just educational community. Should work better with business and health for example.
Not only should we have high expectations for teachers and students but also for parents and the community to foster the types of learners and citizens we need.
Not sure how well this works with younger kids, besides Junior Achievement. The schools have become so standardized test based, that there is little time in the day to fit any other activities in.
OH OH! AND ""Since an emergency exists, this act takes effect when passed and approved according to law."" IT SURE WOULD BE NICE TO KNOW WHAT THE EMERGENCY IS - OR WHAT ALL OF THIS LEGI-SPEAK REALLY MEANS. YOU KNOW - LIKE GIVE REAL EXAMPLES OF WHAT YOU MEAN - WHAT YOU INTEND OR HOPE FOR WITH LB 1103 AND ESPECIALLY WHY IT IS SO DIFFERENT FROM WHAT THE

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SCHOOL SYSTEM IS ALREADY DOING AND WHY IT IS NEEDED ON SUCH A DESPERATE LEVEL THAT IT IS "AN EMERGENCY"
ok
Please see my comments for the first question.
Preparing children for all aspects of life not just testing
reaching out to the community to support the programs offered in the school system, educate the community about the school systems
Read Plato's Republic
same as previous
Save the wasted money u will spend on this useless committee and put it toward computers or a school
Schools should be doing this.
See above.
See my prior comment.
See previos comment
Seems too cumbersome with the listings.
Should be part of each school districts operations.
Sometimes some elements who have the ability to contribute in a positive manner may not be willing to sacrifice as much as they could/should considering their level of power.
sorry. too similar to other items to differentiate.
Sounds good, but how will you accomplish this. Be sure to get input from all range of students, parents, teachers and administrative personnel. Don't allow non-hands-on administrative personnel only write the Rules.
Starting early childhood programs in Lincoln, NE has been honorific. The rest of the state should be so fortunate.
starting from the top down.....
Stick with giving the kids a good liberal (old fashioned meaning) education.
Talking to our local businesses helps prepare students for local employment
The fundamental role of education remains "getting people into a job or career opportunity."
The State needs to acknowledge and recognize that not all learning happens during the school day and within the 4 walls of the school building. CBO provide learning opportunities that are essential to impacting academic success.
these goals identify "developing" systems ~ How will this be done. I'd like to see the proposed process in accomplishing these goals. It seems educators are "promised" all kinds of support, resources, and what-not but it never happens
This can't be something that is forced but something that is fostered and modeled by individual to inspire others to grow and join in.
This could open up the system to too may voices with narrow goals.
This definitely need to take place at ALL schools. Espeically Title 1.

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<p>This is a fine goal as well, but if all we do is throw money at it and then accuse those who do not want to as being uncaring that we will do more harm than good. The money we have spent on education in this country and the results we have seen prove that point.</p>
<p>This is absolutely necessary!</p>
<p>This is good, but seems really aspirational. In that I'm not sure it's affordable and achievable. Of course partnerships and collaboration are good, but what do you mean by systems of support? And is a system of support what's needed to make it happen? Maybe people need skills and tools more than systems of support.</p>
<p>This is imperative. Our schools and businesses need to work together to afford the opportunity for all to have the chance to gain the foundation of life long learning.</p>
<p>This is just ridiculous edu-babble. How about focusing on how many tests my kids had to take this year.</p>
<p>This is key!</p>
<p>This is political correctness that sounds good, but what it means, I don't know except it sounds like the responsibility for the education of a child has become a "village." That will really be easy to measure and hold accountable.</p>
<p>This is your biggest challenge.</p>
<p>This one is pretty well written. I would like more information on what these support systems look like.</p>
<p>This seems like a nice ideal but individuals, families, businesses and organizations would have to want to collaborate or have some kind of incentive to collaborate.</p>
<p>This seems like you mean corporate advertising in the schools. Let's keep the businesses out. This is public education.</p>
<p>This should be strengthened to make it clear that there are expectations of all of these to support and contribute to the education of our youth.</p>
<p>This will require we all listen to each other and adjust instead of just justifying our positions</p>
<p>This will require work from MANY people. Do you think everyone is up to participate in the challenge?</p>
<p>to be attainable it seems a goal needs to be more specific and this sounds nice but is insincere</p>
<p>To me this goal screams consolidation of districts which would help provide better opportunities for students in the states smallest districts and provide property tax relief. A huge paradigm shift and a decision that will not be easy for a lot of communities to accept. However, if they take a long look at what is best for the students in their community it will provide them a better education.</p>
<p>Too likely to turn our schools into corporate training centers.</p>
<p>Too many cooks spoil the broth. Let educators do their jobs, and get out of their way. If there are failures place the blame where it belongs: on the students.</p>
<p>Too many influencing educational decisions. Stay with sound educational goals, and teach them.</p>
<p>We miss the boat here. Having community members come in and tell kids the way it should be, or having kids go to businesses, etc. is a great way to get the student to start to understand "how the world works" and what they could do to make it better.</p>
<p>We will not move forward without the presence of altruistic and intrinsically motivated partnerships</p>
<p>What are your plans?</p>

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Why collaborate with businesses? e.g. if schools collaborate with pepsi or coca cola, then we're setting kids on a highly unfortunate long-term track.
Why would it not be the approach used.
With the way the schools are now, there are no interaction. Each is it's own entity. The first time elementary students see anyone outside their own school is when they hit middle school. Sponsor activities that bring multiple schools together. Like a father/daughter dance. Leaving them as they are only fosters the idea if it's outside of my block it's too far and no reason to go.
With todays technology there is no reason this cannot be accomplished. We don't need outside companies, as the one in Minnesota trying to get their contract renewed. Keeping the software development and other technologies in Nebraska, we should be able to get more businesses onboard to aid in our education
Wonderful goal!
Would this include anything with values? It seems students don't get opportunities to discuss values these days. This is extremely important. Hopefully this would encompass character building.
Yes! This is fantastic!
Yes, it really does take a village.
You can provide all the resources and support but not a cure all.
You're asking the same question over and over. See my prior responses.
Again how will this be accomplished?
Again-- this can be used by liberals to adv advance their agendas.
Again, it is aspirational, but not measurable
Again, students learn differently and have different ways of obtaining their educational goals and I'd like to see the districts take advantage of local resources such as the different businesses, organizations, and post-secondary educators to help students succeed in k-12 and beyond.
Are students exposed to real world business people, community leaders, etc. that can explain how the REAL world works?
As long as business and organizational politics don't start dictating what should or should not be taught.
Collaboration is good but the goals should not be forgotten.
collaborative partnerships have been negative to papillion lavista school district. They take dollars out of my pocket and place them in different communities. Is this different?
Could this also include multi-disciplinary? I think all too often students learn in isolation, without the ability to see the assimilation of many of the pieces.
Delete this. This is a "feel good" goal- nothing substantive
Don't we do this already? How about developing alternative methods of educating children like charter schools or providing school vouchers? Competition is good for education. We should also support home schooling and private schools. Could be develop systems to teach ELL's that don't interfere with the education of English speaking students?
fancy words with no substance!
For Juniors and Seniors only.
Give examples in the black community.
Glad that government was NOT specified

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Hells yea :)
I am a youth worker and I could come in and teach some family counseling courses that would improve family life.
I don't know about making this law because it depends on the resources available and every environment is going to be different. To make it mandated might set unrealistic goals for everyone.
I don't want the business community to view our K-12 system as a training ground specifically for their needs.
I feel that sometimes entities such as business or colleges make changes that educators are not prepared to address. There needs to be better communication between all groups involved.
I have no idea.
I understand why but sometimes I think there is too much.
If school are only motivated by money how will the student learn?
Involving others outside of the Education system creates too many opportunities for subjectivity.
It sounds great, but businesses should NOT be the only or the main voice here
It takes a village not just one system to reach those goals.
It takes a village!
It's a nice thought, but the likelihood of this happening is very slim.
Leave room for creativity and forget about all of the time that has been taken for testing.
No school should be a for profit business.
Not sure how much of a role businesses and orgs should play in education.
Overstepping bounds and responsibilities.
PERFECT! Collaboration has proven potentials!
Please see my first comment.
show us the plan.
The absolutely BEST part of the Learning Community model is the community. The funding is not working, nor the busing, nor the free choice. HOWEVER, the coming together of education community leaders IS helpful and promotes best practices. PARENTS need to become the third leg in the tripod of education. Parent involvement is SORELY lacking, especially when demographics include a poverty component. Allow us to provide basic supplies and feed these people. They need to be able to provide for their families WHILE spending their time with their students' educators. However, you must provide funding for this and the permission to use the funds in this way. Rules on federal funding are NOT helping.
The quality of education individually is utmost in priority.
The State needs to take a strong leadership role in the coordination of this.
This is a good goal, but again goal 2 conflicts with goal 1 and three by definition alone.
This is meaningless; there is nothing of substance here.
This is politics. I think that adult issues like religion, politics etc. should be kept out of the school system as far as possible -- at least until grade 9.
Very good

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Well, at least you mentioned the families in this one. But, how about putting families first where the “systems of support” become an actual support to the parents instead of draconian overlord dictating what is best for them and their family because a group of politicians and bureaucrats know better what they need. So, while this is a nice fluffy (and generally meaningless) political sound-bite, I would like to know what the systems of support you are planning to develop are, and how much it is going to cost families who are already overburdened with taxes and outrageous fees (like \$350 to register a car) forced on them by politicians in an effort to implement these cute fluffy political sound-bites that eventually evolve into over-burdensome agendas that do nothing to solve the problem they were supposed to address in the first place.
What's the goal of this partnership? Just to have it. Need to state what Nebraska pride is going to do or wants to do if this partnership is developed.
will it happen or is it for appearances?
agreements would be nice to be made- should not be legislated
As long as this does not provide an "in" for charter schools. Provide support and funding to public schools to continue providing great education to NE students.
community involvement in emphasizing importance of education for students
Define this better. It sounds like the potential for money going to schools. Have some parameters about how much goes to educating kids vs hiring more administrative staff.
do not agree with learning community concept
Do not bulk up on bureaucracy thinking this will facilitate a means to an end.
Education (in all its forms) benefits the community as a whole and should involve the community as a whole.
eliminate nesa
Eliminate the inclusion of business and organization influences in public education
Encourage more educational organizations from the private sector including consideration of a voucher system.
example .. Kiewit Institute and Omaha business
Excellent
Foster & week more community, parental, school accountability & involvement
funding should not drive a wedge between UNMC and Creighton programs - as it does currently
Give HOPE!
Hmm.. If Take Your Daughter To Work Day was in July, would there be so many of our children wanting to visit their parents place of business? This is a national problem, I feel.
I agree. I've seen this work. Not every kid goes to college. Put some effort into vocational training. The trades cannot get enough qualified people
I do not have any improvements to this goal. I think it is very well put and a great goal as it is very important.
I like how goal three connects with community and families.
I think that if we are going to include businesses in our educational partnerships, we are going down the path to hell. I am totally against the idea of privatizing education or even entering into a "public private partnership" with businesses for educating our children.
I think we have to be very careful with being linked too closely with a business model

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I would love to see this come to fruition. We have so many untapped resources...
If this truly happened, it would be of great value.
If you could include something about how the quality of life of a community is impacted by the local school district would be great. It helps us move beyond the political lines being drawn.
Insofar as communities collaborate outside of state mandates, e.g., the Learning Community. That is not a good idea.
It is helpful to all to be inclusive of society.
It is so important to make sure the community is involved. I think this goal nails it. I would maybe say develop and use so that systems are actually put into place.
It takes a village!
Keep religious organizations out of this equation. No place for them in public schools.
Nebraska Education should focus on education only and improve that before building in other areas
None to offer
Partnering outside of the traditional public education system is key.
Partnerships are important as long as it is not forced rhetoric. The free school lunch program is a system of support, but isn't it better to teach a parent/family how to budget and feed itself breakfast and lunch?
Partnerships need to be genuine, not just a verbal facade!
Privacy of the students and teachers must be at the forefront of these partnerships. Parental consent is imperative. No storing or sharing of personal information, no data mining.
Rural schools are effectively blind to their communities, acting as lone islands instead of being integral parts of their communities.
Same comment
School partners are great supplements to teacher developed initiatives, but they need to be kept at arms length. Too often community groups, businesses, and certain families have undue influence on a teacher or district, and they insert their agendas into the classroom. As previously asserted, we do not need a business worker profile or families belief system taught in public schools.
This goal is very important! Partnerships are a key to success...
This is more of a tool than a goal
This to me sounds too much like Hillary Clinton's "It takes a Village to Raise a Child". The systems of support are a strong family. I think what you have here is too much and can be simplified.
Too often business inclusion means running education like a business. It is not and should never be run like a business.
Yes, but, once again, with financial and extra time to accomplish this.
Agree with the previous goal(2) on establishing high expectations for educators, but agree with this goal(3) on developing support systems but maybe also have high expectations for these partnerships. You acknowledge that these it is important to develop these support systems and that it is part of an 'entire educational community' so develop and have high expectations for the educational community too, not just one part(the teachers).
As long as they are not dictated by the state or forced through consortiums.

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Business can stay out if they only what to produce more consumers for themselves.
Collaborative and creative...so much can be developed if we include a creative component. Think of how creative Bill Gates had to be to get to where he did.
I am grateful that Nebraska schools are still the glue that holds many communities together. I firmly believe that public schools should aspire to be all-inclusive learning communities.
I want my schools to teach the basics and leave it up to me to expand the things to enhance their life in other ways.
I would emphasize the importance of government support. Seems
I'm not sure how the implementation plan would actually look for this objective.
Our teachers need to welcome families, rather than label parents "helicopter," when a parent wants to be a part of his/her child's life. I'm not sure about collaborating with businesses and organizations; field trips are fine. If the collaborations become too involved, we find ourselves trying to do too many things during the school day/year, which takes time away from teaching/learning.
public/private partnerships are unaccountable to an individual
Support must come in the form of multiple resources.
This is the most important goal!!
what are businesses going to do?
Agree, but keep corporate profiteers and hucksters out of the formula. Schools cannot be operated like businesses; they are not in place to make a profit, but to serve our students.
<b>Common Core</b>
again..it smacks of Common Core more so than what we have now!
there needs to be one curriculum for nebraska. as people move from districts, students often fall behind because of different curriculums.
Parents and teachers need to be heard regarding Common Core. This is NOT the direction we should be going
Please do not adopt the Common Core curriculum.
If 'collaborative partnerships' means adopting Common Core, then I strongly disagree. Empower parents to return to being the first and foremost advocates for their child's educational decisions.
Yes and NOT adopt Common Core
<b>Community</b>
Does this include educational community at college and university level?
Does this include homeschool educational community also?
focus on the entire community, not just the educational community.
I agree with this goal, but I think the message should be that we want the whole community to own the education of our children, not just the educational community-
Making children volunteer and hold functions in the community as a class and individuals
Put more emphasis on the community support. Collaborative partnerships should also share the burden of helping families with basic needs such as food, clothing etc. Placing the entire burden for such activities on the education system alone puts an enormous strain on the system

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both financially and time-wise. More community/organization involvement would benefit everyone.
This is ESSENTIAL! Issues in our schools are a community issue - educators can not do it alone. We need community interventions, family supports, and educational supports in place. Community-Family-Education need to be on the same page all working toward helping kids reach their maximum potential!
Are businesses and organizations already a part of the educational community, as you have stated here? I don't know that I see them as part of the educational community. I see them as a part of the community in general and feel that their needs to be connections and collaboration, but I do not consider businesses as a part of the educational community.
<b>Discipline</b>
Hold all parties involved accountable for their actions. Stop sugar coating bad behavior and allow teachers to discipline. My children should not have to suffer because someones child cannot follow the rules
<b>Doing It Now</b>
I believe that our school does this pretty well but you can't control how some of the families act.
I'm sure that there are many examples of this types of partnerships currently in place across our state.
Nothing in this vision is new. Why not build on what is in place and is working. Instead of develop maybe continue to develop. Again it sounds critical.
Probably exists in some communities. At what cost?
this already happens and the schools are taken care of by tax payers, maybe we as tax payers should make more decisions
This is already a goal for the Educational systems in place.
Why present this as a goal when businesses and individuals are already prepared to do this. Nebraska communities working together to reach the goal post.
Interested in how this is going to happen differently than it is currently.
Most schools already attempt to do this, again some schools find it easier than others due to budgets.
No comment. The district has great collabrotive partnerships
We already bend over backwards to do this.
<b>Equity</b>
This needs to include ALL learners, not the high achievers or just the majority of students
Systems of support that contribute to the learning of all students not just for the needs of corporations.
Again are metro area resources going to reach out to rural areas?
Educators alone can not fix the problems children have due to poverty and societal pressures. There needs to be support and access for families outside the school system.
Think creatively about how this can be done in rural areas which don't have big business

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<p>This is the first statement in this entire survey that brings anything new to the table. It's my belief this should have been obvious from the beginning, but look, if we're working on a statewide scale, then yes, a statewide system of support, to enable our rural and other low-funding school districts to become competitive, quality institutes of learning, despite their geography or primary student demographics is an excellent goal.</p>
<p>Will the same system used in, say, Sidney also work in North O?</p>
<p>How does this plan to be done for Title One schools, where there isn't alot of parent support?</p>
<p>The recognition that diverse students from low income homes and impoverished neighborhoods with high poverty rates do not have the same quality of education as students from more affluent families and neighborhoods.</p>
<p>This is very difficult to do in rural areas</p>
<p>But who decides this collaborative partnerships? What is right for a school in Omaha may not be right for a school in a rural community.</p>
<b>Finance</b>
<p>Fund teacher training and colaboration instead of moral boosting that falls short of the mark.</p>
<p>FUND THIS INITIATIVE. A recommendation without fiscal backing is hollow.</p>
<p>Systems of support require adequate resources.</p>
<p>The state should control all funding for public education and each student located anywhere in the state should be allocated their proportional share of the state-wide education dollars.</p>
<p>Would like to see a mention of how this development will be paid for. If it is tax money and government driven, then I am not so happy with the goal.</p>
<p>If this is going to be a goal then the Legis. needs to be ready to fund it!</p>
<p>Sounds like more/higher taxes.</p>
<p>Also need to include legislative arena for the funding process</p>
<p>How will this be funded?</p>
<p>Does this mean funding when and where needed?</p>
<p>develop AND FUND collaborative partnerships; also want to see college partnerships; families must be involved-- must be funding to support this</p>
<b>Improve Teaching</b>
<p>New incentives are needed for teachers who earn advanced degrees for their specialized area of instruction and for schools to provide adequate time to teach in the classroom.</p>
<p>This is a big one, and I think it certainly needs to relate back to the last one, where teacher training institutions need to train teachers to look at the WHOLE child, not just academic goals. I work in a low-income school, and I believe the work begins in the home, and at a VERY YOUNG age!</p>
<p>We need to find a way to fund a state program supporting mentoring for newly hired teachers so they have the tools needed for success in starting out their careers.</p>
<b>Life Long Learning</b>
<p>I would like to see more opportunities for students to see how what they are learning will help them reach their goals. More connections and experience with careers and college preparation.</p>

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and institutions including the Universities and colleges in the state.
Institutions of higher education should be included in this list.
It lacks a p-16 focus. We can do anything, but we can't do everything.
One component of Nebraska's education system that deserves additional collaborative partnership is Nebraska's private independent colleges. We serve a substantial number of Nebraskans and offering the same state aid to Nebraska students who would like to attend those institutions will enrich our state far more than throwing money at out-of-state students that we are trying to attract to UNL.
We as a state need to start pushing kids in directions were they can excel. I am so tired to hearing that every student should aspire to go to college. That is not acceptable. We are a state with a shortage of workers - welders, electricians, plumbers because we are telling our students that those jobs are not good enough. They have to go to college. We need to work as a community to make sure we continue to educate students in all trades and not send them to fail in college.
Are the various state universities included in this?
Include support that would address the fact that economically challenged/disadvantaged student are very often the group that struggles with test scores. Support would include (funding) for Pre-K programs for low income students statewide.
Needs to be broad enough to include those systems of support necessary to ensure children are ready to learn - birth to 8!
Please make sure colleges and universities are included. I truly believe they need to look at starting to overhaul some portions of their teacher programs.
I think that,if you set up a good quality, measurable, basic education that bringing in all these outside interests in would take up too much classroom time for most k-12 ages. Maybe you could separate this goal. One could cover k-12, and the other could be adult education where you could bring in more community resources.
We need to make more of an effort to ensure that all students begin school ready to learn. there are too many students who are behind their peers in terms of basic skills (reading, fine motor skills) when they begin school. if a student is behind when they are in elementary, the odds of that child being ready to do challenging course work at the high school level are pretty high.
<b>Local Control</b>
I do agree with getting the local community and families involved in education where possible is a wise approach. I worry about standards and policies being made at a state or national level that become far removed from the local community.
Keep control at the school level, no need for government here.
Local control.
Modify rather than enhance local control
Should be a local issue.
Support local schools in "developing systems....."
This would be better done at the local levels.
While I agree that collaboration and partnerships are a key, not sure how the state can develop a 'system of support'. This is a local, hand to hand process.
State should encourage it by district, via communities

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Districts decide their own goals and needs
Instead of a state goal, this should be a local district goal, with the state offering assistance and support.
<b>Nebraskans</b>
Suggest qualifying to show Nebraska as adjective.
None
NO Suggestions
None
None.
nothing
x
<b>Parents/Families/Students</b>
Collaborating with families is needed but hard to do, so if that is goal then we better make sure it can be done
community learning centers, etc. are key to this - education is the job of the parents (foremost), schools, and community - good education in your community benefits EVERYONE
I don't really think businesses should be involved in this goal. Typically their help seems to be quid pro quo with advertising their business. I think this goal should stress the responsibility of the family and the individual in the learning process. I believe schools can only provide the opportunity for an education. It is up to the individual to make the most of this opportunity. Ultimately the family must support the process and the expectations for hard work and development of character as well as academic proficiency.
I think that individuals and families are key.
not only partnerships but support of families. Our children come from families. Families struggle and therefore our children struggle.
please strive for maximum input from students as well. any program will fail if it does not meet the needs of those it is provided to.
Requiring family members to actively participate in their childs education is important
Systems are great as long as you can get parents to engage
This goal is perhaps the most important of the three. More specifically, the importance of collaborative partnership with families cannot be overstated.
YES! Children are more successful when parents/guardians support their learning. Groups external to the schools can help provide the necessary positive environment as well and contribute human as well as monetary resources.
As the goal is a good support as long as the State schools do not interfere with the family
With today's family units this is going to be almost impossible to achieve!
Trust parents and educators to work together in the best interests of children. Systems of support should be voluntary and designed to assist families without penalizing them for problems like poverty, racial disparities, or other obstacles. Court systems (like the current "Truancy" Proceedings should be avoided as unnecessary trauma to most families.

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Again when are we going to wake up and look at helping parents and quit expecting schools to do it all?
Again, it seems as the responsibility of raising a child is being passed along by more and more parents. Parents should carry the bulk of this responsibility
Agreed, however, there needs to be some boundaries between what influence and control schools try to have over parents, home life and belief systems.
Another key: family involvement. Nebraska families need to know where their responsibilities lie in the education of their children (both behaviorally and academically)
As a parent I feel this is my job to partner with whoever i need to for my student to be successful.
depends if this is going to cause more teacher work days? Or cause longer school years? These teacher workdays are hard on working parents.
develop a system of support for parents that stresses that they are equally important in the education development of their child
Don't forget parents!
Find a way to hold parents more accountable. That is the biggest factor I have seen in the past 30 years. Parents don't do their part to hold their children or themselves accountable
Give teachers a more important voice in this team building, too often a superintendent or Board member "represents" the teachers.
However, the parents demands should not trump school authority. Over the years these boundries have been compromised.
I agree, but how to you get buy in from people, parents in particular that don't agree or care!
I have waited for years for certain famil members to come to parent conferences. These parents sign up for conferences, do not show up and have to be reminded 4 or 5 times and then maybe show up! These are the same parents who do not support the guidelines for homework and other important expectations. I would challenge these parents to see if <b>THEY COULD PASS THE NESA TESTS!</b> And a person wonders why their children cannot pass these tests!!
I think one of the areas that will need the most work is to convince parents who come from poverty to become involved in their child's education. I'm not sure what can be done to change this attitude. My principal has tried for 10 years to develop a PTA type of organization at our north Omaha school. They come the first time for the food we provide, then we don't see them again.
I think parents should be able to observe kid in class rooms for more than a half hour.
i.ncluding parent
In some way, shape, or form get the parents involved in their child's schooling. Many parents don't engage in their student's life with school, if the parents were more involved, the student in return would be held more reliable to get work done and in return learn from both aspects of school and home.
It is sad to say but it starts at home. If the parents don't care then it will be hard for the rest to fall into place.
Make sure families know what they can do to be more involved in the school.
mentoring programs, parent activities,
parental involvement is very important. also pre- school age need to have access to classroom teaching.

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Parents are ultimately responsible for their children and they should have the final decisions regarding their children. If they wish to involve businesses and organizations or government that is their decision.
Parents need to be an integral part of the child's learning. As a society, we cannot expect the schools to raise our children.
Parents need to be part much more; Listen to what we want for our kids' education. Also more parental input to school safety. LPS too unilateral.
Partnerships are key. Everybody must work together.
provide more parent classes for how parents can help their children
quit holding parents accountable and start holding the kids and punish them like it should be
Really take to heart what the families of these children say. Our children are not cut-outs from the same cookie cutter. Some of us may not have that masters or PhD but we do know our children. Our school admin and teaching staff do not always know what is best for our children.
There is always a goal like this, yet our schools are increasingly forced to pick up the pieces from disengaged parents.
There must be a component of parental responsibility along with partnership
This is an ideal goal however, there are many parents that know little about education and want to control what happens at school.
This sounds good, in theory. However, how will parents be encouraged to become more active participants in their children's education?
We need to get parents more involved in their child's education.
You need to find out how to get families involved!!!
As they get into higher grades, defiantly involve businesses. But don't water down the basics in elementary. They need a solid foundation. I see too many options available in the early grades. Always involve parents. Parents should have every opportunity to know what their kids are learning and should always be included as a valuable member of the educational team! I wish there was more communication with the home from classroom teachers.
But this should REALLY mean listening to parents and being careful to avoid blanket policies that don't make sense in every case of discipline, etc. I'm sure that is part of what you all had in mind here anyway. :)
by including parents in accepting more of the responsibility for their children's success instead of just expecting the school to perform the task
Families should be the core. Strong families will build a better educated society.
Family Bonds and respect
Focus on importance of education and your message to parents. We have a great schools system with business involved as well. But you cannot set a community meeting or committee meeting because all the grandparents and parents are focusing on their children's games and traveling to all of them. Way over top focus on sports and schools. Yes, exercise is important and keeping them out of trouble is important, but how about letting them be at home with family and time to study sometimes.
Getting families (parents - preferably two) involved would be a great step forward. As long as schools are the babysitters of the state; the providers of nutrition for many of the children; and basically the proxy parent then education will take a backseat to providing basic necessities. Schools will never cure this - this is societal and must be dealt with on that level.

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Hold parents accountable for providing for their children. Teachers should be teaching curriculum not raising the general populations children.
How you will get families involved? That's the key. Families who are involved in their child's education have children who succeed.
Parental involvement is very important!
Partnerships with families? Families should led education
Strengthening the family unit will lead to the most child/student success!
This is extremely important to work with families from the beginning of a child's education: continuance in the home is essential.
This is OK - I think you need to put families first. They do not get enough recognition or support from schools.
Why not narrow this down to insisting that parents participate with the school in educating children? Involvement by parent is a cornerstone to success.
And how would this work? Would need involvement from the majority of parents - I don't see that happening, especially with opt-in families
Don't make parents wait for prog reports, report cards or parent teacher conferences... either post assignment and test scores or send the graded work home. WHY on earth did you stop doing this????
Families are difficult to get as partners these days. It takes all of there efforts to keep the family supported financially
Family's need to be more involved.
Getting parents involved is critical in a student's success; you can throw all the money you want at a school or program but if a child's parent(s) isn't involved it won't work
I believe support systems are essential for success of any student. However, the public education system should not be responsible for filling the gaps left by parents that do not accept the parental role in the educational process.
Parents are a key part of a child's success....school attendance, learning support, holding their child accountable for work/behaviors, etc. I don't if there is a way to address parent responsibilities.
Please ensure that educators will not devote the majority of their workdays to paperwork but to educating students. Objectives, goals, teaching to the test, these all make for more paperwork and take away from a quality education. The emphasis should be on family involvement.
The generations are changing, the ways we parent kids are changing...we need to create a better network between all these things and provide ways to help everyone take an active role in our kids' lives. (making education a priority)
until mom and dad take on the role of helping educate their own kids to do the right thing all this is just talk. I agree we need to allow for support to make connections within the community but the core of education needs less family breakdown for success.
Yes, but parents opinions should have a high accountability because they are ultimately responsible for the child's upbringing and should not be influenced unduly by government or those outside if the family
The 3 goals focus on Programs, Educators and Systems. Goals should more clearly identify the responsibility of the student.

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I think that collaboration outside of the school walls (i.e. amongst teachers, students and parents) will have minimal effects for the majority of students, particularly those of poverty, without first addressing the needs of students and families outside of school.
All involvements should be student/family led. Enhancing student opportunities needs to be the focus, or we are at risk of building partnerships for the sake of doing so.
Build support with families not people with their own agenda
Families are the most important to be involved. We must teach to think for life long skills and business can limit thinking
I would hope that the organizations are understood as those which do not violate the values of students and their families. Perhaps there is a way to express that assurance to all involved.
Primary partnership is between students and parents.
Starts with the family.
<b>Special Education</b>
For the Deaf/Hard of Hearing, their needs are unique, the educators opinions need to be more respected instead of looked down on. Not all Hearing Educators know what is the best way to educate a Deaf/Hard of Hearing child, a goal should be having more Deaf Educators be respected to make judgements on the education of a child. This is not currently being done.
That could have made all the difference for my son with Asperger's.
including special needs and the needs of gifted.
<b>Strategies - Goal 3</b>
again real life stuff. get some business people to come into classes a few times each year to educate the students, math there are engineers, software or IT there are hundreds of staff out there, food service - get a chef to come in (I use to do ice carvings and did this once) etc.
This is a good goal, but again, it should be more concrete. What policies is Nebraska going to implement to empower parents and involve employers and non-profits in preparing young people for the workforce?
Helping schools with funding for family/community game/fun learning nights.
Under this goal, perhaps it would be helpful (when the committee gets to that point) to lay out some ground rules for students (old enough to understand) and their families as to how this support would work. Sometimes students themselves and their parents expect the school to work wonders.
another process step. set a goal of 100% of schools partnering with communities.
Depends on what "collaboration with businesses and organizations mean. What limits will be placed on their input and influence?
Explain by doing what.
How do we include other districts in this? It seems like its a competition between districts and many aren't working together.
I am not sure that it would improve upon this goal but I think that partnerships between businesses and schools should be encouraged. I have seen where a major corporation will literally adopt a school and help to provide mentors and also financing for their adopted school. It would help some of these schools that are strapped for funding.
I believe we should keep the partnerships to Nebraska

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I believe we should keep the partnerships to Nebraska
I believe you need to build the partnerships first then develop the systems of support.
I need specifics before I'd consider agreeing to this statement.
I think the community should help provide internships/shadowing opportunities earlier in school so that they can explore opportunities that they may have never though, as well as see what the true day to day life would be in certain careers.
I think we could have more internship possiblities available at the high school level
I would like to see more businesses getting involved in education so students see how important education is and why they need to stay in school. It's also important for business people to see what happens in schools -- it's much different that it was 30, 40 or even 50 years ago when some business leaders were in school.
I would like to see students have more opportunities to take field trips to local businesses and non profits to see how they work and operate.
<b>IDENTIFY WHO NEED TO BE AT THE TABLE AND INVITE TO GET THEIR INPUT</b>
It is important that businesses and outside organizations get involved, but we really need to focus on the teacher and family and student to build that collaborative partnership first...and have the rest of the community join in for awards, rewards and help
Not sure this is the legislatures role...but maybe some tax incentive based initiatives for businesses that give back to education and the community.
Offer job and internship fairs at schools.
Somehow bring more students into a job site and bring businesses into schools
specifics
Stress real-world skills and qualities necessary for success, using business feedback to help teachers send a message to students about what employers want.
Surface partnerships don't work and they take time. I wholeheartedly agree that this is a goal, but we need to do it well. Please look at the "Partners in Education - Dual Capacity-Building Framework for Family-School Partnerships" by the U.S. Department of Education if you want to do something meaningful that will produce change. Helping districts deal with poverty and partnering should be a major goal.
The role of HHS with this goal is key and needs a great deal of restructuring in order for all at-risk youth to achieve educationally.
The state should work to increase the communicaton and cooperation between the schools and the business world though such things as career internships and job shadowing.
This is absolutely essential. We should be investing more in community learning centers and leveraging community resources.
A possible tax credit for companies who get involved
Help each district develop relationships in their community that will support education efforts.
I think this should include Expanded Learning Opportunities, including before and afterschool programming and other non-traditional learning environments.
perhaps to define the partnerships to specifically include k-12, 2 year and 4 year collaborative educational paths
The main focus should be on the systems of support, not on building collaborative partnerships.
This may be developed more as the strategies become identified, but this seems like a group of words that lead to something unattainable

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This should include probation agencies, etc. and mental health resources.
BUT this needs to be measured for success. Not sure this is really being done.
Define "systems of support"
Develop continuous progress learning opportunities for students which include higher level ed and business
don't set up education community to appear to have to chase everything from everyone
I think that extended learning needs to be included. We need more high quality afterschool programs to support the school day.
I'm a firm believer of service learning projects. I think it'd be wonderful to get students, teachers, and schools more involved in their communities regularly. It would be very helpful, as educators, to have a more supportive backing in improving the relationships and communication with parents and families.
Pretty broad - what kind of systems?
Sounds good but need to have tangible deliverables and measurable results.
These are certainly critical, but again how will we measure growth?
Have children of high school level shadow business people and provided transportation and include all children not just children that can afford it.n
Need to hear local employers' needs like MCC does. Need more robust volunteer oppty's for students that provide meaningful experience and learning and could lead to potential job after high school.
This is a great goal, but once again how is thing going to be done? What is currently being done? Is it currently working or is it not and is that why we are suggesting a change? The word student is not within the goal either which I feel is really important with this project.
What would this look like? Who is in charge of managing such a system?
<b>Technology</b>
Increase the use of technology
More use of technology to bridge these connections in the educational community
"Systems of support" should include access to the internet for ALL students - both at home and at school. This should be a major goal of the State.
Are you including technological partnerships under organizations?
We, as a state, are years behind in STEM. Much more can, and needs, to be done.
<b>Vague</b>
"systems of support" and collaborative partnerships" don't really mean anything
A lofty goal but not one that I could begin to explain. I know that the goals would be clearly explained but also should speak for themselves. Just not sure what systems of support means as it relates to establishing collaborative partnership models may be.
AGain - vague - what do you mean by partnerships.
How do you evaluate this? And what specifically is a system of support? To whom? teachers, students school districts or all of the above?
I can't tell what this means
I don't understand the point of this goal. Really broad and vague.

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I would like more detail.
I'm not sure what the language of Goal 3 means. What "system of support" would be developed and why? "Collaborative partners" has become a meaningless phrase. These entities represent the "entire educational community"? .
Previously took the survey, but the questions asked couldn't have been more ambiguous. We all want this vision. Tell us what you are going to do, not just list a bunch of "feel good" questions. This survey was pointless, and a waste of tax payer money.
Systems of support?' What does this even mean? Why does it have to be so vague? HOW will you engage stakeholders in the educational process? How is this different than the current state of things?
This goal is pretty ambiguous; what is a "system of support" and what does a "collaborative partnership" consist of?
This goal seems to broad. It needs to be more clearly defined.
This sounds like the most reasonable goal so far, but without specifics it rings hollow.
too broad. eliminate.
Too broad: Too many resources would be wasted on bringing in businesses and organizations.
Too generic.
Too vague. I don't need the entire community getting in on the business of raising my children.
unsure of what "systems of support" really means in this context
What do you mean "system of support?"
What does this even mean in education? Is the state planning on giving more money and resources to help with such a goal. This seems too idealistic and not realistic.
What does this mean?
What is meant by "systems of support"? Not too clear.
What kind of organizations?
What kind of organizations? In these partnerships, how do ensure that student needs are put first? How do you ensure that political or business agendas do not overwhelm the collaborative process?
What type of partnerships would be created?
Seems too vague...what does this look like?
This is so open-ended that it's almost devoid of meaning.
Too vague. Needs to be more specific. How aer they going to build partnerships and what is the desired result?
Your comments are too relativly ambiguous.
"Systems of support" is very vague...do you mean the legislature, higher learning? Really tired of the overused term "collaborative."
This is a vague goal. What are systems of support? What institutions are already accomplishing these tasks, and why is this a goal. Is this about the rold of public schools/districts or something else?
too vague.
Too vague
<b>Wording</b>

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This is good ... the only suggestion I have is to address equity by re-writing as, "Develop systems of support for ALL Nebraska students that build collaborative partnerships among the entire educational community including individuals, families, businesses, and organizations."
"among the entire community, including educators, families, businesses, organizations, and individuals"
"Draw on community resources, including individuals, families, businesses and organizations when made available by volunteer efforts and philanthropy."
"systems of support" is a tired, overused phrase. I would put "working relationships" and that would signify that the relationships would actually have a function (job shadowing, internships, etc)
"To develop..."
...including individuals, families, schools, businesses, and organizations.
...families, schools,...
add charter schools, private schools .
add Governments
Add with emphasis on building stronger family involvement
ADD: students
Comma after including. He current commas should be semi-colons.
consider adding "agencies"
define individuals
Develop a statewide network of community support to promote a standard of excellence in education that includes students and their parents/guardians, individuals, families, businesses, and organizations.
Develop and maintain systems of support that leverage collaborative partnerships among the entire educational community including individuals, families, businesses, churches, and organizations.
develop fully funded systems of support....
Develop STRONG / HEALTHY systems of support; engage and empower community to partner
Develop systems of support that build collaborative partnerships among all stakeholders: individuals, families, businesses and organizations.
Develop systems of support that build collaborative community partnerships to improve the quality of both public and private, non-profit educational opportunities within the unique context of each neighborhood.
Does "individuals" include students? We don't want them left out of the process.
drop "businesses and organizations"
Get rid of "entire"
Goals: 3. Develop systems of support that build collaborative partnerships among the entire educational community including (add: PROFESSIONAL EDUCATORS,) individuals, families, businesses, and organizations.
I have an issue with "partnerships" that might include religious organizations. Schools should not be in partnerships with organizations that are, by their nature, exclusionary.
I hope that the word "individuals" refers to students themselves. They must be taught to take personal responsibility for learning.

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I would add educational services to the list
I would also have community as an example
I would like the words students and educators to be added to the list at the end of the statement.
I would remove this Goal. First two should be the focus.
I would specifically identify Nebraska K-20 Public and Private Educational Institutions as a partner.
I would suggest adding PK-20 in front of educational community.
I would take out develop systems of support and just start the statement with build
Include administration??
Include medical personel in the statement. Real collaboration between doctors, Children's hospital, therapy clinics should be required. This is almost totally lacking in outstate Nebraska and is still very difficult even in Lincoln and Omaha. List medical professionals specifically in th goal. Then maybe a format for collaboration would actually be designed and put into use.
Include neighborhoods/community
include 'students and educators' even though this is already implied
Include the word 'Schools' in the ordered list.
Individuals is a vague word. Who is that? Families, businesses and organizations are not part of the educational community, so I suggest changing "including" to "and include families, businesses and organizations as partners".
Instead of "Develop", maybe use "identify" or "Support"
Instead of develop it should be "Be part of existing". It leads me to think we are rebuilding the wheel
May wish to include the word 'industries'
Perhaps reword: "Develop systems to support education that build collaborative partnerships among the entire community including individuals, families, businesses and organizations." To me this reinforces that education is the responsibility of all in a community, not just the educational community. That's a piece I'd like to see more accented here -- that this should be a priority for everyone, not just an educational community goal.
Remove "businesses" from goal statement. Public education should not be influenced by private enterprise.
remove "that build collaborative partnerships among the entire educational community includinding"insert STUDENTS, educators, NSEA and its locals. Educators are the experts the others are not Partners, they are not qualified.
Replace build with "foster"
Shorten and start with Build
should considering including health and wellness as a partnership as well
Should it be to 'develop' or 'provide'?
support systems rather than systems of support
Systems of support makes it sound bureaucratic. I would start with "Build collaborative . . ."
The partnership should be between the teacher and the student. The teacher is going to teach and the student is going to learn.
the partnerships do not include the legislature or other govermental sub-divisions. This is a critical element in maximizing the effectiveness and efficiency of state government

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The phrase "individuals" may be intended to include students themselves. I believe that term should be mentioned individually and specifically.
The word 'collaborative' is redundant in this sentence.
the word community is broader and more inclusive.
This is missing a "by" statement such as by creating local planning committees, or by including community partners in school activities, etc.
while still providing academic freedom to educators
Would replace "individuals" with "students, teachers, administrators"
You are right in that the entire educational community includes the individual, families, businesses and organizations.....what about government and policy makers?
You haven't mentioned anything about being a global learning network
You might want add agencies or say both public / private organizations
"Develop a strong support system through the community by involving families, community members, as well as local businesses and organizations."
Add "including individuals, families, educational institutions, businesses, and organizations.
add "institution of higher learning" after "businesses".
Add "to reduce gaps and barriers" after support
Add "within the schools" and among
Add government agencies?
Add Libraries specifically to the educational community list
and educational institutions
And stop using schools to solve the ills of society that no one wants to address, but we are willing to force the schools to...
by that definition, is ELO included in the educational community? Should be more deliberately written as it is a key to success
Delete "develop systems of support that.... start with Build
Develop AND FUND!! these systems
Develop multigenerational systems of support that build ...
Develop system of support among the entire educational community. (Says the same thing and is much simpler. Everything else is implied in this simpler statement.)
Does not include all entities and hybrid education.
Does organizations include educational systems?
Foster systems of support that build collaborative partnerships with all educational stakeholders.
Foster systems of support that build collaborative partnerships with all educational stakeholders.
I know it is obvious but I would put schools/universities in the statement.
I really do not understand what are these systems of support. Why not just say Build collaborative ... and continue from there?
I think COMMUNITIES should be added
I think this is a good and important goal - but it is pretty diffuse in its statement here.
I'm not sure I understand why businesses are part of the "educational community". I would like to know how those support systems connect to one another.

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include neighborhoods near schools in "educational community"
Include that schools can't do it alone and should consider expanded learning opportunities and partnerships to support this goal.
Included in the collaboration should be doctors, medical personnel, therapists, mental health professionals, HHS caseworkers, all the people who work directly with the students. Develop a speedy way to share information to keep everyone in the loop for the child's best interest. This is especially necessary in our rural counties.
instead of "individuals" put in "students, staff, families, and the community (businesses/organizations)"
My willingness to endorse this goal depends upon a clearer definition of who the "individuals" and "organizations" would be, and the specific roles that businesses would play. I also would like to see students, parents, teachers, administrators, neighborhood communities, school boards and teachers within this picture of "the entire educational community." Maybe the notion here is to expand that community, as opposed to defining it, as this wording seems to do.
need to include schools!!
Needs to hear from kids
Non profits and maybe add across cultures
Notes 'Develop systems of support', does this imply there are none today, and what about implementation? Believe there are and some may not be working. Suggestion – 'Develop and implement sustainable right-fit' systems of support.....
Replace the phrase "the entire educational community including individuals, families, businesses and organizations" with "Nebraskans and Nebraska organizations engaged in education."
Scratch "businesses" - different principles, different goals
Sounds good, but in practice not likely to happen. Change to "among educational partners, including individuals, families, businesses, and organizations."
This is a STRATEGY ("systems of support"); the part of this statement that is a GOAL should address the specific, measurable changes in the system: "Increase community engagement in education"
This needs to be reworded to the following: Develop voluntary systems of support that build collaborative partnerships among the entire educational community including individuals, families, businesses, and organizations with no expense to the taxpayers.
This one left out educators.
What the heck is an "educational community? this is just fluff and meaningless
Where in the world is higher education? Define "systems of support".
You should include school districts/universities/colleges in the educational community. "...community including individuals, families, businesses, organizations, and all institutes of learning."
"Among" should be "within" to be grammatically correct. "Entire" implies that no constituent parts of the community will be uninvolved. Is that realistic?
....among Nebraska's communities.
Again a muddled statement. How about "Integrate K-12 [or whatever] into a lifelong system for education, pulling business and individuals into the educational process".

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<p>Continue to provide systems of support that 'help' build...." It is not up to the Dept of Education to provide workers for the state. It is the privilege of teh Dept of Education to academically educate children to make wise decisions for themselves that will in turn produce collaborative partnerships between families, businesses and organziations.</p>
<p>could mention youth specifically</p>
<p>I like this goal the most of the three goals and really only see one way it can be improved. I feel that we can add a "global" component to it by equipping Nebraskans to build not only a community here but a larger global community which will empower students to be globally aware and globally engaged.</p>
<p>I like this statement but would like to see government agencies included in the list of collaborative partnerships. As poverty is a factor in the educational success or lack thereof for our youth it needs to be addressed. There are many programs to help those in poverty and we need to make sure they are fully being utilized as part of this effort</p>
<p>Include houses of worship which are rich in community.</p>
<p>Include teachers in the development of the statement! Build a group of practitioners to contribute to the process.</p>
<p>Remove individuals, businesses, and organziations. The goal needs to be partnering with families.</p>
<p>shouldn't the schools and/or school districts be part of the partnership?</p>
<p>The term "school districitics" should be included with this statement.</p>
<p>This ought to parallel the second goal - establish high expectations for the collaborative partnerships that involve the entire educational community in students' success</p>
<p>....and schools? This reads as if others outside the educational system are the primary educational community.</p>
<p>Again I think this is a very good goal that I would just like to add one part to. I think there should be a "global" component to this goal. I think that studnets should feel as if they are welcome among the "global community" and part of that community. If students are global-minded they are more likely to view the world as a place for cooperative success and development. I think it is important for us to know this at a young age and to have a global identity that goes along with our own community identity.</p>
<p>I agree, but I would recommend a consideration: "...among the entire educational community including existing systems, individuals, families..." since there are already programs and systems in place working toward this goal.</p>
<p>Include public and private schools</p>
<p>It's probably assumed under the category of organizations, but please include schools in this goal.</p>
<p>Support local schools in developing systems ...</p>
<p>missing students - I think there are many systems, agencies, people that already exist especially in the metro areas but there are issues of connection of students/parents to systems/org's.</p>
<p><b>Teachers/Educators</b></p>
<p>Building relationships is great however people who dont deal with students daily needs to stop telling educators what needs to be done.</p>

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Educators have been removed from decisions about education under this idea for far too long. The idea is good...implementation has mad the educational community a scapegoat.
Get parents/businesses/organizations more involved so they understand the dynamic environment teachers work in, and the pressure they are under not just to educate but to counsel & support our children.
I think this is a big step in the right direction. However, legislature prevents teachers from doing certain things and that needs to change first.
I would be interested in seeing what this may look like. Educators do not need one more task to complete that has no direct, positive impact on their students.
Please keep in mind that business people and legislators do NOT know what it is like to be in the classroom day in and day out. Teachers should not put expectations on businesses, so therefore a businessperson or legislator should not put expectations upon a teacher. Collaborative partnerships are good in theory, but do not work terribly well in practice because the world of work with an adult is MUCH different than the world of working with young people.
teachers & administrators greatly appreciate collaboration but not always have enough time to do it
Teachers need a louder voice in how kids need to be educated.
Teachers need to be held accountable for outcomes that can not be manipulated. Stop teaching to a standard test and go back to the Stanford Acheivement Tests form the 1970's.
teachers should have more of a voice on how the state moves forward especially with testing. We see the harm it is doing, but have little authority to change the system.
This is fine, but how much weight are you going to give teachers' input in this process. As a retired teacher (who spent over 35 years as a teacher of English and a coach of speech and debate), it has never ceased to amaze me how little the most expert people about education (and that would be teachers) are asked for their input into the process you are embarking upon - to improve education.
This is good and noble; however, sometime the tail wags the dog. We, the educators, are supposed to be the ones who know what we are doing. Yes, we need to encourage the parents to take an active role. Yes, we need to bring those who actually put their content into practice into the class room. There is one problem though: all of this will slow down the over-emphasis on state tests. Something has to give.
When you work on this goal be sure that it actually supports teachers and schools.
As long as this is a truly collaborative process which includes educators. I an quite frankly tired of people who have not taught a day in their life telling teachers the best way to teach.
But please leave decisions in educators' hands, don't give non-educators authority over educators in matters of curriculum, testing, etc.
Does this mean more time expected on the part of teachers?
evaluate teachers to monitor their commitment to this
Everyone in the community needs to understand how hard an educators job truly is and provide more support to our teachers.
place responsibility on the teachers - not the administration
without taking too much away from educators
Allow educators freedom to cultivate partnerships with parents and others in the community

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Collaborative partnerships will be destroyed if teacher evaluations are to be tied to student test scores.

Partnerships are non-inclusive. Leaving certain educators out of the programs is not effectively reaching all children.

Teachers and administrators must be part of this goal or it sounds like you are pawning off the job of educating the children to the community.

The support part is vital. As a parent and educator, the state needs to understand it takes all of us to educate our youth. Many times we simply blame the schools and do not give the schools the appropriate tools to make a difference.

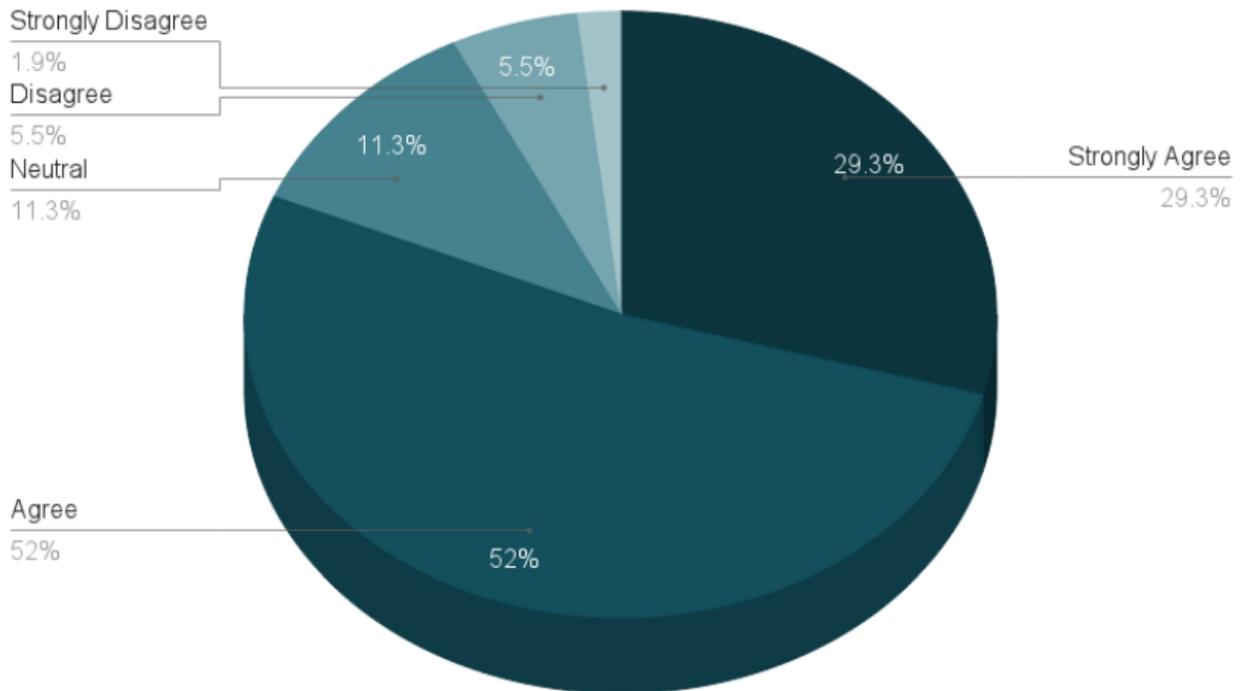
This is a nice goal. Unfortunately, when you include people from outside the educational community, you have people coming with their own agendas and no realization as to what challenges teachers actually have.

Collaborative partnerships are important, but the teacher needs to still be viewed as the leader in educational matters.

Combination of Goals

**Goals: (1) Provide programs and courses that inspire and prepare Nebraskans for success in learning, work, and life; (2) Establish high expectations for all educators and provide support and resources to create positive, safe, and successful learning environments; and (3) Develop systems of support that build collaborative partnerships among the entire educational community including individuals, families, businesses, and organizations.**

*Do you agree the essential elements for a Nebraska vision for education could be included under this combination of goals?*



<b>If you would like, please briefly describe other suggestions for <u>improving this combination of goals</u>?</b>
<b>Accountability</b>
Better ways to monitor principals
How will "parts" of this total statement be measurable and who will be defining and setting the expectations will determine the success of this vision
How will "parts" of this total statement be measurable and who will be defining and setting the expectations will determine the success of this vision

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not only develop a system of support but develop a working system of accountability for educators that do no, have not, or will not subscribe to these goals. because there will be some and the students should not have to suffer under them any longer.
<b>Choice</b>
Charter schools, school vouchers, homeschooling. Educational choice is what will make education better by creating competition.
More options for type of education, such as magnet schools and charter schools
offer Montessori or Waldorf learning in classrooms
Pass a Charter Schools Bill! Students in failed OPS schools (and others across Nebraska) need it!
Provide definitions; allow for FREEDOM of choice, DO NOT make goals or mission government mandated!
The current system does not fit all students and learning styles. There should be a public Montessori option and possibly others.
<b>Citizenship</b>
I think there needs to be something in here about respecting multiple perspectives...something about cultural proficiency. This is way too critical to leave out!
Teaching children to give back to the community they are involved in.
You have to deal with the fact that the kids can't speak, read and write intelligently. Their language skills are poor, hence their ability to reason is poor. These things are connected. Learning how to make a persuasive argument requires both language and critical thinking skills. Also, "critical thinking" is NOT just rendering an opinion. That's not "critical." True "critical thinking" involves the ability to recognize a fallacious argument, enough to be able to reject a fallacious argument when one hears one, and to be able to avoid making a fallacious argument oneself. We have a whole society now participating in the political process without the ability to recognize a fallacious argument!!! Also, do you want to say something about responsible civic engagement?
<b>Commentary</b>
Change "No child left behind!" Give funding to schools so every school can have full time counselors without using the individual schools money to provide for this resource, get business and community employees into the schools working with all students as mentors, education continues to move from one idea to another, stick with one thing and make it work!! What is wrong with teaching our children what they are interested in instead of cramming test information down their throats!!
These goals do not have to appear within a traditional schooling model. We should explore a more personalized, flexible, and individual learning environment.
Break them up
Ditto
I believe I've mentioned this earlier in my comments.
I do not agree on the separate statements and therefore do not agree in the combination of goals.

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I have no idea.

I suggest finding a tangible action plan that unites all Nebraskans because of its apparent relevance.

In the combination, it is important to remember that student learning is the focus. What do we want kids to know and be able to do in order to have future success in a world that will demand it. School is more than programs and courses and this puts very little value on all that schools have to offer and do provide. Also, I think this an amazing endeavor for education and policy members. I am extremely interested in this continued process and will contribute in anyway I can. I feel that this is a step in the right direction and I appreciate being asked to participate in the survey. If I can be of any help, please contact me. Teresa Fields, [tfields@nebcityps.org](mailto:tfields@nebcityps.org). Thanks for all you do!

Overall I think that this is a very constructive vision for education. The breadth of the conceptualization of "success" and the inclusion of "inspiration," "safety," and collaborative partnerships" will give vibrancy to these goals as they are realized. Holding students to high standards of achievement in whichever areas constitute "success" for them will create a growth-oriented educational environment.

The key to impact the kids the most if having teachers have the time to pour into kids more through small group mentoring. Teachers should be given the opportunity to receive more compensation by giving their time for small group instruction and mentoring with kids who need it and want it. Schools should also be able to hire outside adults who want to impact students who have a proven track record of influencing kids well. While I agree with the goals, I am curious of what you all consider successful learning environments and how open you are to collaborate with youth workers like me to impact kids with my mentoring skills.

These goals are lofty and written by some well-educated people and are about as attainable as perpetual motion. Real goals like - learn to read, write and cipher; take responsibility for your actions and learn to think critically may be woven into the goals above but they take people with expertise down in the trenches to translate them to real-world value. If you establish high expectations for teachers and they don't reach them but you still need three acts of God and two major miracles that make parting the Red Sea amatuerish to get rid of a bad one - then forget this and turn out the lights because this party is over.

Why don't you work in tandem for stable family systems for children by giving married couples and their children a huge tax break? The data is out there that shows kids do best in school and life coming from stable families. That also begs the question, why aren't you using data for goals and lawmaking? It's interesting to note that a number of years ago, Germany figured this out and started giving tax breaks to keep moms at home again....

You've done a wonderful job of trying to unite all Nebraskans by proposing a vision, mission, and goals for all to think about. Thanks for your diligence!

Do we need to address the idea that not one path or package fits all or is that in the next step?

Question: How do you plan to achieve Goal #2 if many of our K-12 schools are not positive, not safe, and do not have successful learning environments? My wife is a permanent substitute teacher and has a long list of schools that she will not even go to because the environment is not conducive to learning and the attitudes of students toward learning ranges from apathetic to hostile. Even administrators have attitudes that are geared toward surviving the day. Goals are great to have but without an action plan and an assessment plan, they are likely to become a waste of ink. As a college professor, I have students who can't spell, have major grammatical writing deficiencies, and can't do basic math. I am not blaming all of the teachers. I do believe

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<p>that the learning environments are not conducive to learning and retention. I hope that this project will be successful because we really need a change in the way education and learning is conducted.</p>
<p>Avoid putting children and teachers into a mold of performance.</p>
<p>Education is about equipping people to work. When the government uses schools to push their agendas under the guise of being complete, reaching maximum potential and so on, they are really pushing their political agenda on our youth and college students and eliminating rather large facets of life which bring completeness and maximum potential.</p>
<p>I do not like the establish high expectations for for all educators when the expectations should be for the educational environmnet. We can only do what we are allowed to do, encouraged to do, supported to do. We only get paid so much (less than the national average, I make less than teachers who have less experience) and yet the success of our children lies within us. Doesn't seem fair or realisic. We work under people who have no idea what we do or what we need to do our job properly. Decisions are made based on finances, etc. with no thought of how it might impact educational programming.</p>
<p>I think that they are very good and worthy goals but just need minor inclusions and to narrow the scope on some parts. I think there are still questions that need to be answered before this becomes official. Good work, team!</p>
<p>I think the "life" goals are a little over-reaching.</p>
<p>I think the goals should set the minimum we expect for every student in NE and then allow districts to go beyond the miminum.</p>
<p>I would make them more concrete. Can every graduate of the public schools read, write, calculate, reason, and find out sources for learning what he or she discovers is unknown?</p>
<p>Maybe someone that will "audit" the way that principals handle situations in the school. I am personally aware of some very questionable desicions made.</p>
<p>Please see my previous answer about overkill with the collaborative partnerships.</p>
<p>Provide for input from students, families, and the Deaf community to achieve these elements.</p>
<p>The set of goals should be rewritten to support public eduction in Nebraska and its relationships to individuals, families, businesses, and organizations. These set of goals should not undermine the scholarship and innovation that undergirds current educational programs and institutions, and educators should not be evaluated according to measures such as student test results. The current wording in these goals leaves open these possibilities, so I recommend adding a paragraph include this contextual information.</p>
<p>These have to relate to organizations and people outside of school time as well.</p>
<p>Address the achievement gap between students of color and their white classmates.</p>
<p>Again How do you measure inspiration?</p>
<p>At the recent Platte Institute Education Summit, Senator Kolowski reminded attendees, "Everything focuses on improved student performance." Keeping our course firmly fixed on student performance, while respecting the rights of parents to direct their children's education, should be a winning formula.</p>
<p>Be more realistic! Get to know the real people the school serves.</p>

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I believe that any research-based, brain-based strategy, and educational best practice regarding teaching and learning could be addressed under these three goals.
I tried to rewrite the goals as I went through the survey. thank you :-)
Start over and let We the People be involved as part of the process, not as people giving mere suggestions that will be ignored. Get real!
Taxpayers don't want simpler. They want smarter.
The goals are a great combination to target the entire state as a whole. It would be easier to be more specific if we were focusing on a specific area within the state to focus on the issues they are having, but the state as a whole these are good.
We need to develop an education system that supports all students and stop promoting the school to prison pipeline. It is time to recognize the youth that are pushed out yearly, excessively disciplined, and restrained and secluded due to behaviors in our schools. It is time to collaborate with the Nebraska Department of Health and Human Services Children and Family Services to address the needs of youth who have experienced significant trauma and are in Special Education and yet are not receiving the education they so need. We can develop these goals and if we haven't fully defined the problems in the state you are not really addressing the needs of children. We need significant change in this state to address the needs of ALL children and not just those society has determined to be worthy of our support.
Covered for now.
Do not hold schools and educators accountable or withhold funding if students don't want the education.
Do something about Pershing School. Seriously
each goal should be handle independly, not togather as a whole.
Emphasize the freedom of the individual Nebraskan to make his or her own educational, career and life choices.
engender a love for learning
Get rid of the Learning Community
grow up our kids are dummer than previous gen. no child left behind means pushing the kids that are not ready forward so they more than often fail
I am pleased that there is wording that acknowledges that not all students are college-bound, and the idea of collaborating with businesses, and preparing students for "work" indicates that these students will not be set up to fail in high school.
I am pleased that there is wording that acknowledges that not all students are college-bound, and the idea of collaborating with businesses, and preparing students for "work" indicates that these students will not be set up to fail in high school.
I feel like this should be a tiered system. The largest stockholders are the individuals and families. Ideally, this is perfect. Realistically, this coordination of support and resources takes time from 1) learning (longer amount of time for same lesson/more time to coordinate on teacher's part, but perhaps "stronger, longer-lasting" learning, 2) takes time to coordinate for the teacher, 3) doesn't feel as "safe" as we allow more people into the children's environment, 4) requires more planning and takes some chances regarding the efficacy of the people sent by businesses/organizations.
Include suggestions previously mentioned.
individuals setting goals families
It is a big undertaking to combine all of these goals.

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Just get rid of absolutes
learn all things bad and good to know there are always two or more sides to a fact
Lefler Middle school has poor practices for bulling and the current principal is not addressing the issue properly!
maybe -it would be better understood as separate goals but still all are important
More focus on basic scholarship, fewer platitudes.
must need it
Pick the correct goals first.
same suggestions as before for above.
see above
See above. Thank you, Senator Sullivan. Mike Chipps
See previous notes.
suggestions made earlier in the survey
Thank you for considering all types of learners, average, gifted, behavior impaired, special education children.
The children are our future!
The rest looks pretty good to me.
The words aren't sooo important , it is the realization from my own life that 1. you have a family where education is seen as import and 2. you attend schools that foster creativity and life-long interest in learning tant, it is the realization that I have from my own life that 1. I understood that education was important to my family and 2. I attended schools that fostered creativity. This is what I have have found useful
Watch Ken Robinson's other talk: <a href="http://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley">http://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley</a>
What is good for one Nebraskan may not be good for Nebraskans as a whole. I am not sure that is reflected in the goals. Character and God's providence lead more to success than a GPA. That may not be well reflected either.
You need more focus on just educational goals
Please realize we have forgotten to impress upon the future of Nebraska that helping others and not what can be given to me.
So often nowadays it seems that many students don't care if they learn, have no expectations for academic success from their parents and aren't expected to behave in appropriate ways while at school. Schools are there to educate young people and I believe that they are being asked to do too many other things. Another thing is that the schools have to start backing teachers up when it comes to discipline. Students who don't care about learning are often disruptive to those who do, and many students' behavior toward teachers is appalling.
I just disagree with goal 2 so much! it is not about the educator! it is about the children and what they need. they need quality educators but not educators that are force to lie and cheat on tests so they arent punished when those scores arent high enough. <b>PAY OUR TEACHERS MORE!!</b>
I'm unsure of what you mean by "high expectations for educators" - that's what teachers have always expected, but it's an odd goal for an education system? All the goals, etc. in our vision for education should focus on students.

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Involve students...not just the smart, 4.0 students with parents who are supporting their efforts to do well...but all students...the ones who don't like school, or who do not necessarily do well in academic areas, and especially those who are just plain, good average kids!!!
Teach kids to value themselves and don't focus on stuff like this. You got bigger problems.
I think these are great goals, but we need to realize that not all kids learn the same way. There is not one cookie cutter approach to education.
Teach, don't train. Let kids be kids and stop worrying about if they are ADHD or not.
I believe one of the systems of support should be a student longitudinal database. Being able to track students from Pre-K to college graduation is essential for educational institutions to be able to determine how well students have done once they left their level of school. Also, not related to this, the ACT should be standard test for all Nebraska juniors. It helps those students who are academically unprepared or haven't considered college, to begin the conversation one year earlier than they might otherwise.
I believe there should also be a goal addressing how these programs will be made available to the more vulnerable in Nebraska. Oftentimes, the ones who need these opportunities the most also have the most standing in their way in regards to additional needs such as childcare and transportation.
<b>Common Core/Testing/Assessments</b>
concertrate on math, sience, reading,writing, history and the arts
Focus on teaching the basics, try not to be so inflexible about how students learn, decrease the rah! rah! Americanism and other political stuff, especially in early grades. It's eduction not indoctrination.
High expectations for educators is a little ambiguous. Is it referring to the educator's experience and education, or is it in reference to the output of those educators, i.e., the expectation that all students in their classes will receive a "C" or higher? While I agree that educators need to have standards to meet, setting up teachers to fail is not the way to improve the quality of education in Nebraska.
I am totally against Common Core.
lets teach basics Reading Writing , Math, History, Vocations. The work force that is entering the market now cant do any of the above.
There are standards that eduators and students must achieve in order to be successful. Insist on meeting those standards and when they are not met have clear goals and processes to respond to shortfalls.
Avoid common core, think independently and critically for ourselves
Eliminate corporate influence in setting goals and curriculum
eliminate NESAs
I want nothing to do with Common Core!
It also needs to be understood that each child has individual needs and a cookie-cutter formula is not always what's best for each child. Children need to be considered on an individual basis. I am opposed to adopted Common Core Curriculum.
No Common Core
No Common Core materials

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Avoid Common Core. Empower teachers to truly teach.
NOT adopting Common Core
Be careful of what you ask for. We have opened the door too much in education that everyone thinks they have a right to tell us how to educate students. Too many self interests by various organizations have come into our schools which take away from our time of acutally teaching the most critical skills and knowledge. We need less intereference in our classrooms. We try to please everyone and meet everyone's concerns and demands that wer are now failing at providing an adequate education.
Change "No child left behind!" Give funding to schools so every school can have full time counselors without using the individual schools money to provide for this resource, get business and community employees into the schools working with all students as mentors, education continues to move from one idea to another, stick with one thing and make it work!! What is wrong with teaching our children what they are interested in instead of cramming test information down their throats!!
Don't come up with another goal for us. We need more time to take care of students needs that have nothing to do with NeSA-R, -M, -S, or -W. We're so busy trying to reach a high achievement level for these four tests, that we are ignoring things vital do students' daily lives.
How about concentrating on <b>READING, WRITING AND MATH.</b>
How will success be determined? NeSA scores? The current assessment-based accountability systems that are being thrust upon schools are doing enough damage as they are currently structure, I don't see this goal statement making much of an impact in this respect.
Stay away from Common Core, quit spending money always trying to change things just because it is the flavor of the week, and just teach our children. According to my child's past student counselor, my past job or career was irrelevant to her so why is it relevant here?
The first two goals are too vague and too closely aligned to Common Core. It gives you a lot of latitude to socialize our education system in Nebraska
This sounds too much like Common Core.
Tie teacher pay to student performance. Give parents greater control over specific curriculum.
Use national standards
using essential personnel that understand and have vision skills that include thinking outside of teaching to testing scores.
we need to focus more on real life education and less on testing.
We should not be teaching for the test!
You need to get rid of standardized testing. Not every child learns the same way, some are verbal, some are visual we need to test on ability rather than memorization. Not everyone can do well taking a test but they may be the brightest in the class, just not good at test taking. Example would be: trying to make a fish climb a tree. Impossible right? But not for the monkeys or cats in the world. Let's make it do everyone can succeed.
I do feel that is a lot to expect a 6-7 year old 1st grader to have 1-2 hrs of homework a night. Life is stressful enough, the kids these days don't get to enjoy being a child.. I feel that its all about High test scores and thats it... Its depressing as a parent. I want my child to learn and be better people to the earth and socity

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Well, what about improving our graduation rates? it seems like this committee is thinking big. I don't know what your next steps are, but I'm thinking we should consider a tiered graduation certificate. Each tier would indicate a specific level of achievement. Would do this to some degree now with honors and distinction - but I'm talking about taking it further. Pathways for individuals. If they wanted to continue to improve their 'level' of certification, this could become part of post secondary education- well - just something I've been thinking about. The point of this would be to add integrity to what we say a high school graduate is by making it clear to employers NOT all graduates are the same...hmmm- I wonder what the political back fire of this would be - this transparency. Ernie? Ernie, what are you thinking?

what about a return to core elements of school: reading, writing, math to create independent, open-minded thinkers and problem-solvers

Although I agree with the overall vision, the changes the State has made recently with the over utilization of testing is, in my opinion, not producing any higher caliber of student that it did 25 years ago when I was in school. The fact that curriculum and teacher evaluations are based so strongly in test scores is ridiculous.

it is pretty good, I just hate that we focus so much on testing and that you can't control some of the factors on the days that kids are tested.

Looking at a ability, interest, and potential. Testing students continually is not the answer to allowing success in life

NCLB and NESAs are unrealistic. They don't take into account a person's free will. If free will doesn't matter, then after all the education and public training, there should be no fire, no crimes, etc. Society has been taught right and wrong on these areas, too.

One concern I have is teaching to pass state wide assessment test, education should also develop skills that require creative thought processes. Creative thinkers will become the next generation that drives technology and development..

Stop ignoring your better students. It's ok to fail. Stop reteaching/teaching test.

## **Communication**

keep the families in the know about how their children's grades are as well as how they act socially with others.

need to focus on the whole person; AND-- families need to be guaranteed access to full and complete access to information about educational options; not just a long winded handout; research and evidence based practices need to be there

## **Community**

Develop a program that business/community could come to school and share what they do with students.

If parents and community members want to collaborate then they should be in our schools volunteering.

More emphasis on families and community control.

While public education benefits the entire community so also do all forms of education from all sources

Ask for more involvement with local business for volunteering

If we teach them to conquer academia, the rest of the goals should follow and NOT need to be goals that will be measured. Teachers are not responsible for the entire success or failure of

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students yet these goals seem to be going in that direction. Family, faith, and community are part of a student upbringing yet not within the purview of the schools to be providing
It takes a village to raise a child. Individuals, families, businesses and organizations along with the schools must work together for the greater good of our children.
Just feel that you have to hold the whole system to high expectations. Teachers, students, families, businesses and organizations. The teachers have a direct impact on student learning, but the whole 'educational community' plays a part which is why you want to build collaborative partnerships to support the system, but hold everyone to high expectations.
how are these different organizations supposed to work to achieve this?
Need to emphasize partnerships!!!!
The programs and courses part of the goal is inclusive to educators, students, and families. Will there be educational systems in place for families learning English, families without a K-12 education? This is a clarifying question. Parents and the community also need to be partners in creating safe, positive, and successful learning environments. Sometimes problems start between and among people outside of school and carry into school. Sometimes children have different expectations at home than the school does. We are partners in that arena too.
The sense of community and society is not in the goals. Looks more like single success. That won't help. We need to learn to work in teams as well as care for the others.
We need to create more incentives for local businesses to establish mentorship and internship opportunities.
<b>Define Success</b>
How to measure "Success"
How do you measure success? Can we establish high expectations for parenting? Do we not have high expectations for educators now?
again I worry about the ability to quantify/measure success in all these areas
I don't think being successful means the same thing to most people. In most people's eyes, successful is directly related to money and power and I don't believe that is the most important factor in educating our children.
Money, education, opportunities, role models, goals and inspiration are necessary factors for success.
See above. But basically, I firmly believe there is more to a successful fulfilling life than working at a job.
Success does not mean the same thing for all students. Provide all with the opportunity to success.
Success needs to be defined. It is different for different students. Some students have different skill sets to work with and their success will look different from others.
<b>Doing it Now</b>
I believe we already have these processes in place. We just need to reidentify them and make changes. I see this as reinventing the wheel that's already there.
I would hope that most school systems already work toward these goals. It is important for the legislature to ascertain what is already in place so that the legislation is more about making

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districts take time away from students in order to package what they are already doing well in a format pleasing to the legislature.

These should be the current goals anyway...but reinforced and reiterated so they are absorbed by all

## **Educators**

Emphasis on getting input from teachers. What are their needs??

Please take into consideration all of the statements I said in the previous pages. Our government needs to actually work a day/week in an intercity/low-income school with a diverse population to truly understand the job of an educator before making our "educational laws," in which the state primarily makes our laws for an all-white/middle class child.

Make certain that teachers were involved in the creation of this mission and vision, not administrators.

Educators need to be treated like professionals and thier voice should be one that weighs highly on any educational plan implemented in Nebraska.

once again educator and Para-educators

Please include educators in these decisions - educators from all areas of Nebraska - not just the metro areas. Rural school and life is different than metro living.

Please listen and include input from actual teachers who are teaching NOW all over the state. Metro to western NE. listen to the people who are actually doing the work.

You must have educators as part of this team and discussion. Not doing so would be missing the boat. Don't do what the feds are and make educational decisions without educators at the table.

Teachers need to be placed in decision making capacities. Like doctors in medicine, they are the experts, not politicians.

## **Fairness**

ensure that schools of all sizes have access to equitable funding sources

Establish an area of what you are going to be monitoring. And you have to figure out a "grading" system as well. You can't grade based on percentages. What about the schools that only have 15 students in a class? You get 13 kids to respond and you're at 86%...but at larger schools like in the Omaha and Lincoln areas, it would be nearly impossible to get 86% on anything. How would you "grade" this?

I would like to see that each facility or school have the same opportunites. There is currently an issue with some schools not having the same opportunites because of personal financial support. They end up purchasing items that should be available to all students at ALL schools. How do you even that out amongst the schools?

Please remember that the 'business model' does not always work best when it comes to education. When every student and every school is given a 'number' so that comparisons might be made more easily, the purpose of education is defeated.

Same resources for all the schools, not just the rich areas of town.

The resources available for Staff and students in Urban/Metro areas is greater than most smaller rural areas. There needs to be a more equitable distributions of resources for all schools.

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We need to make sure all school are on a level playing field first. Not everyone has the same opportunities and resources.
<b>Finance</b>
Creating funding sources besides taxes or entitlement packages
How are you going to pay for this...more taxes or Robin Hood from stronger disitrcets?
I already commented on those. Without strong support from the state and the federal level, schools will Not be able to afford all of the programs that they should offer, especially in the fine arts.
I am wondering if "develop systems of support" also includes systems of FINANCIAL support to achieve this.
I think that teachers, health tech, lunchroom personnel , everyone that works in the school should be paid more, maybe if the super intendent took a pay cut or did not get bonus, anyone that is is being grossly over paid if they took a pay cut then we could pay the people that are with the children
money to classroom, not consultants etc.
<b>PROVIDE THE FUNDING!!!!</b>
The teachers need the support to achieve these high expectations.
Tie all government monies to student success. If a student is not passing or attending school, cut child deduction, cut food stamps, cut everything until the situation is addressed
All para's should receive benefits.
expectations are rarely supported with sufficient resources, especially for educators. combine this with the inclusion of businesses and our education system moves away from the education of our children into a business inspired, underfunded mess.
Fund education
fund state program for providing mentoring to newly hired teachers
If establishing "high expectations" for teachers is implemented, higher pay could be more motivating.
Improve faculty salaries.
Provide sufficient financial backing to accomplish the goals.
This is all good, but too often wellintentioned plans such as these spin out of control in terms of costs overages and limiting the success of many e.g. catering to a small group rather than focusing on the greater numbers.
Actually put it into practice and provide the resources to do so
Another example of what should be included is: Leverage all available resources to best serve the mission. A goal like this would have high expectations for all resources, including the most important and costly...human resources.
Back up the message you are looking to convey. Setting high standards for our teachers while reducing their resources at the same time is counterproductive and harmful to the overall development of our children.
Focus on costs/expenses
Goals are great... how are we measuring the outcomes? What are we doing to make sure these goals are adequately funded with sufficient guidance within the schools?

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How can the TEEOSA formula best fund those districts making a legitimate effort to achieve these goals?
if high expectations are expected of educators, then high expectations of support and resources are required.
I'm glad this accentuates the importance of providing support for educators. It does no good to state how important education is to our state if we don't provide the resources to support it.
Increased state funding to all districts reducing property tax support to schools or the state government stop legislating unfunded mandates.
It's one thing to have a vision and goals but that can't happen without funding.
Money needs to be equitably distributed to all schools and all students in the state!
Nebraska does a great job of assigning unfunded duties to the schools. The schools are continually called upon to do more with less. This is not feasible, nor sustainable. Yet, in the interest of accountability, the schools are unfairly compared on a yearly basis to other schools in terms of achievement. These comparisons are made even though the students walking into their doors each year are not the same. This practice is incredibly disheartening to hard-working educators who often contribute to the process from their own financial and time resources to do their best. This is a shameful practice.
pay teachers higher
Please....just follow through on ALL of it and not forget that resources provided make a big difference for the entire community. Our communities need more resources available for children suffering from mental disabilities and parents' unable or not knowledgeable about what children need to have provided in order to develop into healthy, positive, productive students and citizens.
Provide funds for research to determine how our students learn best.
Schools seem often criticized regarding costs. Who could argue with these mighty and lofty statements? However, to achieve those goals will for "every student" if in fact it means that, will require much higher expenditures than the state has been willing to make. Everyone wants services, few wish to pay the costs. In Nebraska as a whole, there just is not enough money in the system to run the system the way it is desired.
The resource pieces of time and money are huge to achieve this goal. More definition will be needed.
These are large goals that could easily create the downfall of education--because it's impossible to do all things well with limited resources.
This could happen if there is funding given to schools.
<b>Fluff</b>
Do actual things rather than use money, time and resources for making nondescript goals that are really just appearances.
fancy words do not prepare kids for life! Get back to basics and stop spending money and time on new WORDS.
go back to the basics and get rid of the liberal agendas
It is funny that these are the goals when this is what we should already be doing. These sound like corporate mottos or marketing materials.

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<b>Follow Through</b>
Going to be difficult to measure achievement of the goals
Going to be difficult to measure achievement of the goals
How do you plan to measure these goals?
I do have concerns about "high expectations" and how this will be measured?
I would like to see an action plan for implementing these goals.
make them measurable and specific. Too much idealization. We want concrete goals.
meaningless statements what are in now way measurable How do you know when a goal is met?
The language here is entirely open to interpretation. How would we measure the achievement of high expectations for teacher exactly? Having them take a test is one approach--a ridiculous and ill-suited approach, in my view. Your goals are fine. What we need is detail on how you plan to go about this. What I think makes a good teacher is likely not what someone else would think makes a good teacher. If you plan to use these goals as a way to shame teachers and make teaching an undesirable profession, then, I do not agree with your methods. It's all in the methods, which you do not provide here. This is empty rhetoric at this point. Who doesn't agree we should have high expectations?!
Again, how will high expectations be established and measured? Policies like merit pay claim to encourage high performance, but instead usually foster a tense, high stakes atmosphere. I would not support this type of measure.
Just please be clear and specific on how you plan to accomplish these goals.
these sound nice, but I doubt these are being measured for success
They are not stated in very objective terms and are therefore inherently not measurable.
They shouldn't be "aspirational." They should be an attainable objective.
Before I can say I am for or against something I need more information. The brief synopses provided can't possibly tell me how your going to make it happen.
Who will determine what courses inspire or prepare for success? what level of expectation is appropriate for "all educators?" what resources are needed for "positive" or "successful" learning environments? how much business/organizations ought to be involved? what system of support will work, or what the collaborative partnership will look like or accomplish?
Previously took the survey, but the questions asked couldn't have been more ambiguous. We all want this vision. Tell us what you are going to do, not just list a bunch of "feel good" questions. This survey was pointless, and a waste of tax payer money.
Again, these goals look like they were written to cover every buzz word in education. The goals are lip service to constituents and no one accountable for anything.
are these goals? when have we met our goal? what is the metric?
Detailed goals and ones that can be scored!
Goals are fine. However I see nothing about how you will achieve them. just s thought.
Great expectations, but give examples of how because it's a lot to accomplish.
How do you plan to execute?
How we will achieve these goals will be critical.
I believe there should be incentives to help improve the education of all involved. Talk is nothing, showing is everything.

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I don't know if this is the correct place to put this comment, but I will. This all sounds good, but in theory, all people care about is that their child passes the class and not whether they learn. The sense of entitlement for K-12 is increasing and is even at the college level. Improve the goals by having accountability present from parents, administration. We are told to pass students just so we look good in the press. If this continues, your lofty goals here mean nothing.

I just did. These are all lofty words with no authority, community support, or basis in actual experience or success.

I think you need to make sure the local districts and colleges are setting standards and developing programs. The state supports those local entities.

If these are goals, they should probably adhere to the SMART principle: specific, measurable, attainable, realistic, and timely. These are pretty generic right now.

Measurable outcomes!

Must have measurements for evaluation and must have accountability

sounds great but would never happen

There is a lot of aspirational language, but not much substance, and are hard to measure. Educators and administrators will not be able to tell when they are meeting most of these goals.

There needs to be more follow through. Right now the combination of goals does not address follow-through, longevity, continued support

This is great if this is a partnership and not just an expectation of schools to make this happen.

You may want to consider how you would measure these goals or think about how you would determine if you are improving.

I would be interested in seeing more of the metrics for success behind these goals. How high are the current expectations for educators? How are partnerships described in goal 3 currently working? In essence, how will we know progress on these lofty, yet vague goals?

## **Free Education**

Keep Nebraska free. Continue to support legislation that allows Nebraska's private schools to operate independently, so that they can remain as highly successful as they are now.

Need to educate the general public on importance of 'public' education. If we open the door to vouchers and more school choice, public schools will appear to struggle even more, but what many don't realize or want to realize is the differences in the type of students who show up at a public school to those at a private school.

How do you regulate private schools? Will they have to meet the same standards?

## **Governing**

Gov. Heineman should NOT be considered for the position at the Univ of Nebraska System. He is NOT qualified to serve as a top educator in the college system of Nebraska. Rather embarrassing that he even considered doing this!

Education in Nebraska is a responsibility of the State. I would very much like to see a component that sets a compelling vision for the Legislature and other policy-makers regarding the role of the State in this vision. If this process is going to bring about real and meaningful change, direction, and action then it needs to focus strongly on the role of State Government to provide future Legislators, Elected Officials, and state workers a common vision to work

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toward which has been established through the cooperative efforts of a rich and diverse group of stakeholders within our state.
Please work with the department of education for common goals.
Add a 4th goal which would specifically pertain to the Unicameral and Governor's role in education. Funding for mentors, funding to keep class sizes evenly distributed, reviews of state curriculum and standards, reviews of how school district lines are drawn.....all of these are issues which MUST be addressed. The Unicameral has ignored education long enough so that many small school districts are now battling internally over where their children should attend school. It's times to take some action.
I agree with most of this. Again, I don't believe the state should set the expectations for teachers.
I think these are very important at the Legislative level to help guide decisions made in that body that serves education.
The state needs to stay out of personal family belief systems
These are all great statements, visions, and goals, the key is the interpretation and the steps in the road to attain these visions and who is the leader that determines steps and measurements that are overseen by qualified people, and not dictated to them by people that may not be in the educational field.
While I primarily agree with the concepts brought forward, I am not sure why the Unicameral is developing a vision and mission for NE education. This is duplicative as it should be the role of the Dept of Education to develop such a mission and vision.
Why did it take a bill, the formation of a committee and planning sessions to define the actual job of state government oversight on education?
You need to have someone in charge of our children's education and they must be held responsible, not the way it is now, too many people in charge!
I do not believe it is the state's responsibility to "provide" programs and courses.
I do not think the goals in and of themselves are wrong, but the local administrators, teachers, and parents are going to be best qualified on how to maximize individual students abilities, not some committee in the capital
<b>High Ability Learners</b>
Give high achievers room to prosper instead of teaching everyone the same.
The other consideration that I would suggest is to think about providing resources for "gifted" populations in equal measure to support for disabilities. I think when you look at a budget that may be an area that seems less important, but particularly at the elementary school level, gifted identification and mentorship can make the difference between engaging a child who may be acting out because they are "bored" and haven't found relevance in what is being taught... frequently children can have imbalances between skill sets... so they may be highly gifted in reading or math and be unable to sit in a chair quietly and seem like a problem child. They may be the precocious child that answers every question and monopolizes the teachers attention and with a mentor the child is engaged and the rest of the class can proceed with the course...

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## **Improve Teaching**

If we have a teacher who really dose not want to teach, and is just waiting for retirement let them go.

Teachers need to be held accountable. System put in place for parents to evaluate staff

be more specific on what the high expectations of educators would be. I believe that middle schools do not prepare kids for high school. At high school, I would like to see improved skills in the art of education diverse students. In my opinion, schools are very narcissistic relative to their knowledge and their actions and opinions. Focus on educating well, and weeding out teachers who are apathetic, negative, and believe students don't care so why should they.

I amm concerned about the slant of the teaching and modern propagandizing and too much outside interference, not just support

A strong evaluation system would reward great teachers and help struggling teachers. The acceptance of mediocre performance has continued to hurt the youth of Nebraska.

Ensure that teachers are compensated and get support as needed. Encourage focus programs.

get rid of the bad teachers and then the youth will be happy to learn, just like the colleges!

I am worried about losing financial incentives to hire teachers with advanced degrees. This would be an easy place for some districts to cut costs.

I'm not sure how it would be done, but as a teacher who often hears from the general public, all taxpayers would probably want to know how educators will be held accountable for these elements.

more hours for teachers or additional staff

Support mentoring for newly hired teachers needs to be funded to give teachers the necessary tools for success in starting out their educational career

These ideas are great. Teachers should be offered benefits to better themselves at universities and continue education. This occurs often in the business world. If the state believes education is so important, it's time to put money where the mouth is and fund our greatest asset. Public schools in Nebraska are doing an outstanding job with limited resources. The formula used by the state no longer addresses the needs of a changing system.

We have to start with the teachers and the districts expectations...start at the root of the problem

Put an emphasis on support. Teachers can NOT be held 100% responsible for outcomes over which things they do not have 100% control.

## **Individualize**

We also need to address that some students are not capable of some of the existing requirements...many work extremely hard and because of learning difficulties, IQ, results of parent choices during pregnancy, etc just don't get some of the complex ideas. I am all about pushing students to achieve what they are capable of, but each kid is different and these goals need to reflect this. Let's offer different paths for our different students...not all kids can academically make it to college, but there are so many other wonderful life options (trade schools, apprenticeships, etc that don't need the same type of academic coursework that is currently required)...we need to realize our schools can't be a one size fits all.

Allow for the individuality of teachers and students to work together in their own ways towards common goals. Recognize that every teacher and student progresses differently, but all can achieve basic goals of literacy if allowed to explore learning.

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<p>provide individualized education for successful learning for all students, allow educators to have freedom to be creative in lesson plans and not just "teach to the test" while maintaining high standards</p>
<p>also most important is to remember that our children do not learn or think or see things at the same rate or the same way. When setting goals we must include ways of individualizing things for our children</p>
<p>One thing that I think frequently gets lost when talking about education is that students are at a variety of levels- and that's ok. Not everyone is going to go to college, not everyone can, and not everyone wants to. As a society and as educators we need to be ok with that, not make them feel bad or "lesser than" about their life path. For 90% of the students, a traditional public or private school setting works great, but for that last 10% we need to be very creative about getting them the education that they want and deserve and not make them feel like outcasts because their life path will be different.</p>
<p>Please don't forget that your most able students and many other students do not need the same amount of repetition and practice. Likewise, students who are educationally handicapped usually need more practice and time. All students are not at the same readiness level when they begin school any more than they wear the same size clothes. More powerful learning can take place for EACH student if their learning needs are truly addressed. EACH child should be held to high standards with supports provided to reach those standards; however, not every child will be able to achieve at the same level. Some children will never understand algebra 1 while others will need advanced college level math in high school. Same for other content areas, but especially for math.</p>
<p>See above-- freedom to be creative and individualize-- not government one size fits all.</p>
<p>Some schools are now stressing some courses in non-traditional areas, such as food services, technology training, areas such as welding, heating and air conditioning, etc. That opens up paths to success for the student who does not want to go to a 4 year college.</p>
<p>Stop trying to consolidate schools and bring back smaller schools with an emphasis on individualized academic attention.</p>
<p>Testing isn't perfect but good teachers know who to challenge their students. Unlike teachers such as Pam Siefert</p>
<p><b>Innovative</b></p>
<p>I know what you're working for here. It's a great cause, but I can't get excited by it. If I can't get excited by it then kids and communities won't. If you put this out to the public, then it's going to be just more of the same and you're not changing a thing. It's time to make an impact, a Nebraska impact. Do you really think that Goals 1, 2, &amp; 3 would work to fire the team up for a second half come from behind win. We need to think of students and the general public when we try to inspire education. Otherwise it will fall on deaf ears. Those of us in the ranks get it, but we got to sell this project or it's all just a lost cause. Going through the paces. How about, the Nebraska Department of Education pairs with "Amazon, Google, The Big Red....to say something to the rest of the country. That message should be, if you want the best come here. If you want to recruit the best, come here. And the reason your going to do it is because we are "Nebraska Educated".</p>
<p>I would hope these would all be givens, and that we would aspire to greater things. If this is our starting point, I guess it's fine. These are things we should be doing.</p>
<p>How about doing something that will really drive change?</p>

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<p>I would suggest an addition of having "best practice" inform policy, and not the other way around. When policy is made in a political vacuum, bad district practice can result in diminished classroom experience.</p>
<p>Incorporate something the vision that pushes the state into the role of a national leader</p>
<p>The mission, vision, and goals seem written for today's educational demands. Where is the commitment to being proactive to meet the expectations and demands of the future? It is through innovative thinking and critical problem solving skills that Nebraskans will truly be able to compete and succeed in the long term.</p>
<p>The only thing that I would suggest is: Take advantage of the knowledge and wisdom of the educators and businesses that we have in THIS state. Use that information to develop a platform that the nation will take notice of.</p>
<p>Your primary goal should be a dramatic re-imagining of our education system, and what it means.</p>
<p><b>Lifelong Learning</b></p>
<p>i WOULD LIKE OTHER OPTIONS FOR PEOPLE BEYOND HIGH SCHOOL, BUT NOT COLLEGE FOR SOME OF THOSE INDIVIDUAL WHO WOULD RATHER WORK A OCCUPATONAL TYPE OF JOB WHERE THEY CAN GET ON THE JOB TYPE OF TRAINING</p>
<p>preschool education for all</p>
<p>Every Nebraska kid doesn't need to go to college. What about introducing a coop program so those who don't go to college can get a degree in a useful skill as they graduate from highschool: lpn, medical assistant, nursing assistant, automotive repair, computer repair, body fender, welding, etc.</p>
<p>In the combination, it is important to remember that student learning is the focus. What do we want kids to know and be able to do in order to have future success in a world that will demand it. School is more than programs and courses and this puts very little value on all that schools have to offer and do provide.</p>
<p>Perhaps a recognition that the trade areas, like plumbing, electrical, construction, transportation, etc... are as important to the state as 4 year academic degrees.</p>
<p>Collaborative partnerships should extend beyond supports, but include pathways to ensure workforce readiness.</p>
<p>I would suggest inclusion of trade and skill programs.</p>
<p>I'm not sure it gets adequately to the issue of very early pre-school education which can very positively influence education and future health and poverty</p>
<p>Consider schools and early childhood programs, higher education as colloborative partners (educational Institutions)</p>
<p>Although we live in an Agricultural Society, we need to remain focused on students receiving an education that prepares them to move on to some kind of Post-Secondary Schooling. Today's job market, is one in which just a High School diploma is not enough. I think that this ideal is implied in these goals, but I would like to see us lose sight of this.</p>
<p>An extremely important piece to making all educational programs successful is to start early. Early childhood education, as well as parent education for all (prior to parenting) is vital to the success of the educational process for all.</p>

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Are the goals for grades Pre-K through the University Systems? I would like to see how these goals would be measured.
Education should provide a student with a foundation from which they can further educate themselves. Teach a student how to think, not what to think.
free education needs to start at the pre-school level in the public schools inc Nebraska
I truly believe that the educational system would better serve the children if they stuck to actual learning and allowing teachers to allow the children to think outside the box.
increase rates of youth going on to further their education
The opening of the career center will hit these points.
This seems tailored to higher education, what about our young?
We need to realize that many students may use their talents in many ways to benefit society - which may or may not include higher education.
Your thoughts about beginning and ending ages of this vision???
<b>Local Control</b>
Do not use Common Core, and keep it at the school district level.
I feel it would be better to let each school determine their own goals. The teachers in the classrooms know what the students need. I am sorry but no legislative group knows what is best for every child. Let the teachers do their jobs and help and teach the children - not worry about are they hitting a goal that was set by someone completely outside of their building and area of expertise.
Each school district must be empowered to work within and meet these goals based on the unique needs of the students in their respective districts. One size of program, learning environment, partnership, etc. does not fit all.
I believe the focus of these goals should be on supporting children, parents, and teachers. Educational success cannot be mandated or guaranteed, and that is not the state's role. The state's role should be protecting local control so that those most familiar with a child's needs can help that child succeed to their maximum potential. Our children should be engaged more in the joy of learning and less in the task of testing. Standardized testing is ruining our children's educational experience. Let's get back to the basics: Local control and support of children, parents and teachers, so each child can be equipped to meet his or her life goals.
Leave the decisions up to the local school districts. They know their students!!
The focus of the State must be on SUPPORTING PARENTS AND FAMILIES if the state desires to protect Constitutional rights and liberties. It is NOT the responsibility of the state to protect local control so that those closest to children can do their jobs with maximum freedom. I would like to see the goals refocused accordingly.
Each school district should be given minimum standard and leave it up to them how to meet the requirements.
Improve the governance system. Insure that the loftiness of this can reach all the way to Harrison, Nebraska without impinging on local control. You have seen the results of NCLB, don't build a mini version of it.
Keep more of educating at the local levels.
Leave it up to the people of Nebraska in a vote to determine the programs and courses.
Local control is best.

## Every Nebraskan Educated for Success

The focus of the State must be on SUPPORTING PARENTS AND FAMILIES if the state desires to protect Constitutional rights and liberties. It is NOT the responsibility of the state to make a child successful. It is the responsibility of the state to protect local control so that those closest to children can do their jobs with maximum freedom. I would like to see the goals refocused accordingly.
There needs to be an emphasis on the needs of Title 1 schools espeically. Administrators needs to be evaluated (by their staffs) to make sure they are addressing the needs of their schools. Supports need to be put in place for mentally ill students. Title 1 schools need to be looked at as most important for building renovations, etc.
These goals combine to show an administration-heavy approach to education in Nebraska. Individual schools and families need more authority. By empowering individual families and schools, ownership in the system increases along with higher standards and greater enthusiasm.
We want 1) an effective education system, 2) high standards, 3) year round school and local control
Will the decisions be made locally?
It is impossible to determine goals for each school district. They're all diferrent, with different challenges and opportunities. One size does not fit all.
<b>'Nebraskans'</b>
don't use the word Nebraskan. put the focus on teacher and/or students
In my opinion, "Nebraskans" sounds like you are implying to only adults.
Again, with the large number of military families in Nebraska, not all of your students are actually Nebraskans.
The goals identify "Nebraskans." Are these K-12 Nebraskans or higher ed Nebraskans? I have the sense that the goals are trying to cover a too wide of range of age groups and needs of the students. Perhaps the goals need to reflect, more accuratately, the various ages that can be in education.
<b>None</b>
nothing
See above.
See previous comments.
x
above
I do not have any at this time.
I have shared in comments with each individual goal.
N/a
No comment
none
None to offer
Same as above

# Every Nebraskan Educated for Success

None beyond those already expressed for the individual components
<b>Parents</b>
Have expectations for families i.e. attendance, homework support, medications given, counseling given as needed, supportive of teacher and expectations
I think it is important for the family to determine the education of their children. I struggle when that responsibility is infringed or limited.
I would say to help get families involved, make it a requirement to be at certain collaborative meeting for the student. If a parent truly can't come, allow a grandparent or someone to be involved.
Parents and teachers need to be involved, inspired & motivated
Supporting a strong family unit (research shows married mom and dad is best situation) will automatically enhance education.
How will familial engagement be courted and measured?
I truly do not believe we are preparing our students for a future in the work field by allow test retakes, codependent parent behavior, and placing all of the student success on the teachers of our nation. Their future starts at home!
The overall goal should be to assist and collaborate with parents in the provision of a platform for academic excellence for their children. I would suggest language to be included that not only suggests, but proves that families and their children are your first priority in this venture rather than a cultural shift that is steadily encroaching on parental rights with regard to social engineering ~ being evidenced in the growing number of legal battles that have arisen over the past year in Nebraska. Parents are the legal “guardians” of their own children, not the state board of education. We are in real danger of allowing this 'progressive' form of totalitarian governing of our children to usurp that authority. That authority is not your privilege under the Constitution of these United States which are still the law of the land with respect to the citizenry. Quite simply, it would be prudent to go back and review these goals under that prism. To ignore this would confirm this perception and a growing disregard for families and therefore, the children themselves.
Numbers of times you would report to the public, and finally, more emphasis on parental involvement.
Come up with a required course for all expecting parents to take. We have a great program for teaching people how to drive and even a licensing system. Why can't we require parents to get a license to learn how to raise children appropriately? There are great programs out there like, "Parents as Teachers".
Education begins at home. Include expectations for preparation for school.
Educators already try to build and support partnership, but families also need accountability to follow through to help make education successful
family needs to be held more accountable
include parents in the goal and hold them accountable for the first 5 years of their child's education!
Is there a way to make parents, not just educators, accountable?
It is imperative that educators be supported in their efforts with today's students. It is imperative that parents become active partners in the educational process.
It is up to the parents not the teachers to prepare them for life.

# Every Nebraskan Educated for Success

Parent responsibility of attendance of their student
Public schools and teacher-accountability are often blamed for educational failures. An emphasis on parent/student-accountability should be incorporated, as they share in the responsibility of education. To ignore this essential element is ignoring half of the picture of an individual's successful education.
stronger family involvement required
<b>Poverty</b>
read a framework for understanding poverty by Ruby K. Payne Ph.D.
That state resources are targeted to poverty impacted schools to ensure students success. Especially in communities without a vibrant business community.
Work on improving the public schools so the majority of students would be serviced. Many low income students cannot afford to join online schools.
I think something specifically regarding addressing issues of poverty need to be put into the goals.
special consideration for low income, severe/profound to support them separately withing these goals
focus on kids and families in poverty
The educational challenges associated with increasing poverty will be with us for at least the next decade and will need to be addressed, at least at the strategy level at some point soon.
<b>Procedural</b>
Reference expanded learning time and out of school time programs as part of these goals.
Safety needs to be taken more seriously
The importance of having your child with you maximized so that a strong family tie is made. The school should not have the majority of a childs time. I am against year round schooling. Spending lots of time with family is important and having the time to go places to explore regions out of your own home enviorment with family is important.
<b>Simplify</b>
Do not restate-simplify
The 3 goals are kinda long, can you shorten them or combine them in some way? Just a thought.
This is too much to put together for the public to read and/or understand. Shorter bits is better.
too long
It's a bit lengthy; many people won't read the entire text.
<b>Special Education</b>
CLASS SIZE, SUPPORT STAFF NOT BASED ON SPECIAL EDUCATION NEEDS - THERE ARE BEHAVIORAL, AS WELL AS OTHER AREAS IN NEED OF SUPPORT
Allow these goals to support children with special needs to be able to succeed also. Not all children should feel they have to go to college to be a productive successful part of society.

# Every Nebraskan Educated for Success

Teachers have to teach those assigned to them. Some high standards do not allow for a class that may be below average.
Goal of making bring special needs students to their full potential. Goal of working with parents of special needs children to make sure their school / state is providing their child with the necessary resources and full potential.
I realize that we want all children in the classroom as much as possible, but some are left in the classroom when they are a huge disruption to the learning environment. Do we want to compromise the learning of 19 children so that one greatly disruptive child can stay in the classroom? We should give these special needs children the skills they need to be productive in the classroom before returning them to the regular classroom and disrupt the learning of the other students. Every child should have the opportunity to be in the regular classroom, but not at the expense of others.
In order to help those students who may have a learning disability that does not fall under reading or math, does not mean they should not receive extra resources to succeed. for example, an IEP should still be available to meet individual needs.
PLEASE make sure that the needs of our special education students are addressed. "No Child Left Behind" made it very difficult for districts to be "successful" because our special education students were held to the same standards on testing that our regular education students were. They all needed to "pass" assessments when some of them can't even speak or move.
Students with intellectual/developmental disabilities must be included in these goals.
The needs of the 15-20% of the population that struggles with learning due to dyslexia need to be acknowledged and met.
<b>Strategies</b>
Implementation?
Include environment education
including life experiences and culturally contextual learning.
Keep religious views and teachings out of the class room.
Prepare students for a global economic and encourage cultural understanding.
Provide educational programs that enable students to become global leaders-working with people and businesses in other countries.
To have a place that describes in more detail what these expectations look like so the goals can be embraced with clarity.
Also, Appreciation for Multicultural and International points of view, and Environmental stewardship/sustainable development should be included. We should value leaving the world a better place than we found it and this can only be achieved through collaboration with various stakeholders.
Bring prayer back to education. Since prayer has been removed, schools have really gone downhill with violence, poor attitudes, poor morals, etc.
Might be beneficial to also include financial education for children, as well as more emphasis on mechanics (shop class) or other trade skills for those not tracking into college.
We need to remember to focus on arts and cultrural education as well.
Adding clubs and sports in elementary levels to help keep children occupied and out of trouble

## Every Nebraskan Educated for Success

An actual class that teaches cause & effects which would include actual & hypothetical situations
As an educator we need more mental health services for struggling students. we need more multicultural training, less emphasis on testing, more emphasis on teaching and learning. Title 1 low income schools need the most effective teachers and administrators since these are most challenging students.
basics directed toward real life and the families they live within
Critical thinking should be taught. Economics should be taught, this is a survival skill today. great job.
I just believe we need to state the importance of preparing student for a culturally diverse and technologically changing unit
I think a focus on science and scientific learning is crucial in improving education in the state of Nebraska.
I would like to see the school systems continue to include health & fitness, and the arts into the curriculum. I believe that the system would also benefit by adding a "networking" study into the high school curriculum if it isn't already.
I would like to see programs that help students learn about and understand different cultures, especially those that live here. I don't believe that we can necessarily get them to respect all cultures but they need to understand them in order to achieve
If you want any of this to happen, you need to make things affordable for teachers to continue their education, students to pursue higher ed, other adults to continue with education. You also need to keep our small schools open, especially if they are the only ones in their respective counties!
Include home schooling, charters, private schools and vouchers, tuition tax credits. Stress greater educational choice and competition.
include the arts!
Include the concept and strategies for Connectedness - and Real Life Application - Life Skills - Strength and Talent Builders (instead of the Deficit Remediation Educational Model that exists in 95% of our schools K-12 and POST Secondary
Is there a way to include social goals for students? Coping skills, team-building, resolving conflict?
Maybe look at the high school students to come in and mentor by having an after school program for an hour to help elementary kids with homework.
More after school programs are necessary
More and more data is showing that access to community resources and other social determinants of health is indicative to good health outcomes one of these is education. How can this fit into the survey
More targeted programs to help support different needs.
One of the areas schools are finding most challenging is finding and then requiring mental health and therapy for students and families.
Start over from what a high school graduate should know and be able to do, then go from there.
Teaching respect is important as well
Teaching the U.S. constitution and the Nebraska Constitution.

# Every Nebraskan Educated for Success

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Tell us what is already being considered to accomplish each and how new ideas will be created.
There should be a part that includes a varied education, which includes subjects like music and art.
Vocational classes should be accredited toward the requirements in math, science, social studies and English.
<b>Student Responsibility</b>
include some language out expectations also put on Nebraskan students as well as educators
The role of the student needs to be addressed. The student (in whatever form that is) is not a passive vessel at the mercy (and responsibility) of the educators and community.
Integration of forward looking quality of life/ self-sufficiency top 5-10 issues expected to impact our children over the next 5-10-15 years.
After eight years of subbing I find that there is less and less expected of students and great watering down of core curriculum. Just like the title of the book my mother gave me to read back in 1975
Again, something about student engagement.
I would also incorporate some language to stress the fact that the outcome of the educational process is as much a responsibility of the student as it is of the teacher and the school system. Similarly, the family, or other support system, must be devoted to this process. It is a marathon, not a sprint and students and families would be well served to embrace this, as well as a commitment to developing a delay of gratification. Education takes place all the time, everywhere. It is the school's responsibility to make students aware of this, as well as the potential for a more satisfying future to which a good experience in the process of education can lead.
Include students in the (2) establish high expectations for all students and educators.... we need them to also take ownership/responsibility for the best results.
Let's make sure we have high expectations for our students.
Place additional emphasis on individual drive and desire.
Student learning should be part of the mission/goals.
Teaching plus learning equals education. Please put more focus on student behaviors. Please put more focus on expectations for what the students will do. If you want real progress then p
There should be just as high expectations AND accountability for the learner and the community. The community, family and individual should be held to the same standards/expectations for establishing and maintaining positive, safe and successful learning environments as the educator.
<b>Technology</b>

## Every Nebraskan Educated for Success

Explicit mention of project based learning and technology use would go a long way. Access to wireless internet and computers is essential for leveling the playing field. Professional development for teachers to access these tools is essential.
Schools need to be supplied with the technology needed & people to come in & help the STUDENTS and the teachers use the new technology. A plan needs to be supplied as to how this would be accomplished before I would support these goals.
You need to have a goal that talks about using the power of technology to personalize learning for all students and that capitalize on the power of immediate feedback and that rely on data driven decision making that can be implemented very quickly.
<b>Vague</b>
I think the wording is too broad and too open to interpretation
These goals are so vague it is difficult to determine what is or isn't already included in the goals.
You have too many essential elements to be meaningful.
I think it is very good as a whole and reads well together. I would just suggest a couple of small word changes and additions, as well as making the mission more focused so as not to leave the reader with many questions.
It is a difficult task. I think about any objective and strategy would fit under those goals, but they are almost too general. What is the direction or vision you are trying to create?
Concern that all of the above is too much - often focused efforts and resources on 'one thing' gets better results than being too broad
Curious how you intend to measure these non-specific/vague goals?
far too broad. focus on core academic skills may be lost.
make them more specific. far too broad
These goals are so abstract that it is difficult to support without significant reservations.
This all seems like fluff. There is nothing in any of these statements that tell me what we really want to accomplish. What is the real goal? Be specific.
This is all so vague that just about ANY elements for a vision for education (whatever that means) could fit under it. That doesn't make it good. It makes it unrealistic that it will have any lasting impact.
Vague wording may seem all-encompassing, but is actually a system by which logistical, and again, measurable, enforcement would be a nightmare.
Your questions are very vague. What are the specifics?
The goals sound fine but are by nature very vague. The real test comes in how the vision, goals, etc. are implemented. While I think Nebraska has an excellent public education system I have often seen various groups working in their own self-interest and not always in the best interest of students, or with a student-centric focus.
<b>Wording</b>
#1 and "Establish high goals from #2 covers it.
add communities to the last line
Clarify expectations, provide support and resources for all to meet expectations.

## Every Nebraskan Educated for Success

Find one word that summarizes each goal; one word (the subject) from each goal equates to subjects plus verbs equals the vision
Get rid of "all educators"
Goal 2 seems to contain two goals, one that speaks to high expectations and a separate one that involves providing resources; I would favor listing these as two separate goals.
Health is not mention nor implied?
I do not agree with the broad goal #1. If it is reworked, the goals could be combined.
I don't know what "high expectations" means, and doubt the general public would know
I prefer plainer language that sounds plausible. Concepts like "inspire" and "entire educational community" turn me off. Plus, how do you measure inspiration? Is it realistic that we will get the entire educational community together? I do not think so. So why state it that way?
I think we would like students and educators to "flourish". So the suggestion would be to prepare Nebraskans to flourish in learning, work and life. This might capture education as process, equipping Nebraskans with the ability to withstand pressures and achieve in the face of obstacles.
I would suggest the goal of "educating every Nebraskan student to reach his/her maximum intellectual potential."
Maybe one of the goals of education would be to save us all from "committee speak"; face it, these statements are not inspiring; the Gettysburg Address they are not.
One suggestion I have throughout would be to use the words Nebraska students. This would be inclusive of all students P-20 and those in adult education programs.
Seems the goals as stated are trying to combine many more goals into only 3. This would work better as a 5 or 6 goal program, versus the 3 goals stated.
Should change from establish high expectations for educators to continue to support high expectations for educators. Nebr. already has excellent teachers
Should state that "equal access" is provided statewide.
Stick to education. Forget about the "work and life" part.
success is used twice - recommend finding a different word
These are not goal statements, they are strategies. Goals address measurable changes in the behavior of the system: (1) Increase teacher competence; (2) Increase community engagement; (3) Increase levels of academic achievement; (4) Decrease drop-out rates.
We can only offer opportunity. There is no way we can inspire them all. It is a feel good phrase.
Clarify what is meant by "expectations." That is extremely vague and can be easily misconstrued.
I see educators and the community but there are no goals for the learner.
It is too wordy...less is more. Choose powerful words and fewer of them
Limit goals: high quality education, motivated educators, positive and safe environment, engage the individual and the family.
Not just educators
Replace programs and course with an education
The adoption of challenging, rigorous, effective course content and promotion of continuous progress to facilitate learning achievement

## Every Nebraskan Educated for Success

Change inspire to a more concrete action word that can be quantified.
inspire should not be first, prepare/emphasis on skills is more important than how "inspired" a kid is
This should be the main goal: The highest standards of achievement, through programs which enable all students to realize their full potential as individuals, and to develop the values needed to become full members of the American society.
"high expectations for educators" seems a very curious phrase. Teachers, like lawyers and doctors have a code of ethics. Would any other professional vision statement "establish high expectations for firefighters, police, nurses, senators"? No. It is presumed that cops protect, firefighters fight fires and doctors work long hours to heal. But this statement makes clear that we don't really believe teachers work hard or set high standards for themselves or their students. This has been so powerfully taught to the American public for so long that it is a foregone conclusion. You definitely need to change that phrase. The rest is good.
(2) Establish high expectations for all educators and work to ensure those expectations are being met, as well as provide support and resources to create positive, safe, and successful learning environments
a cohesive consistent statewide educational system
ADD: students
Again, I would change Nebraskans to students
As stated before, it seems that goal 2 should read "students", not "educators".
Assess and reassess always improving
Break it down more clearly into Student Focus, Teacher Focus, & Community Connection
Broaden the goal to include greater partnerships and greater responsibilities
DELETE "that build collaborative partnerships" to avoid the suggestions that businesses and other entities should dictate educational goals and methods. make sure the statement does NOT allow for charter schools
Delete them. If you really need to have a vision AND a mission AND goals, call the mission "Mission of Goals" and then list them. So, you'd only have a Vision and a Mission of Goals...
Depending on your purpose, this language does not inspire or connect emotionally with the average Nebraska citizen, educator, student, private sector leader or public leader. It seems that to be inspiring and visionary, the language needs to paint a picture of a future that not only connects emotionally, but leads to a new and better future. Certainly, this is difficult to do. But words matter. They shape our common reality. As a state, we need your leadership to shape actual political and financial support for education excellence.
do we not also have high expectations for students
Goal 2 should be listed before Goal 1...you must have objectives/expectations before you make a program that supports it.
goal 3: add institutes of higher education to the partnerships
high expectations for students
How about "partner with individuals, families, businesses and organizations to support goals one and two. It sounds the same, but throws out the layers of "collaboration," "system," etc. Just partner with us to get the first two things done.
I am observing a trend of setting high expectations for educators, families, businesses and communities but not for the students.
I believe all of the elements are there; however, the wording must be addressed.

## Every Nebraskan Educated for Success

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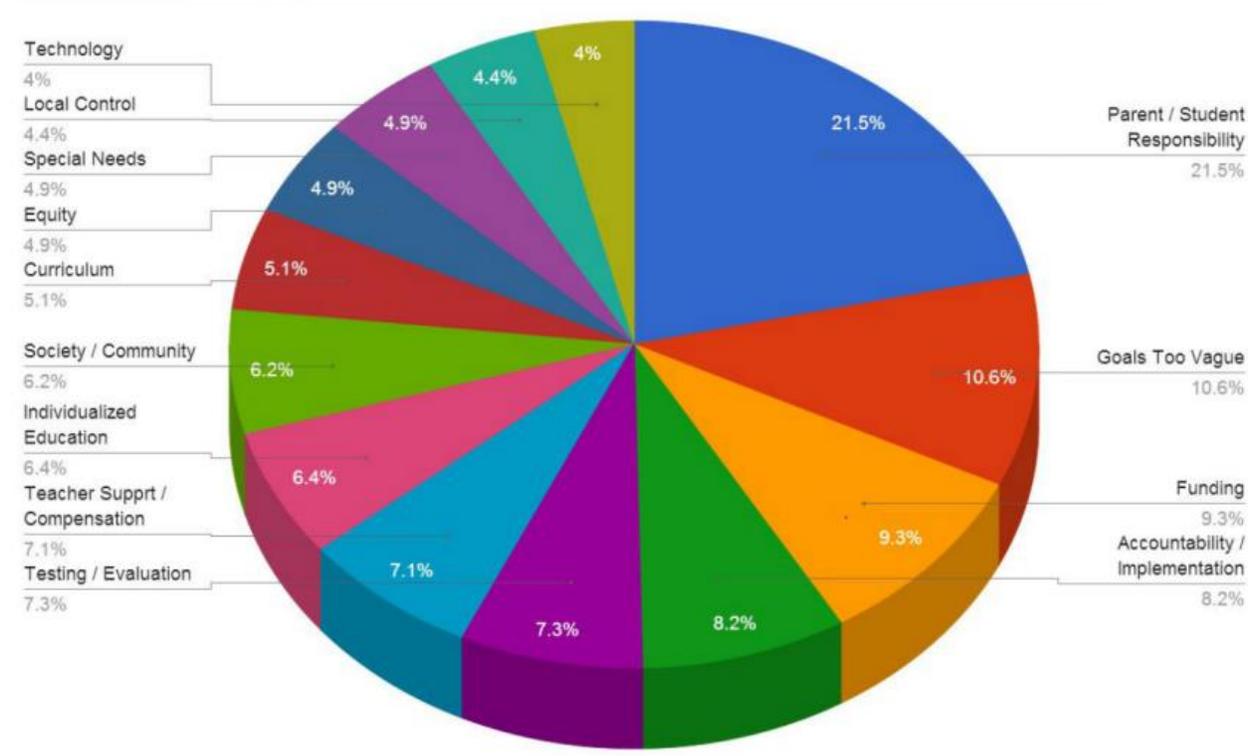
I don't know, maybe write them more like this: Educate Nebraskans to think critically about their values and beliefs. Give educators the tools necessary to help mold not just good citizens, but good people. Build communities that work together in order to solve problems.
I would include something that would mention that the state would work to provide these education opportunities throughout the state of Nebraska. I think that can be inferred from these, but could be made a little more clear.
life satisfaction inclusion language
Like how goal 1 is stated here as "life," not "all aspects of life."
Maybe government agencies fall under organizations but that's not explicit
Parallel language would be helpful -- it is worded well, but could be a little more simple
Please rethink the Nebraskans
Providing an environment of acceptance of individuality. Also ensuring collaborating businesses and organizations involvement doesn't prove to be a conflict of interest and only supportive of goals identified, with disregard to their agendas.
providing support and resources to create positive, safe and successful learning environment doesn't make sense
Providing the framework for success in learning, work, and life is excellent! Motivation and desire must be included in some measure to ensure success.
Refer to my prior suggestions referring to the use of the words "Nebraskan" and "educators".
Remove "businesses" from stated combination.
rethink or reframe the success in life piece
Safety needs to be addressed more completely as well as a definition of successful learning environments and the behaviors that will or will not be tolerated in our schools (Sometimes you have to be willing to sacrifice one individual to save the collective whole)
see individual additions. I think the essentials are there it just needs some word smithing
Seems like there are a lot of action steps in this. Maybe too many. Could we simplify and combine some of them?
skeptical educational community designation
Specificity. Clarity. Focus on the end game. What will success on these goals look like? If you presented that question and these goals to 10 different people, you would get 10 different answers. This needs a lot of work.
Start over and be specific.
strators 3. add schools
Take out "for all educators"
Take out businesses and organizations and in their place put in diverse communities, which can include them and more. Put an "*" by diverse communities and specifically list them. Be sure to include historically under-represented communities, which can also include veterans and their families, adoptive families, etc. because these communities also have unique needs.
Take out the part in the second phrase about high expectations for educators that is demeaning.
The expectation goal needs to be first, followed by the provision of programs and ending with the systems of support.
The 'how' and 'what' is missing
the word "inspire" bothers me for some reason. Why is it the priority? How will it be created, carried out?

## Every Nebraskan Educated for Success

To be leaders in the field of education, work collaboratively to establish high expectations for all educators...Develop and align systems of support...
use less "and" in the statements
Vision: Every Nebraskan educated to be able to use their talents to their maximum.
Goal for encouragement for creativity and individualism
I would split Goal 2 into its two parts: teacher expectations and learning environment. I would also add one goal to account for administration. That would be a total of five, but each one would have a clear, concise objective.
It's not reasonable to expect public education to be able to prepare people for success; if you want to be a doctor you're only 1/2 way through your education when you graduate high school whereas a mechanic may be finished with their formal education. Rather, I believe #1 should focus on preparing people to begin pursuing their goals.
I believe the word "establish" in number two, could be changed to "Maintain" as expectations are already high or should be?
Get rid of the second goal which puts pressure (negative) on the suppliers of education. They will be held accountable when the legislators can't come up with the money to implement. Not good. Add a statement that is positively encouraging of every Nebraskan to have no road block to the educational and learning opportunities throughout their lifetime to be whoever they are. Much more loving and collaborative!
Goal #2 seems a bit lengthy, and could be broken into two separate goals. (I know three is the magic number.)
I think number two needs to be reworded to be measureable or remove the first part of the sentence.
Perhaps goal 2 should be separated into two separate goals.
Switch Goal 2 phrasing to start with the phrase "Provide support and resources to create positive, safe, and successful learning environments" rather than make that the second part of the goal. How will the "high expectations of educators" be established?
Think about altering goal #3.

Missing Elements

What did respondents think was missing?



**If you would like, please briefly describe any essential element that is not already included under this combination of goals?**

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**Administration**

Does "all educators" include administration?

Needs more to address educational leadership support of administration and educators. They seem to be very "ME" centered!

# Every Nebraskan Educated for Success

The goals encompass student achievement, teacher effectiveness, school environment, and community involvement. There's an administrative component missing. What does Nebraska expect of its education administration in supporting all of these?
2. add admin
Schools have become too factory-like and some have lost sense of 'community.' Administrators need to have fist been teachers to grasp what it's like in the classroom.
<b>Age Range</b>
Could add an age range to specify who these goals are targeting; early childhood through adult education?
No age ranges are set for the vision of education in NE, or is it for life beginning at birth?
What's your target audience? Is it high school students? non-traditional students? For many, education has historically meant Kindergarten to high school and then college. Are you looking at nontraditional forms such as vocational schooling or community colleges? I think the target audience needs to be clarified.
This sounds so watered down. Are we talking about K-12 or life long learners? I guess I don't understand the target audience for this. Sounds very wide and not inspirational.
<b>Class Size</b>
Under successful learning environment I hope they include smaller class sizes in the classrooms
Effective teachers in every classroom and small class sizes are not currently in place.
<b>Common Core</b>
Instead, high expectations for students through common Core Standards
Nebraska should carefully consider the Common Core Standards for Mathematics. Read the document. The process standards are beautifully crafted.
No core curriculum in Nebraska!!!
Protect against Common Core, which would destroy the good things happening in Nebraska education
Something needs added about ne education staying in the state so we are certain not to get any federal mandates
There is no mention of parental options when it comes to education. A true vision of education for the state of Nebraska would include a discussion of freedoms, including the freedom to homeschool. There would also be a Nebraskan commitment to avoid Common Core ideology. Make this truly a Nebraskan statement of education.
Corporations and national guidelines should have no input or influence in setting goals for the nebraska educational system. It should be left to educators and parents to determine what is needed and necessary
Goal 4: Maintain local control, remain outside of Common Core.
If you mean Common core, I disagree.
<b>Curriculum</b>

## Every Nebraskan Educated for Success

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Again, we must take into account individual giftings that fall outside the realm of traditional academics. Our artists need to see themselves as just as valuable and successful as our academically gifted students who read, write and do math above grade level.
Employers are looking for personnel that have the ability to "think out of the box." They are looking for people that can be creative. If we do not position the creative, fine arts into a secure place in our school curriculums we are not giving our students all of the tools to engage life in a manner that will be successful in the near future.
Arts Education
And teaching the U.S. Constitution and the Nebraska Constitution?
Collaborative teamwork and accountability among classroom teachers. They are feeling the pressure of recent 'pie in the sky' initiatives, yet they have run out of time in the day to effectively teach the fundamentals of reading, writing, mathematics, etc. Additionally, we have greatly reduced the amount of time available for students to have physical activity, yet we wonder why our children are obese.
Curriculum Assessment and Approval from parent boards, that incorporate and are open to many belief systems.
Having a specific class given in elementary, middle & high school that teaches consequences for actions, and cause & effects
honestly, I think it is teaching kids spanish at a young age would help prepare them for the future, or even chinese at this point. if we are truly preparing them for the future, these 2nd and 3rd languages is what is going to help.
I believe more real world experiences and exposure to different learning and work environments would create more dedicated, better suited employees and lifelong, inspired learners
It would be nice to have some reassurance that our public education system and/or standards are not influenced by religious radicals like in Kansas.
Practical high school credit for apprenticeship programs and job placement.
Reading, writing, history and math - if they can't make change you've failed!
Reading, Writting, Math and true history. I will prepare them for life, that's my job.
The statements are just jargon what does this really mean for education, focus on a strong academic performance and couple with training in applied skills and apprenticeships for non academic jobs. make sure everyone can read and write, has STEM and computer proficiency a basic understanding of social and financial responsibility, sex education and civil dutes would be a bonus.
Not all students are academic sdtrengths. How about vocational opportunities
See my comments earlier about the need for teaching good work habits: current school policies in several districts near me prevent teachers from penalizing students for late work, or allow retakes of tests until students pass, which teaches them that deadlines do not matter and undermines their later success in the workplace.
should have more of varity of classes in all schools
they are teaching my 6th grader Mythology instead of American History. Do you think that is going to help him?

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What about fundamental instruction free of all the educational/bureaucratic double-speak? There should be a commitment to teaching basics to all K-12 students a lot less focus on "critical0thinking" gibberish we hear so much about. It is great kids can consider the societal ramifications of issues, but most of them can't really read, write and do math at an acceptable level for most employers.

Impart a strong foundation in basic skills and background knowledge enabling Nebraska students to reach their greatest potential

Make sure kids can read, write and do basic math - don't forget the basics in trying to achieve lofty goals.

Nebraska Education should focus on effectively teaching students curriculums. If that is successfull for all students, skills for work and life will come on its own. Curriculum teachers struggle doing just that now, so do not bring additional aspects to education. It shoul not be the school's mission or goal to build partnerships with organizations other than the students and their parents.

We need our schools to emphasize programs geared for student goals that may or may not be a four year college and the requirements for a High School diploma should mirror that.

## **Discipline**

Appropriate & effective discipline is one of the most critical elements in education, but it is not specifically mentioned. I hope you will address that discipline so that teachers have a chance to be safe and effective in classrooms.

Boy do we have a long way to go. When you have an administrator who does not support the code of conduct and let the students run the school, something definitely needs to be done with discipline! High expectations begins with the administration and EXPECTING THAT ALL STUDENTS MIND AND FOLLOW SCHOOL RULES!! ONLY THEN WILL THIS PART START TO BECOME A REALITY!

I like how it is worded. I would pay special attention to part 2. If support programs are not capable of carrying the "true" load of students needing help, then the whole system is set up for failure in my view. Many are held back in their potential becasue of the disruptions of the few. The average kid needs a voice and more advocates, they are the hard workders and high achievers that are the backbone. I am frustrated that they suffer and are held back so educators can deal with the few behavior problem kids.

Our schools need help. Teachers need to have more of a voice. I am debating on putting my daughter in private school or homeschool because of things that go on in my building. I had a kid drop to the ground screaming and kicking everyday and another throw desks across the room...nothing could be done because it was up to someone that is not dealing with it everyday. I have kids that cannot read when done with 1st grade and I can't retain them due to admin. A lot of things look good on paper but are not reality in our schools.

I think we have to work hard to establish a place of learning that is bully free. Teachers have to be proactive, because most kids won't tell. I think it's something that should be mentioned everyday in every class.

## **Early Childhood Education**

early/preschool/Headstart education must be included

Importance of early childhood education

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It is important to clarify that early child education is a part of this vision as well as K-12.
start early
What about early childhood education and the need for headstart? What about higher education and the need for a workforce with postsecondary education?
I would hope that this vision focuses on the impact that early childhood education has on the academic achievement of children as well as the substantial public and economic returns. “Preschools benefit virtually all children, not just those at risk because of economic disadvantage. Poor educational performance during the elementary and secondary school years extends beyond just low income students. Many children in middle-class families are not income-eligible for public prekindergarten, yet are priced out of private preschools. For many families, high-quality preschool is simply too expensive. Preschool related gains in academic achievement are evident across income groups, with low-income students benefiting the most.” Committee for Economic Development 2006 “America is wasting its education dollars on remediation of past failure. Getting it right from the start would leverage all other educational investments. Better-prepared students would make more use of mainstream programs and put less strain on school budgets through demands on remediation.” “High-quality preschool programs contribute to America’s economic bottom line in three related, yet distinct ways: First the positive impact from these programs on students’ lives increases the likelihood that these students will end up as net economic and social contributors to society. Second, federal, state, and local budgets will improve significantly when governments can dedicate more of their resources to productive endeavors, rather than remediation, incarceration and welfare. Finally, sustained preschool investments are a cost-effective way to ensure a better educated workforce, boosting long term economic growth .” -The Economic Promise of Investing in High- Quality Preschool: Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and the Nation- Committee for Economic Development 2006
Strong support for families includes community programs for families in need, such as early childhood programs, parent training programs, and day care programs which provide the best early learning settings for children of poverty. The State Legis. recently showed a move in this direction with greater support for early childhood programs. I feel we can pay now (programs for children) or pay later (programs to incarcerate criminals). Nebr. needs to get smart in this regard and put the money into programs for young children and those in poverty.
accessibility of programs and courses for individuals and quality early childhood investment
Do you address age 0 to 3? It is those years that determine a child's success in school.
Goals must provide inclusion for, as well as provide the ability to leverage funding for high-quality, private non-profit education programs especially those that offer early care and education.
<b>Educator Accountability</b>
if the goals are such that they are on a level playing field, then higher expectations should be in place for all educators. the current AYP does not compare apples to apples, as I know you are aware.
Accountability of teachers & administrators
Ensure accountability and encourage innovation to promote educational success.

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Establishing high expectations is great but it doesn't get at accountability for performance at all.
Good luck getting the teacher's union to go along, since it is there to protect average to below average teachers.
High expectations for educators meaning the ability to remove those who are not high quality just make sure it is applied to ALL students and that educators will be held accountable for not adhering to these goals and/or impeding the education of Nebraska students.
Maybe I am sounding like a broken record, but this top down approach has never worked and it will not work this time. More freedom to schools--those that perform better are rewarded better. That sounds harsh, but things will improve for the most students this way. This no child left behind stuff sounds great and makes us feel good about ourselves, but all it usually does is leave more kids behind.
performance accountability
The main element, which is curiously missing, is how all of this would be measured, a goal of accountability. If we cannot measure the benefits of the currently stated goals, they are hollow.
There is no mention of accountability ?
To really be effective it needs to include a commitment to remove incompetent educators. Without consequences #2 is just a set of lofty words without real meaning or impact.
An essential element that would bring ownership is 'accountability'. The goals demonstrate action through usage of 'provide', 'inspire', 'collaborative'...but lack the definitive measurement of accountability to live and execute the goals.
How about measurable performance
Please see previous comments under goal number 1. As a state, we need to focus on academic performance goals that eventually should lead to success in learning, work, and life. All parties must focus on academic performance - these outcomes can be measured more readily than those in the current draft.
Identify barriers to success and periodic program review for enhancements.
<b>Equity</b>
4. Assure access to equitable educational opportunities for all students."
An essential element - a level of fairness and equity for all participants in our educational settings
Each student regardless of where they live or go to school should have access to the same quality education.
ending with "Despite the individuals creed, disability, or religion" BE CLEAR THAT THERE WILL BE NO LEAVING ANY GROUP BEHIND!!!
ensuring students have equal opportunity from all economic backgrounds
Equality
How are you going to deal with the issue of poverty and inequity in schools with different socioeconomic realities? How about the challenges of teaching students living in poverty and the inherent challenges that accompany that, being expected to hold them to the same standards, and then educators being penalized if they don't meet expectations and not being reimbursed for doing more demanding work? I wonder how you will support students and

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educators at Title I schools so that they don't feel penalized for being impoverished or working with students who are??
Making sure ALL Nebraskans are included regardless of disability, race, gender, etc.
More emphasis on diversity of students and types of learning
Multicultural, equality for all students
Purposeful inclusion of historically under-represented communities and their often hidden needs. These communities include and are not limited to: minorities, new Americans, those with disabilities, low-income, limited income, rural and urban isolation, English Language Learners. Without this specified intention of inclusion, inclusion will be lost. Inclusion is not popular. It lessens the majority community's voice by allowing other voices, too. Ultimately, the needs presented by these communities cost money to address so there is an incentive to not reach out. At the same time, education is absolutely key in changing life outcomes for these communities. We will not be successful serving them if we continue to do things for them, rather than partnering with these communities.
this again does not include totoaloty of our Nebraska society
celebrating and valuing diversity in our classrooms, schools and communities
Every child should be treated the same
Provide the same quality of education to all students, including the same resources and opportunities
To ensure state resources are targeted to improve poverty impacted schools have the resources they need to achieve success.
I don't feel that the goals include an emphasis on equality for all in Nebraska education regardless of race, religion, class, gender, sexual orientation or preference. Inclusion and diversity are not only to be celebrated but should be part of goals that we strive for in education. A diverse student body, teaching corps, and inclusive education will lead to brighter and more empowered students.
Important to add: free from discrimination, enahnce self-efficacy
specifially teaching diversity
Again I think we could include something about a global identity, as well as a part of the goals that states a non-discriminatory learning environment for all, regardless of race, class, gender, religion etc. I think that being up-front and very clear about these expectations establishes a culture of inclusion, acceptance and a loving environment for all.
The only use of the work "All" in this goals is in respect to educators. It is a glaring omission that "All" is not included for students/Nebraskans. Without a more intentional stance on equity for ALL Nebraskans, this vision will likely more forward in some parts of the state while stagnating in others. It is paramount that the issue of educational equity be included in the state's vision for education. Additionally, there is a need for promotion of diversity of thought and skills within our state. It is important that the strengths of individual schools/communities be allowed to flourish in bringing highly talented students to colleges, careers, and industry. Finally, I don't see anything about promoting future leadership in our state. We need to be intentional in developing leaders in all sectors of our society, and if those leaders can be

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developed from within the ranks of Nebraska's student body, then we will have a strong, sustainable future.
equity for students who come less prepared to begin and successfully complete their education.
<b>Funding</b>
Acknowledgement that there are not unlimited funds for education spending.
adequate resources
Educational funding MUST be provided.
Educational funding MUST be provided.
ensure that schools of all sizes have access to equitable funding sources
Equity in funding to address disparities. Students who live in poverty or who struggle with learning challenges need more resources and support.
funding
funding and resources need to be available to teachers to make this work
Governance issues like equitable funding.
Guarantee from the state to provide the resources necessary to actually meet the goals as described based, inclusion of the government and sub-divisions in the partnership, not exclude non-Nebraskans, and include experiences in the goals..
how about establishing support and resources for educators to do what they do best, teach. If you want high expectations for all teachers I expect the same expectations from the state / local governments for support of our teachers
I am concerned about the expectation that teachers can teach ALL children. We are asking teachers to do the impossible with limited resources.
I believe that we should have high expectations for politicians to give schools what they need and provide the funds to retain highly qualified teachers.
I struggle with "support and resources" as I have watched our districts state aid drop from 2.1 million to 400,000, resulting in the reduction of 4.5 teachers and impacted program.
I would include adequate funding as an essential element.
Is the state willing to put appropriate funding in place for NDE to support this goal?
Much more funding for education
Nebraskans expect effectiveness in education as well as reasonableness in spending
No idea how these goals are to be paid for.
Prioritize - NE must prioritize education and this should be stated in goals. Ed . must be as highly prioritized and funded as corporations are in this state.
Resources & FUNDING
Specify where the resources are coming from.
stronger fiscal responsibility much tighter controls on spending

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The best intentions are never to be accomplished without the funding sources to do so.
The legislature needs to work on funding education...period.
There is a question about how funding is going to change.
This is already in place we don't need to spend money with more studies and committees.
This is feasible only if the necessary resources and time were provided to make these goals a possibility.
This looks so good in black and white but to make something like this work and really WORK you are going to need the money and the backing from the business people to allow this to happen!! Schools are stretched too thin especially the teachers!!! The government has education so messed up with all the testing right now our children are NOT learning what they could be learning and we are not finding individual interests in our children and allowing them to be successful because of all the rigid laws the government has put upon education.
Who pays for this? Again, appears to create a path to take from one group to give to another.
being financially responsible
Fully fund these goals
Funding
How would we pay? We already have high property taxes and sub par education with little parental involvement.
No discussion of resources?
there is no mention of finances that would be essential for Any of the rest of this to be successfule
there would have to be more money made available for allowing schools to achieve these goals
Preservation, protections, and promotion on resources for the educational community
We need to include the legislative area in the collaborative partnership as they ultimately determine areas of funding
Suggest including a phrase to show sensitivity to funding issues, i.e. "...in a fiscally responsible way." or "...with attention to equity and access.
provide the funding necessary to achieve these goals, teachers are expected to do too much
The support and resources would come from the state and not big government state funding
<b>Global Perspective</b>
Who about addressing how students need to members of the worldwide community - Thinking globally
Science! Arts! International and Global competitiveness.
While it is implied, I might like to see more specific language about diverse learners addressing a global view in education.
Prepare students for a global economic and encourage cultural understanding.
success in global awareness and success
In addition to the changes that I recommended, I think something about advances in technology or keeping pace with global learning needs to be included.

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It is crucial to have technology and global skills incorporated into the goals for Nebraska's students.
The education of Nebraskans should include preparing them (us) to be global learners...and global problem solvers.
i want to see that beyond high expectations, that you are doing something to ensure that nebraskan children will be able to compete nationally and internationally for scholarships, jobs, and not be left behind so we can be "inspired".
Include global in the statements
Include international baccalaureate
<b>Goals Too Vague</b>
anything can be included under an umbrella of nothing
Determining what success means
FOCUS ON THE ISSUES. This is all nice, but worthless.
Goal #3 is too broad.
Goals too vague.
I believe we already have these processes in place. We just need to reidentify them and make changes. I see this as reinventing the wheel thats already there.
I don't think this list is the best we can come up with. It is much too vague and not very realistic.
I like the 2nd & 3rd Goal but again what programs and courses is the state thinking about?
I object to the wording of the previous question. Bigfoot COULD BE included in the combination of goals listed. It's so vague, one simply can't tell.
it depends on the details of these goals and what is being changed
It seems a little overly simplified this way
It's vague, and doesn't say anything. Everything except for point 3 is a generic education goal, while point 3 could open up a huge amount of interference from people with non-educational agendas.
more clarity
No, there is nothing in these goals that addresses the failing state of our education system, or how to actually change it. There is a crisis facing our country and our children, and there is nothing here that makes me feel that you grasp our understand the importance or impact of this issue or have a vision to change it.
sounds like political babble
Sounds like the Education Committee at the capital is looking for something to do. This sounds like a guise for something else.
Sure, most if this statement is meaningless. Putting it together like that may make it appear innocuous, but the pieces seem to represent some troubling ideas.
The goals are overarching so you could include anything you wanted under them. Some of those should include: public preschools for all children, especially in rural counties, ability to take trade skills and college prep courses at the same time, opportunity for all graduate who are academically qualified to attend state colleges or trade schools at in-state truition rates

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regardless of immigration status, better collaboration between schools and medical professionals in designing IEPs,
The last goal doesn't really say anything.
These are good, but vague ideas. They lack goals focused on success.
These are just a bunch of words!
These goals don't really say anything. Again, they are just meaningless phrases. Define education so that we can focus on achieving what education means.
This is so broad it doesn't really mean anything!
This is the kind of ill-defined lofty meaningless strategy and goal statements that allow and reward failure.
This seems to be a totally "feel good," "sounds good" statement that will have little or no impact on the teaching/learning process. For every statement like the one above, you must conduct a "So What?" exercise--in essence you have to consider how whatever is proposed improves the learning process.
too many undefined goals. I think we would be better off looking at programs in place in our schools that meet the vision of the goal statement.
Too vague and open to a vast array of interpretation.
Why are all three things being repeated again. It is redundant and confusing. Why do we have to consider the goals as a package? It feels like someone had a formula for the writing of mission and vision and goals and I have always felt them to be redundant and thus, they lose their power.
Will the "provide support and resources to create positive, safe, and successful learning environments" apply to teachers as well as students (or all Nebraskans)? This seems vague.
"success" is just as indefinable as any other word, but there is a problem in that it is not a goal to be achieved in any sort of end point. The goal is for continuous improvement..
again VERY subjective-- open to continued abuse.
Again, lofty but generalized verbiage is a recipe that permits failure.
Each goal needs SPECIFIC action plans and timelines to achieve the proposed action. Without specificity the vision, mission, and goals are only empty words.
I think it's actually too broad and attempting to make education the sole determinant of living a happy life.
I think the goals listed sound nice, but are very vague. I, as a parent, probably have a different definition of what a "successful learning environment" is...rather than what it means to you. I would, rather, like to see a detailed list of action steps that will be taken to accomplish these goals.
it reads so generic...doesn't sound true or real
See previous comments. These goals and visions are too passive and reactive.
Sounds like this survey is more focused on "motto's" and "taglines" than education. Perhaps we should be asking what types of classes should be offered, where our students are lacking in their educational career, and how we are planning on moving forward. This survey is a fail!!
The excitement factor. Blah, blah, blah. I've sat through so many of these school improvement meetings. This is our goal statement, this is what we do....

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These are overly vague.
this is a waste of time and money. What will it accomplish - seriously? Other than appearances, what does it accomplish?
This is all bureaucratic "nonsense."
already extremely broad
Lofty and unattainable as a goal. Sounds like "no child left behind," which has been interpreted as "pass students who haven't really learned the material."
The statement is a brush stroke that sounds good but means different goals depending on who the reader is.
These all sound fine but fuzzy. Implementing them and defining some of what all this means will be difficult.
too broad a proposal, not definitive enough
Previously took the survey, but the questions asked couldn't have been more ambiguous. We all want this vision. Tell us what you are going to do, not just list a bunch of "feel good" questions. This survey was pointless, and a waste of tax payer money.
<b>Higher Education</b>
Continued higher education
I think Higher Ed should be include not just assumed within the "entire educational community"
I think making higher education reasonably affordable, so education can be a viable career choice without leaving the graduating educator in considerable debt without the salary to be able to pay it back in a reasonable amount of time and not strapping them with this debt which considerably lowers their standard of living on top of their already low pay for their profession choice.
I think you have opportunities for students, quality teacher and learning, and the partnerships of community, parents and business so the only thing that might possibly be considered include the notion of college and career readiness.
P-12 and higher education need to be specifically mentioned as part of this system of partnerships
Prepare and encourage students to attend a four year or bachelors program. Don't let them believe community college or technical schools will provide the best opportunity. Show students that a little hard work can pay off with huge dividends.
higher education
Higher education, esp. the University of Nebraska System.
In my opinion, there should be an element that stresses or promotes higher or continued education for all.
There needs to be an inclusion of college responsibility.
Where does higher ed fit in? The lack of state funding for colleges has made college degrees unreachable for many Nebraskans.
Students must aspire to attain some form of specialized training or college level degrees to be competitive today. Include this.

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<b>Implementation</b>
At this juncture it's all just talk. There are no real examples of how this will be achieved. Like no child left behind, I fear this will hurt my child's learning.
Goals are fine... let's write them on a wall, that looks cool too... but if nothing happens then they are worthless. There is nothing new or earth shattering in these goals. They are common sense. What will really matter will be the action plan and making things happen. In Nebraska, we are often a day late and a dollar short with education. We need some state direction and leadership. We need this direction before schools have to act on their own. For example... Student information systems and state reporting. The state should have provided leadership on this 15 years ago, before each school got entrenched with it's own system. Data warehousing and data analysis... same thing. The state is getting involved, but should of started 5 years ago. What about Google Apps for Education? Some states adopted this as an entire state. The list could go on. (State Testing... let's keep it local and have school waste a ton of time, with everyone knowing it would eventually be a state test any way.) What do we get from our ESU's??? The answer, very little depending upon which ESU you are in. These dollars would be spent much better at the local levels. Sorry for such a long response, but you did ask. :)
goals are good but its the execution that most times falls short and that is my concern.
I'm quite interested to see what your benchmarks of how this is met. A goal statement or vision is useless unless there is a mechanism to evaluate and implement.
the goals are very broad, so yes, they are adequate -- but how to attain the goals is even more important. Specifically, the benchmarks or measurements for attaining the goals.
Only agree if something actually happens
They appear to be there. The question is will they be recognized and implemented consistently?
Goals good, but what about implementation?
I like the goals as I interpret them. How will we know we have acheived them
Goals must be measureable
I realize we are just starting with goals, but without seeing or understanding the process by which we will even begin to attempt them seems important. Without knowing that and the fact that we may not ever achieve them due to the lack of ability, resources, etc, ,makes me just question them as a whole.
It is NOT the essential elements -- It is HOW they are going to supported and HOW they are going to be implemented.
One HUGE missing element is HOW are the results recorded? For each goal, will there be new statewide standards for teachers, students, employers, etc.?
What are the metrics of success for these goals?
All goog ideas. By what standard are we measuring results? What does sucess look like?
How will we measure success?
What is the standard? Federal mandates or statewide mandates or district expectations? Although this is not the place to define the expectations, the implicit understanding must be made explicit somewhere for clarity.
as an educator in a core curricular area, how do these goals going to add or change my goals for classroom instruction in accordance to the state standards and ensuring my students are proficient? I have enough on my plate as it is.

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I agree the essential elements are there. However, they are stated as steps/processes and not goals. How do you measure provide programs, establish high expectations, develop systems????
Promote educational goals based on sound, scientifically based learning objectives created collaboratively by Parents, Educators, Administrators, and State Officials.
The goals are silent about content. What does one need to know in the first quarter of the twenty-first century to journey down a path to wisdom?
<b>Individualized Education</b>
(1) Provide INDIVIDUALIZED programs...(2) Establish high expectations for the Nebraska education system, all administrators, and all educators....
Each child should be treated as an individual and meeting individual goals not a one size fits all
Help children reach their individual potential. Not all kids should go to college, you can't educate kids towards one goal.....
Individual learning plans with the direct resources to support them
Keep in mind that theories don't work with kids - it is the practices that have to be tried. Plus, what works with one student will not necessarily work with another.
Not all Nebraskans are the same and how we approach programs for different people is different. How differentiation will be met should also be within the framework.
Personalized learning; retooling public education to transform it from a passive act imparted by teachers on to learners to a system where the learner takes charge of his/her own learning and the professionals facilitate and provide tools.
Provide a quality educational experience for all Nebraskans that accounts for differing abilities, talents, and backgrounds.
providing resources based on each schools individual needs, NOT same for all
somewhere, somehow we need to be better at recognizing the different learning styles of students and STOP putting them ALL in a very tiny restrictive box
The essential and unique attributes and abilities of individual Nebraskans.
Though it is a starting point, Nebraska must make actual, meaningful laws that require each district to be accountable! We literally are pushing kids through the system with little care for individualized learning and no way of require a student to have any comprehension
What about the consideration of the individual rather than a product of an assembly line educational system?
Focus on the individualized needs of students to attain each goal
not to be legislated-decided by individual families for each individual child.
<b>IN NO WAY DO I THINK THIS CAN BE ACHIEVED BY MAKING ALL EDUCATION EXPECTATIONS THE SAME.</b>
Individuality is not in here at all and we have individuals, not robots.
Individualizations for each student. Not all kid have the same, drive, motivations, dreams, or desires to learn and "succeed" in a way we all agree is "right".
One size does not fit all. Think portfolio!

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We need to educate according to the individual learning styles of each student. Boys learn differently than girls. People learn differently according to personalities and personal make up of the individual.
again, success can be experienced in many forms. an individualized picture of success is important here, when changes are implemented. flexible language that reflects this idea should be used to explain goals.
Freedom of how to accomplish this by the PROFESSIONAL mainly involved in this...not cookie cutter mandates...on size DOESNT FIT ALL
Add prior changes so that the indivudal needs are met and individuals reach their full potential
Need to focus more on the who child and implement a plan where every child gets the education they need and deserve. No child should fall through the cracks.
identifying interests and apptitudes
valuing the individual learning style of all students and building upon their strengths.
Education is for the student this sounds like it is designed for the employing the educators and making them satisfied. The teachers union must have written this. Taxpayers are paying for all this Am I right. The taxpayers should be an integral part of this process.
Goals need to be student-centered and not centered on the educators or the systems needed to be in place for the students. Let educating the students be the goal and then all the other items can be action items toward that goal.
The entire focus of education should always be student centered and then build from there. I feel that these goals are built around adults and students are the receiptents. that often is not a good model. If you start at the center and build out it will be more affective. there are too many "adults" trying to "fix" education. We need to change our thinking and get back to making the students our focus and work from there. No goals should be built without significant input directly from classroom teachers and parents as the major participants in these goals (not unions, policy makers, administrators or legislators that often do not have children in our school systems currently).
<b>Innovation / Creativity</b>
21Century skills demand the ability to think creatively and work collaboratively
21st century skills, innovation, creative, creative problem solvers
Creativity and innovation
I still feel that creativity should be encouraged but overall this is good.
I think that the importance of building creative minds and team work should be an emphasis, along with social-emotional learning.
I would suggest watching Ken Robinson's talk: <a href="http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity">http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity</a>
It is critical to use innovation. Old systems do not guarantee success. Younger people, including newer teachers want innovation.
Not a fan of the current splurge & purge method of education (here's the answer, memorize it & repeat it on the test). We need to do a better job of developing problem solving capabilities & free thinking/creativity.
creativity is missing

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Emphasis on hands-on, interactive learning taht lends itself to the creative process.
I would like to see innovation as part of the statement
innovation; entrepreneurship; and involving parents
teach children how to think for themselves and not just follow the pack
As previously asserted, Artistic Vision, Independent Thought, personal strengths, exploration of joys, should be included.
Ho about "innovation in learning?" in the first sentence (goal?)
There needs to be a creative component.
<b>Lifelong Learning</b>
There should be an emphasis on opportunities for life-long learning and service to community
A statement indicating "birth to death" might be helpful, so people realize that education begins at (or before!) birth and should never end. These goals should encompass infant support programs, preschools, public and private K-12 schools, post high school learning institutions, parent (and grandparent!) learning opportunities and senior centers!
Continuing education
Love of life long learning and creating
<b>Local Control</b>
I do not want the state invoved in this. That is why we have local boards of education.
I think that integrating goals for school boards/local control might be appropriate.
It should read, "Through local control."
It sounds like more government programs and oversight in programs where there are already many regulations. If this could be inspiring to educators instead of a distraction (one more requirement) then that's great.
Local control.
most important is to make sure that all goals set are compiled by nebraska parents not poiticians. We know what is best for our children
Nebraska communities should be the driving force in defining and implementing their local educational policy.
Now the state is going to tell each district what they should teach to their student.
Once again, this is noble. How can the teacher inspire a child when he or she has to push state standards. State standards are good in theory and thought; however, they have ruined teaching. My teachers did not fail me in the way I was taught. They got to teach me in a way that prepared me for trades and college. It was exciting. One teacher I know who retired a couple of years ago from an elementary school said that she gave a thousand different tests in a year. How can one expect school to be exciting and relevant to life when that is the case. That destroys kids.
Some indication of the State's responsibility to ensure public education, as well as some indication of "local" control.

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The goals seem like they are good ideas, but rather than forcing all schools to adhere to this goal I believe that allowing individual districts to serve their unique community needs would be most beneficial to Nebraskans.
The Legislature must focus on equipping local BOEs, not on the educational equivalent of solving world hunger while pleasing all the lobbying cronies
This should be done at the local school level
Needs to be done at the local level, not the state or national level
Accountability must be considered via meaningful, individualized, local methods.
districts decide
Keep education local
Decentralizing/ deregulating so that decisions can be made closer to the student and family. Leave tax money in the school district where the family lives or attends school.
Local Control
I believe the States should have the say in all aspects of education and the Dept. of Education should be eliminated. Also children should have respect taught to them and the children who excel should be recognized regardless of who's feelings may get hurt. Real life is not one size fits all.
<b>Mental &amp; Physical Health</b>
community, mental health,
Health and fitness
health and wellness; this needs to be a priority. study after study shows positive correlations between exercise and mental performance. lets teach our kids to respect their bodies and reap the benefits of a healthy lifestyle.
Include HEALTH in the goal. THIS would include mental and physical health. Physical Education NEEDS to be a part of the daily curriculum. BOTH the teachers and the students NEED recess in order to maintain their mental health!
Lead a healthy life, both physically and mentally.
Mental health services provided by school staff
School nutrition programs to ensure that students have the fuel necessary for success.
Where is the mention of healthy minds and bodies?
Collaboration is needed between the child's educators, mental health providers, medical professionals, therapists, HHS need to be included specifically in the goals.
Health, healthy, wellness? Unhealthy children miss more days and overall under perform, etc.
Mental health support for students via use of school psychologists that are already employed in the schools
Proper nutrition and exercise are essential to all learning. These need to be incorporated into the overall goals.
<b>MISC</b>
attendance should be the numer one priority

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As i look at this, i would like it known that this is not limited to public duration and i think that is a good thing.
a free and public education
communication
happiness
Pershing school should be under new management
(4) Create and support a consistent loop for feedback among all stakeholders that fosters open dialogue, strengthens bonds, improves our education system, and maximizes the return on the investment in our young citizens to our State.
be clear with administration, teachers and community of the programs and courses--avoid secretive programming that isn't explained well or understood.
Collaboration needs to go beyond the educational community to business and health for example.
collaborative not another layer of people to give direction.
Do "systems of support" include a statewide learning management system, a statewide content management system, and federated identity management? If not, it should.
educational services such as the University of Nebraska High School should be listed as a partner
Emphasize higher academic standards for a result of uncompromising excellence.
fearful a combination of the goals would make it difficult to alter one if needed
How will the school districts ever build partnerships among the entire educational community?
inspiring/influencing social-emotional learning. Those skills are critical!
It's more than programs and courses. It's also policy that allows the other positive things in the list to occur.
Make sure, there is a CLEAR division -- treat students as valuable assets - having a CLEAR division on what is acceptable "educator" behavior when it comes to a inspiring a student to be all he/she can be so that the educators EARN students respect.
Making education fun for a lasting love to learn new things.
Please let not repeat something like Orwellian truancy law we had from 2010 to 2013. SO many kids were pushed into homeschooling, others were opunished for no reason. Parental rights were reduced, etc. Such law destroy partnership between schools and parents. Kids loose as a result.
sad thing thought goals one and two were in place now ! and for the third would be great but each has their own wants and needs
See previous answer re connecting the dots for kids in school as to what they will earn, being connected to what they learn.
some further discussion of how to get additional information/perspective apart from collabaration
Taking into account a student's actual potential.
The element of having a living wage for the lowest paid workers. Let kids know that they can make a good life even with a minimum wage job. All workers in the economy are important and they have a right to earn their living honestly by having a job. Higher education would obviously improve their chances of making more, but not everyone can or is even able to go to

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college. A basic high school diploma should help them get a basic job and a basic life. Opportunities and money are
The goals don't emphasize the inclusiveness of the vision
the overall state-wide goal, so the Unicameral is placed directly as a participant in this endeavour.
The real problem here is how do you talk about education, or make laws, without bringing in the kitchen sink and the bathwater; do you see how this mission statement fails to do that?
There is nothing included about the systemic efforts of school districts to systematically focus on continuous improvement.
These goals seem to be based upon the ideals that only "large" school systems can be part of.
This does not address the relationships that frequently must exist in order to nurture young minds.
We should be focusing on education and not all the other broad areas these goals incorporate.
While it does address key elements such as collaboration and success, it may not capture essential elements like competence, etc.
Appropriate learning models to help each student achieve success.
As a more detailed piece that should be included as these goals get further broken down is to make sure that the outdoor environment is included as a "successful learning environment."
Before you can even consider setting "standards" for every child, family, and teacher in Nebraska, there should be a serious effort to identify what the problems with the educational system actually are and what the unintended consequences of your standards might be. And since these standards would directly impact every family in Nebraska, I think it is only common sense to have parents on the panel providing input and posing questions throughout the process. Every Nebraskan pays for these standards and every child and teacher will be handcuffed by them. I strongly suggest re-organizing your committee to include parents and teachers and organize a focus of group parents, students, teachers, and individuals from the community who will be directly impacted and effected by the outcome of this committee.
Develop multigenerational systems of support
I am against compulsory education. I think this gives learning a bad name. A love of learning is rarely discovered when you are forced.
I'm concerned about the ability of Nebraskans to reflect, to improve the questions that they ask, and to acquire the skills that enable them to be held accountable for respecting the intellectual property of others.
Low standards for students and coddling have severely hurt these children's chances for a successful adulthood.
Only if these apply to a real school not these online schools that hurt the education system especially the public schools.
Teaching character and morals in all this automatically produces everything in the above proposed mission statement. Yet if those things are not taught it is hard to attain those goals.
get rid of the "No child left behind" program.
Have government give support to businesses that benefit both.

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<p>I believe that literacy across the content area is missing. The fact that learning is authentic is very important today. Finally, we need to ask ourselves how do these goals fit with what our learner's need? Start with the kids first.</p>
<p>If you truly focus on learning then success in work and life will follow. Maybe a goal of keeping kids out of drugs and from making babies. These things truly lead to poverty.</p>
<p>Please add an emphasis for children to find joy and be engaged in their learning environments.</p>
<p>Please take into consideration when planning most Family Home I and II's cannot take classes during the day, Monday through Friday. We work 50 hour workweeks.</p>
<p>rigor, career readiness</p>
<p>Teach respect</p>
<p>The number one essential element missing from this combination of goals is the simple fact that the state department of education is provided by the people of this state for the purpose of "assisting" in the academic education of those children whose parents have chosen to delegate some or all, depending upon the family itself, that task to a state board of educators, rather than to solely provide that education to their own children by means of homeschooling or private schooling.</p>
<p>The willingness of educators and lawmakers to work with organizations will be important</p>
<p>We need to address the incredible need for remediation in education. This problem exists for many students for a number of reasons...no retention in lower grades, moving from other school systems and being behind, attendance issues, students from other countries with limited English and background knowledge, etc. Remediation needs to be addressed with positive programs. Schools should not have to worry about the fact that this may take more years of education for some...don't count kids that graduate in 5 years against a school....celebrate that they graduated. Do what's best for the kids!!</p>
<p>Evaluate effectiveness of dimensions of learning, work and life impacted. Review and revise outcomes and expectations to optimize resource utilization.</p>
<p>I want our children to be excited to go to school everyday. When they enter the work force I want them to be able to improve whatever they have chosen. I'm tired of our kids crying and hating school.</p>
<p>I'm concerned that plans will be made without including educators at all levels.</p>
<p>Make learning fun &amp; provide real life situations</p>
<p>See my previous comments plus: I'd like to see a culture that places education first, as THE foundation of Nebraska's growth</p>
<p>let teachers teach rather than put up</p>
<p>Some parents just use schools as a babysitting service and there is no making that sound nice (not me)</p>
<p>Have teachers work 40 per week 52 weeks per year like everyone else; use the summer time to gain new skills.</p>
<p>It could be if they were capable of meeting the current standards! LPS is failing our kids miserably!</p>
<p>The more I read this survey, the more it makes me nervous.</p>
<p>There is nothing dynamic or inspirational in these statements either separately or as a whole.</p>
<p>visiting colleges, scholarship search tutoring services</p>

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The principle of subsidiary is missing.
increase graduation rates
may need to include government agencies such as HHS, law enforcement
Seems like, as usual, the teachers are the primary thrust and to be blamed for society problems.
Some recognition that intellectual exploration and activity has intrinsic value.
<b>No Recommendations</b>
All covered for now.
Already stated
As before, the pieces still need some work!
As I stated previously I agree with some aspects of this plan but not all.
But, not necessarily the ones you have proposed.
for reasons stated in separate comments
I believe I have addressed this.
I don't think the goals as they are do include all the essential elements for the vision of education.
I think these are fine subject to the previous comments on the individual sections.
I thought I just read all of the above in the first three items!
I would have to consider it and listen to others ideas before I could be certain all is included and "perfect".
It's great! It just doesn't cover all the factors that influence the quality of a child's education.
Like the goals separated out as 1-2-3
None
None
None that I can think of.
None.
nothing needed.
REPEAT REPEAT REPEAT REPEAT
See below
See comments regarding goal #2
See effective school correlates.
See other comments.
set goals
The three main areas: Nebraskans, educators, support systems, and partnerships with community is all encompassing.
we need it
What are the essential elements?
whether you'll measure success adjust accordingly
With the additions I added they are fine.

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yes, the larger picture s a whole.
???
can't think of any
Cf. my comments above.
I believe I've mentioned this earlier in my comments.
I have no idea.
My comments were recorded earlier.
nothing
Quality elements.
Reality.
see previous suggestions
x
You have covered it all.
Basic education
I believe that the combination of goals give representation and inclusion to all participants.
I do not believe there is any missing. I think visions, missions, and goals are very tough when you have such a wide variety in the population. Making the same visions and goals for people in Omaha compared to Sidney, are totally different.
I have shared comments individually on each goal
N/a
None to offewr
Seems quite inclusive to me.
Yes, but this is a well-worded, educationally consistent statement. However, breaking this down into specifics is critical for all involved.
Not sure. Should be flexible enough to adapt to changed ad needed.
<b>Outside Programming</b>
We need to include programs for the consistent, caring adults in the children's lives - parents/family members, child care providers as well as educators.
Systems of prevention, intervention & support to address barriers outside the educational environment
Hands on learning, and non traditional schooling opportunities such as outdoor education programs and before and afterschool programs are key
I feel there needs to be clearer written goal to include the importance of expanded learning opportunities/afterschool programs.
I assume that breakfast/lunch program for those who don't have it would fall under the first category.
Extracurricular activities and social skills training.
One thing I noticed that was not included was before/after school program opportunities or outreach programs. Are there any goals that could be specifically targeted for at-risk youth?
Should help provide support for parents to help their children when needed!

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<p>We need to be sure address supportive services for families outside of the education system too so that when educators identify issues in a student's family impacting the student's ability to obtain an education, educators can refer the family to the proper service provider to address those issues. It can't be left entirely up to the schools.</p>
<p><b>Parent / Student Responsibility</b></p>
<p>high expectations for all stakeholders not just teachers</p>
<p>high expectations for parents and students needs to be included</p>
<p>high expectations for students and families</p>
<p>In the goals, emphasize the accountability of parents/students and their responsibilities to develop/bring a strong work ethic in the pursuit of education.</p>
<p>Include high expectations from the students and their families!!!! Make ALL accountable - not just educators!!!!</p>
<p>Include students and parents/guardians to the high expectations goal.</p>
<p>Parental and personal responsibility aided by the school. Easily measured and accountable goals. Concrete.</p>
<p>Responsibilities of all constituents, resources required, resource sourcing, resource allocations - there's a lot missing here.</p>
<p>The high expectations are listed only for educators, there does not seem to be accountability for anyone else.</p>
<p>Where are the high expectations for students and parents?</p>
<p>Adding parent and student accountability to the success factors.</p>
<p>As previously mention, we need to strive to build high expectations for parents and students in the education process and provide resources to support their ability to be engaged and productive</p>
<p>clarify expectations for students, families, other educational community members</p>
<p>high expectations not only for educators but also administrators, students, parents, and the community at large</p>
<p>It is too broad. We are obsessed with accountability of teachers. Hold students and parents accountable. Parent/administrator accountability is missing.</p>
<p>The importance of including parents and students in contributing to the success of their own education.</p>
<p>There needs to be more focus on the responsibility of families to support the learning of students.</p>
<p>Accountability for educators AND individuals. Responsibilities for educators and individuals AND parents.</p>
<p>Can't focus on only the educators in the first and second sections. Everyone is involved in all stages of providing an educated citizenry.</p>
<p>collaborative partnerships around families</p>
<p>expectations of families</p>
<p>Families also need to be involved the teaching process begins at home - it is difficult to educate a community if all of these partners are not involved.</p>

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Focus on the individual student and power for parents is missing.
As stated earlier, there needs to be a statement of effort and commitment on the part of the student and their family.
#2 - this puts a lot of pressure on individual teachers - what about parents? what about the larger system? Educators are just one small piece of the puzzle. #2 needs to be broken into two different sentences/thoughts. We really should be asking, what Nebraska can do to support educators.
Expectations of parental/guardian involvement in their child's education. Also, greater emphasis on academics and less emphasis on sports and other extracurricular activities!
Focus on parental involvement in children's education.
Look at more parent involvement/ responsibility in their children.
Need to get parents involved too. The parents need to understand the importance of helping their kids with homework.
Parental training and marriage assistance. If we have strong families, then the education can work.
As I said before, I think that high expectations need to be held for all the 'legs' of the educational stool - the educators, the communities and parents, and the public and governmental entities involved. If we think that we can have high expectations of just one or two of these 'legs' the three legged stool is going to topple over.
More parental/guardian accountability
provide high expectations for parents of students to be at school, safety at home and respectful of teachers and institutions of education
Reducing gaps & barriers and emphasizing the importance of family engagement & supporting parents as their child's first & most important teacher... It's not all up to the schools.
Require parents to be involved
Some of the poorer performing students that do not have the resources due to district taxes etc. need some creative ways of pumping up their students expectations and getting parents involved to encourage students to study,
There should be something in the goals discussing the empowering of parents and communities to assume leadership in the development of high expectations for the education of the children in their family and community
Recognizing parents and families as being the best advocate for their child's education. Sure there are exceptions to this which public schools must deal with, but it still remains a fact that parents are the first and primary teachers/advocates for their children.
Parental support for students at home in the form of practical education in independence, responsibility, work ethic, and respect for authority.
Parents (guardians) must be listed specifically in item #3. As teachers, we must help children learn in tandem with parental support, not as separate entities.
#2 Should include wording regarding student responsibility/role. There is no wording regarding a need for continuous growth or improvement. The document is stationary in time.
Actually, as I look at the 3rd goal I think it would be good to specifically include students as collaborating with them should be a part of the process for improving Nebraska education.
Add high expectations for all students
Again: high expectations for STUDENTS

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All goals should be logically tied to student quality.
Establish high expectations for students
Expectations for students should be high as well. Hold them accountable. Do not accept excuses as all students can achieve if our goal is for maximum potential.
Getting the kids to buy into these...having goals and aspirations...they need to want to get an education, not want drugs, alcohol, or gangs
High expectation for students.
How are students to be included and indeed vested in this goal?
I believe there needs to be a statement about high expectations for all students to succeed.
I do not see "students" and their specific obligations mentioned
I think there should be a bigger focus on students, not just educators and partners.
I think there's more focus on the educator and the institutions rather than on those who are to be educated.
I think we can also have expectations for students!
If student learning/success is part of our vision, then the students need to be included in the goals.
In addition to establishing high expectations of educators, educators should also establish high expectations of their students.
incorporate high expectations for students in goal 2
Nothing is mentioned regarding the expectations for students.
Personal responsibility of secondary students
Please establish high expectations for the students. High expectations for teaching can only go halfway toward the goal of education. No matter how fantastic the teaching may be, it is nothing unless there is learning. Learning is the job of the students. The students must be held accountable. Set high expectations for the learning process. This state my is coming from a retired special education teacher. Each student can improve to the highest level for their individual capabilities.
The element of personal responsibility for learning and achieving.
The expectations of students are not included in the statement.
The goals should also include the expected outcome for our students--a high standard of learning and retention. We expect our teachers and community leaders to be held to a high standard, why won't we expect the same of those we are teaching?
The responsibility of the student is missing in the goals.
There is no piece on accountability for students-only instructors.
There needs to be high expectations for the students to succeed in their learning. The goals are just words if the students, of any age, do not do their work.
to hold learners accountable for their part in their education
We need to engage the STUDENTS in their learning. This is too top down and doesn't go far enough in recognizing that schools are PART of the ecosystem that helps students succeed. Nebraska should provide students the tools and resources to pursue education for the love of learning, also.
We should also have high expectations for all students to work to their best ability.

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What about the students? Not even mentioned! I would add encouraging students to have high expectations of themselves.
what is expected from the learner?
what the students can do for others.
#3-instead of individuals, specify "students"
1. Individuals are responsible for their actions. 2. Establish high expectations not only for all educators but also for all students which in turn will promote higher achievement
establish high goals for students also
High expectations for all. Not just educators, but also the students.
HIGH EXPECTATIONS FOR KIDS
I think that student accountability should be included in some way.
I understand this focuses on educators; is there a way to hold students more personally accountable for their education? Example: If they have any incompletes, they automatically stay after school in a study hall type class to get all of their incompletes done. This would train them for an important life skill (time management), emphasize the importance of getting this done on time (responsibility), and would provide the students with an incentive (not having to stay after school) to get their homework done on time.
I wonder if high expectations for atudents should be included.
Student responsibility needs to be addressed. Is it right that I should get fired because 5 students in my class of 10 decided to race to see who could finish the test first? They see the NeSA testing as a means to get rid of teachers they don't like.
The students seem to be in the background; how can create an educational community and system that makes students key stakeholders and the stewards (with a great deal of guidance) of their own educations?
The word "students" included in high expectations so we can have expectations for attendance, citizenship, family support and behavior.
This has to address the expectations of the student.
What about high expectations for every student?
. I would like to see a goal for the learner.
Forgot to get buy-in from the learners.
The learner must work hard and be responsible to do his/her best.
There should also be high expectations for the student role. If Nebraska's goal is to educate the "student," the "student's" goal should be to maximize the opportunity offered in every possible capacity.
I believe the student must be instrumental in the process. Specifically, we as educators must strive to teach our children to be responsible and productive citizen. In other words, some description of students developing self discipline should be embedded in our goals.
um, the students? describing them as "Nebraskans" is unnecessary---they are for the most part, children or students
You list high expectations for educators, but what about students? One of the biggest problems in education is the fact that educators alone are held accountable for standards/goals when in fact the students are the ones who have to demonstrate those standards.
Students should be specifically mentioned.

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Students.
Again the school should not be trying to dictate what is needed in order to be successful in life. Also students need high learning expectations, not just teachers.
<b>Realistic Expectations</b>
Again high but reasonable expectations. Need flexibility.
Be realistic.
Again, realistic and attainable goals are important as explained in earlier answers. Let's not play the blame game and just set up a system where we can then point the finger at a segment for failing. It's still all about the kids.
not just high expectations but real expectations
<b>Religious Education</b>
The state cannot throw Jesus Christ out of the schools and expect morality to survive. There is a difference in throwing him out, allowing him, and choosing him over others. He must be allowed, but not exclusive, allowing all religious followings.
Since "tolerance" is such a big goal these days then opposing views need to be taught as well i.e. if the false teaching of evolution must be taught then intelligent design (God created) must be taught in order to be tolerant.
<b>Remove "Business"</b>
Eliminate the businesses and organizations. Maybe consider feedback from the university system. Maybe.
I believe in collaborating and community is vital, but I am not sure where you are going including businesses. Sometimes we include voices that really do not understand education. BEWARE!
I'd like to see a civic contribution, participation element more explicitly defined. I'd like to see an element of academic challenge and learning for the love of learning, not just to be a worker; I don't like the "systems of support" language. Too vague and system implies more bureaucracy to me. Also a little uneasy about "businesses" -- I support the idea of students learning useful skills they can use in the work place, but our schools need to be much more than training grounds for corporate america.
I'm uncomfortable with the way in which businesses and organizations or any kind of third-party may be involved in the "collaborative partnerships" in our public schools. I would not support it until I understood what the private-sector involvement would entail.
<b>School Choice (Charter schools, vouchers, etc.)</b>
Allow for charter schools, school vouchers, homeschooling, etc., because every child and situation is different and it is the parents responsibility to determine the best way to have their child educated and reach their potential. Government is not the answer.
Choice for parents and their children. I do not want the state dictating the education for my children, rather make options available for success according to learning and not certain outcomes.

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School choice and parental direction
School choice is missing. There should be a fourth goal of opening up Nebraska's school choice options.
Freedom of choice to educate our children the way we see fit
Open minded approach to free enterprise solutions to educational system problems including consideration of vouchers. Also protection of teachers that choose not to join the education union (NEA)
Mention charter schools, private schools, home schooling, school vouchers, tuition tax credits.
<b>Society / Community</b>
Student, State Government and Local community accountability for effort and for provision of necessary resources.
Something about preparing to contribute positively to the community.
being involved in the community
communities, neighborhoods
Collaborate with community businesses - profit and not-for-profit. This is our city/state and we should all be included and involved in the health, education and safety of our youth.
reliable and people can be independant to support themselves and the families and overall improvement of the community
Provide community supports for the learning and school success of all students residing in the community.
Increasing justice/equity in the community through education; many of the social issues faced in Omaha (and Nebraska) should be addressed through education.
Essential elements also include: teachers, financial support for an excellent public school system, and the "educational community" also includes the public, both citizens and elected leaders. The community included the private and public sectors, individuals and families directly involved in formal education and neighbors involved through funding public education.
creating opportunities for collaboration between and amongst the constuents
as mentioned before, these goals emphasize "success" as an individual reward. What about society? Do we encourage students to look beyond themselves?
Betterment of society
Citizenship
Educate for involved citizenship
Educating our youth for citizenship and active participation in a democratic society
I think it is important to be teaching students how to think for themselves instead of being able to learn a checklist of items and later test at an appropriate level on them. I think it is important to be teaching students to be conscientious and compassionate human beings.
Prepare our students to be creative innovative citizens of capable of advancing and supporting the principles of our democratic republic.
Seeing success as a shared benefit for our entire state - not just on individual level
Something to the effect of creating a stronger Nebraska citizen/ uphold the quality of citizen Nebraska is known for

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<p>There is nothing in this statement which indicates we want to educate students to become quality citizens in a democracy--who can inform themselves wisely, contribute to debate and discussion, and be active in their own governance. That is a very important thing to be leaving out.</p>
<p>what about encouraging responsible, productive citizens?</p>
<p>A less parochial perspective on the world.</p>
<p>American founding principles, exceptionalism.</p>
<p>Cultural awareness, democratic principles, personal fulfillment, 21st century skills communicating, or empathy or creativity. More interested in seeing critical thinking than "success" also there is no agency in these statements. Where is the role of the educator or student in the first two statements. And partner is vague. For what end?</p>
<p>Educate each child to the maximum of their ability to become a productive member of society.</p>
<p>The goals do not address the issue of poverty in education, nor the need to develop citizen's of a democratic nation. They also present an image of the public school as the guarantor of success, which is divorced from reality. Let's broaden the discussion.</p>
<p>Although it may underlie the words, the idea of responsible citizenship and making contributions to the community of Nebraska (and beyond) seems to be important enough to state outright, particularly in a world trending toward selfishness and its unfortunate fruit.</p>
<p>To introduce and promote good citizenship roles and volunteerism.</p>
<p><b>Special Needs</b></p>
<p>Again, you MUST teach and challenge the higher level.</p>
<p>Goal Be able to educate the child to meet the child's needs. Not educate the child to meet the state's desires. State and federal don't know these kids. So the High ability learners are being left out trying to keep the slow kids up to pace. You are sacrificing the talents of the high ability learners. You need a happy medium.</p>
<p>Adopting any set of general goals will not assure that specific needs (such as those of dyslexic students) will be met.</p>
<p>Allow all children to be successful at the learning level and ability that they are capable of. Currently, students requiring special education and ELL services are equally expected to learn and achieve at the same level. They are set up to fail and our state should recognize and not punish students who cannot and are unable to pass assessments designed for children of average and above average intelligence. A goal to accommodate all learners would be important.</p>
<p>I hope that providing educators information to create successful learning environment includes understanding that some children learn differently and have difficulty with the lecture style of learning</p>
<p>If you are not committed to raising graduation rates by offering more than ELL classes to new immigrants and extending the age for school participation, there is no way everyone will have the same opportunity.</p>
<p>Inclusion of kids with problems: not just learning abilities but behavior and social problems. There is no way to eradicate crime if we don't pay attention and support those kids that are at risk. The education system provides the chance to catch these problems very early but the mentoring and tutoring needed to help these kids feel part of the society is not there. We are not</p>

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doing a good job. Sending the kids to the safe seat is not the solution when they are just shouting for attention in a kindergarden classroom.
It seems like success is defined differently for different kids. I don't know if special needs are completely included in the wording, but I can't think of anything better.
Money is needed and Special Ed is to be considered at all costs for an equal education.
My daughter has high functioning ASD, and I feel that there needs to be a statement on helping individuals achieve according to their potential.
Need to address inclusion of those with disabilities
social and emotional goals must be included!! also, communication and relationships are essential; we need to address different abilities as well-- special education
Teaching ALL levels of students, the gifted as well as special education. Currently it is NOT equal.
There is a huge gap in programming for refugee children and helping them to assimilate into a public school system as there is always a high likelihood of trauma that comes with their situation.
Where do our children who are on the very low end intellectually fit?
Will you be passively providing these educational opportunities or will there also be provision to assist the more vulnerable among us to access them?
Increase focus on research-based policies and practices; increase capacity of local districts to support the achievement of underachieving sectors of the student population (e.g., low SES, students of color);
Bring back assistance to people who need daycare for children while they educate themselves.
I think special needs need to be specifically addressed. The current system simply isn't working. Children with special needs are a unique niche - mainstreaming isn't always the most effective approach for every child, yet many don't have significant enough disabilities to fit in special education classrooms. Individualized Education Plans should be just that - individualized. Parents shouldn't have to immediately feel on the defense when communicating with education professionals about their child. The goals somewhat cover that, but perhaps some more specific verbiage regarding special needs education could be included.
I would like to see some specific language related to students with learning disabilities.
Provide extra help for any student that is not learning material at the rate of the class, and provide more challenging material to those who are excelling.
These are great goals the problem is that the Nebraska Department of Education is not currently supporting the needs of the most vulnerable children of NEbraska. The support for these youth significantly lacks. These would be the youth in Special Education, Wards of the State and probation, and the poorest children of the state.
<b>State Leadership</b>
As mentioned previously, something about developing competencies that are equivalent or superior to the other states is important and missing from this list of goals.
For some Nebraskans, the best learning environment is a small independent college in a small Nebraska town. By mirroring what IA and SD do for their students who attend in-state private colleges we would be doing ourselves a substantial favor.

# Every Nebraskan Educated for Success

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I don't see leadership in these statements which is concerning. We should strive as a State to come Leaders in this field.
The vision and goals don't aspire to "lead" a national standard in education
<b>Teacher Support / Compensation</b>
Again, it sounds good. But it seems like this is one more thing that the teachers are going to be responsible for without any extra help, compensation, or time.
Attracting new educators to support these goals isn't going to happen with low base pay.
High expectations for all educators seems logical, but the more education we receive and the older a teacher gets, it seems as though the district is ready to see you retire because longevity equals higher pay. Many districts refrain from hiring highly educated teachers because of money. They hire inexperienced teachers over highly qualified teachers because they are cheaper.
Pay our teachers more! To care about the children and look at what their goals are and work to make those goals happen, along side the goals of the state.
Paying teachers more so that you can attract quality professionals to the career
Supporting educators through this process - i.e., wages commensurate to national averages, ongoing education opportunities, allowing their voices to be heard to support children when they feel the system is not appropriate for a given situation - letting them make suggestions, versus requiring them to put a child into a mold.
There are always high expectations for educators, but very little actual support. We need paid for the time, resources, etc., that it takes to implement new programs and goals. Also, what about the NeSA testing and all those expectations. We keep getting more things thrown at us to do, but very little of it actually has to do with overall students welfare.
We need to address the recruitment and retention of good teachers. When teacher salaries are in the bottom half in the nation, it is difficult to recruit good teachers to our state!
Pay the teachers more money -- you cant expect them to do more without a pay raise. NE Teachers need to be paid more money.
Quality teachers deserve higher pay - attracting the most qualified individuals to the field
Faculty salaries must be commensurate with high expectations of performance.
Look at our teachers in the state who are paid less and not given flexibility to care for their families - consider in school daycare as a retention for your best and brightest - get out of the dark ages when it comes to the teachers caring for Nebraska's children and adolescents
Pay teachers adequately and with professional respect for this important job
Individuality and creativity of teachers to be upheld and protected.
"Educators" should include future educators, as in attracting thebest and brightest
Let's add support for TEACHERS, as well as students. We're on the front line every day with the students, and we need to be supported better. Not just have more responsibilities heaped on us. Give us time for real planning and collaboration.
Provide support for the educators.
Specifically utilizing the talents and education/training of Nebraska's professional educators
Support mentoring for newly hired teachers needs to be funded to give teachers the necessary tools for success in starting out their educational career

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support of schools/educators is addressed about successful learning environment, does that encompass enough resources to teach in best practices of kids (low class numbers, materials, room, paras, etc)?
The combined goal should be more direct. Inspire students to excel for a brighter NE, support teachers and guide them to NE state goals and finely for communication relationships in the education, family and community.
We MUST invest more in professional development for teachers who are not getting the training they need at the college and university level, and to help teachers who have been teaching for quite a while, that is, to help tenured teachers continue to grow.
Where does the time to collaborate come from. Teachers are working with a "platter", especially elementary teachers with only 30 minutes of planning time a day. We already work at home, throughout the summer and anywhere we can squeeze time.
Freedom and flexibility for teachers to be able to reach individual students and meet their personal goals, rather than the state's.
Have mentors for new teachers.
High teacher expectations must include more plan time to consistently deliver high quality and continually monitor individual progress
lofty statements but how are you going to set and establish the high expectations for the teachers and guide them to become a great teacher.
Support for schools and teachers
The encouragement for teachers to become highly trained through continuing education programs
WE need a goal about preparing new teachers (pre-service) and providing high-quality professional development to ensure teachers remain the best they can be. This is critical!
What support will be offered to teacher preparation?
Implement evidence-based teacher-training and system processes to deliver the most high-quality, efficient education available.
<b>Technology</b>
address technology education and opportunites to stay in the lead
As educators move forward, it is important to provide them with the financial and technological resources necessary to improve on their work.
Choosing technology
I think instead of thinking up mission statements, etc. maybe the teachers need to be more focused on teaching and getting things entered faster in Pinnacle
Progress technological goals don't seem to pop out.
See previous suggestions. The goals jump into the water too quickly. Technology and 'just as needed' academic delivery (which naturally expects competency based progression) will be increasingly important. Content will be available from many sources, so our focus needs to shift more towards effectively assessing competency, not on how it was acquired. I don't think the presented combination of goals directly leads to the necessary BIG picture visionary plan.
Something about technology
Technology

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Technology - funding and emphasis
Technology and encouraging Nebraskans to use it.
Technology is or is becoming a major player in the world and not just America.
There are "essential elements" missing...i.e. funding, broadband access, technology, etc.
I know that resources is part of this, but it will be key to have technology and building environments that support this
Technological partnerships
Support the schools financially for technology. Our schools are not equal in regards to technology ready schools.
Technology
technology will be such an important element of future success - also a better understanding of the bioeconomy - perhaps not a goal, but worth mentioning
technology/distance learning and a highly collaborative environment, such as in the real world.
<b>Testing / Evaluation</b>
alternative learning methods to standardized testing
As an educator, what I see missing is some emphasis on reliable and credible ways of evaluating progress on these goal for educators and students alike. The NeSA system in no way contributes to any of these above statements of vision, mission and goals.
create goals based not on testing of children. In low income schools we are testing children who have only been at that school for 1/2 of the year. We are judging the competency of our teachers based on these tests. Somewhere that should be different.
Data driven accountability needs to be another goal. Within this goal, data from ALL subgroups of students need to be disaggregated and evaluated. Additionally, each goal needs to have a data-driven evaluative component, otherwise how will anyone know whether the goal has been reached for any portion of each goal?
Educator evaluation cannot be based on test results as they are more indicative of student issues than of educator ability. Lower income schools typically have a much more challenging set of student issues to deal with.
High expectations should not be determined by a single test - make sure that other methods of proving ability are part of reaching those goals
How the goals are measured.
how will this be evaluated. I am tired of testing our kids to death. We've lost the heart of engaging students.
I do agree, but as mentioned before I don not agree with the process of how we hold our teachers to high standards which is by over testing children. I also feel that we are not providing enough support to our teachers considering the expectations that we set.
I don't think that public education in NE should be so strictly regulated. I don't think schools should be forced into specific assessment tests simply because of federal funding requirements. I do not believe that positive rhetoric can disguise bad practice, such as punishing teachers/schools for poor student performance on a national level. I am concerned about potential "teacher-proof" curriculum incorporation.

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I expressed my concern in a comment in a previous section to high teacher expectation and evaluation systems that ignore research from the past 30 years and rank winners and losers while not taking into account variables that cause certain students to struggle such as poverty. In too many states simplistic and error fraught teacher accountability systems have been enacted without a single teach voice. (And no measurable improvements on student achievement)

I hope this goal has in mind that standardized tests are too much of a cookie cutter mentality rather than teaching to the individual needs of each and every child in order to maximize their potential to think critical and problem solve in an ever changing world.

I like that testing results are not a part of this bill. I would like the this comittee to look at all of the instructional time lost to testing. For example NeSA Math, Reading, Science, and writing take two days each for about 60 minutes each. That is a lot of instructional time lost, another consideration is that lack of availability of computers from the end of March to the beginning of May, in order to take these tests. Please consider the amount of tests these students are taking, the lost of instructional time, and technology use. I am glad the vision does not say teach the kids to take a test well, but our actions are do not line up with our vision.

limit the amount of standardized testing. The kids are testing way too much.

Measurement of some kind used as a success gauge rather than gut feel

Measuring success and outcomes. There needs to be edges to this vision.

Minimize testing of students as the only standard of measuring a persons abilities. Too much emphasis on test scores exist today but not all people are good test takers. Stop the educating only for good test score mantaility of some educators/systems.

Must have measurements for evaluation and must have accountability

reduce testing, or find a way to make it less stressful for students in the spring. Let teachers teach to the kids and reduce teaching to test.

Teacher and student evaluation tools other than standardized testing

the role of standardized testing...

The students are being taught to memorize data for the test. They are NOT being taught to THINK! Why were college students so much smarter in previous generations, even though education has supposedly been so much improved in recent years? Because the "improvements" are the problem! Schools should NOT be run by the "business model." It's not a business! Profit is not the goal. Intelligence is the goal.

These sound wonderful, but too often the end measure is "can the student pass a standardized test?" If the answer is no, then it falls back on the school district, and the cooperative element that is touted so highly when test scores are high is suddenly dissolved so fingers can be pointed. We can't oversimplify assessments or cooperative efforts.

To find a way to take the emphasis off of testing. It is not postive for students, teachers, or administrators.

without undue burden of testing.

Evaluation processess should be included.

Some goal that can actually be measured would be good. How about all Nebraskans being able to read at high school levels.

These are good goals but do not describe how these objectives would be met and evaluated. My concern is that standardized testing will take center stage, and that is not good educational

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practice. So I'd say that I do agree with the vision statement with a desire for some more specific clarifications.
eliminate standardized testing
There needs to be a formalized evaluation process to know if the established goals are working
Essential Elements that are not included: basic skills instruction, methods of measuring achievement of students and teachers and staff and safety of all involved plus the methods and times per year you would report to the taxpayers
Trust that parents usually act in the best interests of their children and remove any obstructions for them to do so (I.e. arbitrary judgements of student progress such as standardized testing, "truancy" hearings for formerly excused absences, etc.); Allow teachers to teach without dictating their goals according to standardized curricula or testing criteria.
Focus more on outcomes or competencies
<b>Wording</b>
Common sense might be included somewhere when we live in a ZT world. I don't agree most of the time with ZT and over the top lack of common sense that is shown by the schools and the administration.
Common Sense while rare these days should be included.
Again, I don't think it is necessary to say "develop high expectations for educators" because I think that is a given. By saying it, it sounds like we have not had high expectations in the past.
and provide "exceptionally high" support and resources...etc.
delete "life"
For #1, what about "Provide access to quality programs and courses..."
I am not sure where the mission fits in. I feel the vision and goals relate well, but the mission is somewhat of a degrade to the others because it doesn't push Nebraskans to strive for the success, just realize "potential"
I think government needs to be included in the collaborative partnerships.
I worry that as much as we focus on being "successful," we might overlook learning for the sake of learning or allowing the type of failures that many historical geniuses faced.
I would like to see more support to allow students to achieve a level of excellence, not just a mediocre level of "success"
I would reference both efficient and effective delivery of education!
I'd still add "schools" to part 3
In addition to establishing high expectations for educators, include that the educators meet those expectations.
Include word "competitor"
perhaps some reference to "adapting for the future"
provided at low or no cost
Raising expectations
Rigorous scholarship
still add the word "quality" before programs and courses

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Strong students
Students realizing their potential... Students discovering their talents...
Thanks for letting me see them all together - good idea! I'd break #2 into two parts. Maybe you just wanted 3 goals but I feel it is addressing two different educational domains.
The mission describes "all aspects of life" not sure that schools can do that.
The word "establish" in Goal 2 gives the impression that Nebraska does not currently have high expectations for all educators. This implies that our current expectations for educators are lacking. I disagree with this implication.
This should be 1 goal in three parts not three individual goals
To maximize each students potential.
Too much in one goal
Too wordy and too much included in one statement.
very wordy
What about "impower" rather than "inspire"?
Yes the vision could be included under these goals if they're reworded.
"inspire" will be difficult to assess
Again, I'd leave out "inspire." I can't recall that school inspired me, but I thought it was worthwhile enough that I earned a PhD.
goal 2 should be rewritten. Exceeding the communities expectations to provide a quality education which includes support, resources, .....
If the language is revised, I believe you are heading in the right direction. Please consider some of my previous thoughts.
If the language is revised, I believe you are heading in the right direction. Please consider some of my previous thoughts.
Opportunity, exposure, and possibility.
Provide programs and courses that are engaging, inspiring and prepare all Nebraskans for success in learning, work and life; (2) Establish high expectations for all educators and provide support and resources to create active, positive, safe and successful learning environments and (3) Develop systems of support that build collaborative partnerships among the entire educational community including individuals, families, businesses and organizations.
Statement is too long and redundant
the goals lack inspiration, they are perfunctory, suggest adding at least one goal that is inspirational,
Vision & goals are NOT synonymous words
What is our priority? I suggest a statement that indicates that our priority is "in the classroom".
I agree with the general idea behind the wording but I think the goals need to be reworded slightly (as addressed in other comments) so that the goals are clearer.
i want to see the goals separate, clear, and short. Not to be combined.
In #1, there should be a statement about providing experiences, programs, and academic courses founded on sound scholarly research and sound professional practices.
Need to define who is Providing, Establishing, and Developing.

## Every Nebraskan Educated for Success

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Specifically limit language that implies or states "all" and revise to state public educators and public educated students
Still think educators need to be specified in the third goal
Item 3 reference "systems of support" does not describe what those might be. Education already has in place functional organizations to do this, i.e., government, NDE, businesses. We don't need new tax paid employees or departments to do this. Just intelligent leaders in existing structures who talk and work with those in educational programs etc.
seems like the goals should be streamlined as a whole they seem like a lot to tackle
Significance, being of importance, not necessarily meeting "benchmarks". Life skills are hard to define within boundaries of "success", as discussed in previous comments.
Is it programs and courses that are really important or "opportunities that inspire and prepare"?
Why don't you keep it simple:Goal: Educate Nebraska's students to the best of their abilitie in support of their future life goals. You don't need to impress the average Nebraskan with bureau-speak.

Testifiers at Public Hearings

October 6, 2014 – Omaha Public Hearing

<b>Name</b>	<b>Organization representing</b>
Jim Krieger	Nebraska's Early Childhood Business Roundtable
Donald Kleine	Douglas County and Fight Crime: Invest in Kids
Mark Musick	Mission: Readiness, Military Leaders for Kids
Samuel Meisels	Buffett Early Childhood Institute
Jim Sutfin	Millard Schools
Chris Rodgers	Creighton University
Galen Boldt	STANCE Schools Taking Action for Nebraska Children's Education
Frank Harwood	GNSA Greater Nebraska Schools Association
Carly Costanzo	Educare of Omaha
Mary Angus	Self
Devon Thorpe	Educare of Omaha
Katrina Burton	Self
Ashley Carroll	Action for Healthy Kids
Blane McCann	Westside Community Schools
Kelsey Dennis	Educare
Lamar Dodd	Educare
Eileen Vautravers	Nebraska Dyslexia Association
Jim Grotrian	Metropolitan Community College
Ean Garrett	Infinite 8 Institute
Adam Weinberg	Platte Institute for Economic Research
Roger Meyers	Self
Dean Folkers	Nebraska Department of Education
David Ludwig	ESU Coordinating Council
Dr. Kraig Lofquist	ESU 9 and ESU Coordinating Council
Linda Dickeson	Lincoln Public Schools
Mike Baumgartner	Coordinating Commission for Postsecondary Education
Susan Fritz	University of Nebraska System
Rob Dickson	Omaha Public Schools
Clarice Jackson	Voice Advocacy Center and Decoding Dyslexia Nebraska
Wendy Boyer	Greater Omaha Chamber
Andy Isaacson	Nebraska State Education Association
Gary Targoff	Nebraska Educational Television
Ted Stilwill	Learning Community of Douglas and Sarpy Counties
Thomas Locher	Nebraska Bar Foundation
Kirsten Case	Literacy Center for the Midlands
Jen Goettemoeller	First Five Nebraska
Jessie Rasmussen	Buffett Early Childhood Food
Cindy Copich	Self
Jim Enright	Self
Charles Friesen	Self

# Every Nebraskan Educated for Success

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## October 15, 2014 – Norfolk Public Hearing

<b>Name</b>	<b>Organization representing</b>
Darlene Merz	Nebraska Dyslexia Association
Dr. Liane Connelly	University of Nebraska Medical Center
Molly Aschoff	BlendEd Initiative
Michaele Carlson	BlendEd Initiative
Mary Beth Kabes	BlendEd Initiative
Leann Widhalm	Nebraska State Education Association
Connie Knoche	Lincoln Public Schools
Sandra Rosenboom	Crete Public Schools
Mark Zimmer	Norfolk Area Chamber of Commerce
Julie Moore	Nebraska Educational Technology Association
Sarah Ann Kotchian	Holland Children's Movement
Nolan Beyer	Millard Public Schools
Linda Richards	Ralston Board of Education
Matthew Blomstedt	Nebraska Department of Education
Jami Jo Thompson	Norfolk Public Schools
Troy Loeffelholz	Greater Nebraska Schools Association
Vern Fisher	STANCE (Schools Taking Action for Nebraska Children's Education)
Mary Lauritzen	Nebraska Coordinating Commission for Postsecondary Education
Kara Weander-Gaster	Nebraskans for the Arts

## October 16, 2014 – Broken Bow Public Hearing

<b>Name</b>	<b>Organization representing</b>
Bert Peterson	Self
Cheryl Reed	Self
Robin Stevens	Self
Nancy Fulton	Nebraska State Education Association
Craig Hicks	ESU 13
Gordon Roethemeyer	ESU Coordinating Council
Michelle Arehart	Kearney Public Schools
Travis Miller	Bayard Public Schools
Tip O'Neill	Association of Independent Colleges and Universities of Nebraska
Scott Jones	ESU 16
John Stritt	Network Nebraska Advisory Group and TriValley Distance ED
Brian Maher	GNSA Greater Nebraska Schools Association
Richard Katt	Nebraska Department of Education
Virgil Harden	Grand Island Public Schools

Participants in Roundtable Discussions

September 5, 2014 - Roundtable

**9:00 – 10:15am**

Jon Habben – Nebraska Rural Community Schools Association

Ron Withem – University of Nebraska

Jim Vokal – Platte Institute

Jessica Kolterman – Nebraska Farm Bureau

Michael Chittenden – ARC of Nebraska

Dr. Mike Dulaney – Nebraska Council of School Administrators

Bob Eppler – AARP of Nebraska

**10:30 – 11:45am**

Nancy Fulton – Nebraska State Education Association

Dennis Baack – Nebraska Community College System

Richard Baier – Nebraska Bankers Association

Patrick Slattery – Superintendent of Schools for Archdiocese of Omaha

Jen Goettemoeller – First Five of Nebraska

Mike Lucas – STANCE (Schools Taking Action for Nebraska Childrens' Education)

Becky Gould – Nebraska Appleseed

**1:00 – 2:15pm**

Rachel Wise – Nebraska State Board of Education

Tip O'Neill – Association of Independent Colleges and Universities

Ron Sedlacek – Nebraska State Chamber of Commerce

Laura Field – Nebraska Cattlemen

Dr. Mike Baumgartner – Nebraska Coordinating Commission for Postsecondary Education

Ted Stilwill – Learning Community of Douglas and Sarpy Counties

Dave Ludwig – ESU Coordinating Council

**2:30-3:45pm**

Troy Loeffelholz – Greater Nebraska Schools Association

Stan Carpenter – Nebraska State College System

Jim Partington – Nebraska Restaurant Association

David Lostroh – Nebraska Christian Home Educators

Carol Schooley – Nebraska Farmers Union

Sara Forrest – Voices for Children in Nebraska

Jennifer Jorgenson – Nebraska Association of School Boards

*\* Renee Fry from Open Sky Policy Institute was invited, but unable to attend*

# Every Nebraskan Educated for Success

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## November 17, 2014 - Roundtable

### **10:15 – 11:15am**

Harvey Perlman – University of Nebraska – Lincoln

Deborah Smith-Howell – University of Nebraska – Omaha

Doug Kristensen – University of Nebraska – Kearney

Dr. Delle Davies – University of Nebraska Medical Center

Ronnie Green – University of Nebraska Institute of Agriculture and Natural Resources

Curt Frye – Wayne State College

### **11:30 – 12:30pm**

Dr. Jody Tomanek - Mid-Plains Community College

Dr. Michael Chipps - Northeast Community College

Dr. Terry Gaalswyk - Western Community College

Jim Grotrian - Metropolitan Community College

### **1:30 – 2:30pm**

Mary Hawkins - Bellevue University

Marilyn Moore - Bryan College of Health Sciences

Maryanne Stevens - College of Saint Mary

Tricia Sharrar - Creighton University

Don Jackson - Hastings College

Steve Eckman - York College

### **2:45 – 3:45pm**

Shonna Dorsey - Interface: The Web School

Linda Melia - Xenon International Academy II

Jeremy Brunssen - Kaplan University

Steve Kollar - ITT Tech

## Resources

### Educational Philosophy

**Yong Zhao (EN Thompson Lecture at the Lied on 3/18/14)**

<http://mediahub.unl.edu/media/3649> - video of Catching Up or Leading the Way: American Education in the Age of Globalization

**Diane Ravitch**

<http://cityclubvideo.wordpress.com/2012/10/15/diane-ravitch/#more-622> – video of Two Visions for Chicago’s Schools

**Drew Gilpin Faust (President of Harvard University)**

<http://www.charlierose.com/watch/60366443> - video of Charlie Rose interview

**Mike Rose (Book Recommended by Senator Kolowski)**

[http://www.mikeroosebooks.com/Why\\_School\\_.html](http://www.mikeroosebooks.com/Why_School_.html) - book website for Why School?

**John I. Goodlad (Book Recommended by Senator Kolowski)**

<http://www.wce.wvu.edu/Resources/CEP/eJournal/v003n001/a009.shtml> - review of What Schools Are For

<https://www.youtube.com/watch?v=yoWsdBnwQIM> - video of Teaching as if Democracy Matters

**Gary Marx (Senator Kolowski expressed interest in the trends from the upcoming book)**

<http://www.edweek.org/ew/marketplace/books/twenty-one-trends-for-the-21st-century.html> - ordering information for the upcoming book 21 Trends for the 21<sup>st</sup> Century: Out of the Trenches and into the Future

<http://www.edweek.org/media/overview-trends-front-2011.pdf> - overview of the 2011 Sixteen Trends: Their Profound Impact on Our Future

**Paul Tough (Book Recommended by Mark Evans [OPS])**

[http://www.nytimes.com/2012/08/26/books/review/how-children-succeed-by-paul-tough.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2012/08/26/books/review/how-children-succeed-by-paul-tough.html?pagewanted=all&_r=0) – review of How Children Succeed

**Michael Fullan (Recommended by Vern Fisher [South Sioux] & John Skretta [Norris])**

<http://www.michaelfullan.ca> - videos and other resources

**Andy Hargreaves (Recommended by Vern Fisher [South Sioux] & John Skretta [Norris])**

<http://www.andyhargreaves.com> – video on leadership & book ads

<http://www.ascd.org/publications/educational-leadership/apr04/vol61/num07/The-Seven-Principles-of-Sustainable-Leadership.aspx> - article with Dean Fink “The Seven Principles of Sustainable Leadership”

**Bob Marzano (Recommended by Vern Fisher [South Sioux] & John Skretta [Norris])**

# Every Nebraskan Educated for Success

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<http://www.marzanoresearch.com/resources/tips> - links to tips and book details

## **Public Agenda**

<http://www.publicagenda.org/pages/failure-is-not-an-option> - Ohio High Performing High Poverty Schools

<http://www.publicagenda.org/pages/hiring-and-higher-education> - report on relationship between postsecondary education and skills gap

<http://invisibledream.org/> - report on conversation about the American dream

<http://www.publicagenda.org/pages/seven-practices-of-enlightened-leadership-in-higher-education> - report on postsecondary leadership

## **Education Commission of the States**

<http://www.ecs.org/docs/RevvngEdEngine.pdf> - report on aligning education, workforce, and economic development

## **Education Week**

<http://www.edweek.org/ew/qc/index.html?intc=thed> – website for Quality Counts

## Nebraska

### **Nebraska Legislature’s Planning Committee**

[http://nebraskalegislature.gov/pdf/reports/committee/select\\_special/lpc2013.pdf](http://nebraskalegislature.gov/pdf/reports/committee/select_special/lpc2013.pdf) - Goal on page 9 before report, Data at a Glance on pages 4-5 of report, Discussion on pages 14-15, Data on page 66-82

### **Nebraska’s P-16**

<http://p16.nebraska.edu/goals.html> - Goals

### **Nebraska Coordinating Commission for Postsecondary Education**

<http://www.ccpe.state.ne.us/PublicDoc/Ccpe/CompPlan/compPlanRev0407.pdf> - Comprehensive Statewide Plan for Postsecondary Education

<http://www.ccpe.state.ne.us/PublicDoc/Ccpe/Reports/progressReport/14> - 2014 Nebraska Higher Education Progress Report

### **Nebraska State College System**

<http://www.nscs.edu/StratPlan.html> - Strategic Plan

### **University of Nebraska**

<http://nebraska.edu/docs/StrategicFramework.pdf> - Strategic Framework

### **Nebraska State Board of Education**

<http://www.education.ne.gov/StateBoard/Goals.html> - Board Goals

# Every Nebraskan Educated for Success

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## **Nebraska Community College System**

<http://www.ncca.ne.gov/ncss/history.htm> - Overview includes Role & Mission

<http://www.nebraskalegislature.gov/laws/statutes.php?statute=85-962> – Instructional and Service Priorities Statute

<http://www.nebraskalegislature.gov/laws/statutes.php?statute=85-960.01> – Statute – Applied Research Permitted

<http://www.nebraskalegislature.gov/laws/statutes.php?statute=85-960.02> – Statute – Primary Institutions for Foundations Education

## **Omaha Public Schools**

<http://district.ops.org/DEPARTMENTS/GeneralFinanceandAdministrativeServices/DistrictCommunications/NewsRoom/tabid/2336/articleType/ArticleView/articleId/937/Public-Comment-Period--OPS-Draft-Strategic-Plan.aspx> - link to Draft Strategic Plan

## US and Other States

### **US Department of Education**

<https://www2.ed.gov/about/reports/strat/plan2014-18/draft-strategic-plan.pdf> - Draft Strategic Plan for 2014-18

### **Delaware**

<http://www.vision2015delaware.org/wp-content/uploads/2011/08/Vision-Plan-Summary.pdf> - Vision 2015 Executive Summary

### **Massachusetts (Seeking Race to the Top Funding)**

<http://www.doe.mass.edu/research/reports/0410strategicplan.pdf> - Report to the Legislature: Department of Elementary and Secondary Education's Strategic Plan 2010

### **Ohio Department of Education**

<http://linksandthreads.com/StrategicPlan4Ohio.pdf> - Ohio's Promise 10 Year Strategic Plan 2009

### **Virginia Department of Education**

<http://www.doe.virginia.gov/boe/plan/comprehensiveplan.pdf> - Board of Education Comprehensive Plan: 2012-2017

### **Texas**

[http://www.oph.fi/download/135542\\_learning\\_and\\_competence\\_2020.pdf](http://www.oph.fi/download/135542_learning_and_competence_2020.pdf) - P-16 College Readiness

[file:///C:/Users/tbarry/Downloads/1201-2010%20P-16%20Legislative%20Report%20\(1\).pdf](file:///C:/Users/tbarry/Downloads/1201-2010%20P-16%20Legislative%20Report%20(1).pdf) – 2010 Progress Report

### **Hawaii**

<http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/home.aspx> - Strategic Plan

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## **Indiana**

[http://www.in.gov/icc/files/Indiana\\_Career\\_Council\\_Progress\\_Report-Final.pdf](http://www.in.gov/icc/files/Indiana_Career_Council_Progress_Report-Final.pdf) - Career Council Progress Report 2013

## **International**

### **Andreas Schleicher (OECD and Speaker at NCSL)**

<https://www.youtube.com/watch?v=7Xmr87nsl74> – video of Use Data to Build Better Schools

<http://www.thefivethings.org/andreas-schleicher/> - Five Things I've Learned

### **Finland**

[http://www.oph.fi/download/135542\\_learning\\_and\\_competence\\_2020.pdf](http://www.oph.fi/download/135542_learning_and_competence_2020.pdf) - Strategy of the Finnish National Board of Education

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/03/24/the-brainy-questions-on-finlands-only-high-stakes-standardized-test/> - Washington Post Article – Pasi Sahlberg

### **Kiribati**

<http://en.wikipedia.org/wiki/Kiribati> - Description of the Independent and Sovereign Republic of Kiribati

<http://www.paddle.usp.ac.fj/collect/paddle/index/assoc/kir008.dir/doc.pdf> - Ministry of Education Strategic Plan 2008-2011

### **Kenya**

<http://www.education.go.ke/ShowPage.aspx?department=1&id=7> – Ministry of Education Vision

<http://www.education.go.ke/Documents.aspx?docID=1650> – Link to Download Strategic Plan

## **Selected Nebraska Constitutional and Statutory Provisions**

### **Constitution**

<http://www.nebraskalegislature.gov/laws/articles.php?article=VII-1> – Free Instruction

<http://www.nebraskalegislature.gov/laws/articles.php?article=VII-2> – Department of Education

<http://www.nebraskalegislature.gov/laws/articles.php?article=VII-3> – State Board of Education

<http://www.nebraskalegislature.gov/laws/articles.php?article=VII-4> – Commissioner of Education

<http://www.nebraskalegislature.gov/laws/articles.php?article=VII-10> – Board of Regents

<http://www.nebraskalegislature.gov/laws/articles.php?article=VII-11> – Public Funds, Handicapped Children, Sectarian Instruction, and Religious Tests

<http://www.nebraskalegislature.gov/laws/articles.php?article=VII-12> – Reform of Minors

<http://www.nebraskalegislature.gov/laws/articles.php?article=VII-13> – State College Board

<http://www.nebraskalegislature.gov/laws/articles.php?article=VII-14> – Coordinating Commission

## **P-12 Statutes (Intent, Findings, Purpose, Mission)**

- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-101> – Mission of Public School System
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-503> – Legislative Intent for Year-Round Schools
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-530> – Legislative Findings Regarding Parental Involvement
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-702> – Legislative Intent for Public School System
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-703> – Legislative Intent for Approval and Accreditation
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-718> – Legislative Intent for Junior Mathematics Prognosis Examination
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-724> – American Citizenship; Committee on Americanism; Required Instruction; Patriotic Exercises
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-725> – Character Education
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-748> – Legislative Findings and Intent Regarding Global Competition and Fundamentally Restructuring Education
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-760.01> – Academic Content Standards
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-773> – Legislative Findings Regarding Leadership and Career Education Student Organizations
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-775> – Purpose of the Center for Student Leadership and Extended Learning Act
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-777> – Career Academies
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-8,134> – Purpose of the Attracting Excellence to Teaching Program
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-8,137.02> – Purpose of the Enhancing Excellence in Teaching Program
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-1002> – Legislative Intent for TEEOSA
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-1083.01> – Legislative Intent Regarding Reductions in School District Budgets
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-10,137> – Legislative Findings Regarding School Breakfast and Lunch Programs
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-10,141> – Legislative Intent Regarding the Summer Food Service Program
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-1101> – Legislative Findings and Intent Regarding Early Childhood Education
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-1106> – Purpose of Learners with High Ability Provisions
- <http://nebraskalegislature.gov/laws/statutes.php?statute=79-1111> – Intent of Special Education Act

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<http://nebraskalegislature.gov/laws/statutes.php?statute=79-1137> – Findings and Intent Regarding Special Education Identification

<http://nebraskalegislature.gov/laws/statutes.php?statute=79-1189> – Findings Regarding Bridge Programs

<http://nebraskalegislature.gov/laws/statutes.php?statute=79-11,110> – Purpose of the Nebraska Center for the Education of Children who are Blind or Visually Impaired

<http://nebraskalegislature.gov/laws/statutes.php?statute=79-11,133> – Purpose of Adult Education Program

<http://nebraskalegislature.gov/laws/statutes.php?statute=79-1204> – Role and Mission of ESU's

## **Postsecondary Statutes (Mission, Findings, and Intent)**

<http://nebraskalegislature.gov/laws/statutes.php?statute=85-917> – Legislative Intent Regarding Postsecondary Education Role and Mission

<http://nebraskalegislature.gov/laws/statutes.php?statute=79-741> – Duties of State Board of Vocational Education (State Board of Education)

<http://nebraskalegislature.gov/laws/statutes.php?statute=79-744> – Additional Duties of State Board of Vocational Education

<http://nebraskalegislature.gov/laws/statutes.php?statute=85-102.02> – University Program Responsibilities

<http://nebraskalegislature.gov/laws/statutes.php?statute=85-161> – Nebraska Forrest Service Mission

<http://nebraskalegislature.gov/laws/statutes.php?statute=85-308> – Purpose of State Colleges

<http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-936> – University Statewide Responsibility for Public Service

<http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-937> – University Sole Responsibility for Specified Degree Programs

<http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-938> – University Encouraged to Maintain Single Graduate College

<http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-939> – University Statewide Responsibility for Continuing Education

<http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-941> – University Sole Responsibility Unless Otherwise Provided

<http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-942> – University Mission and Priorities

<http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-943> – University May Continue Specified Associate, Certificate, and Diploma Programs

<http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-944> – University Health Profession Priorities

<http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-945> – UNO Urban Oriented Programs

<http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-946> – UNL Doctoral and Postdoctoral Programs

<http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-946.01> – UNL Research

<http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-947> – UNMC Health Related Programs

<http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-947.01> – UNK Programs

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- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-948> – University Sole Responsibility Health Programs
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-950> – State Colleges Regional Responsibility
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-951> – State Colleges Priorities
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-952> – State Colleges Programs
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-953> – State Colleges Research
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-954> – State Colleges Graduate Degrees
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-956> – Chadron Programs
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-957> – Peru Programs
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-958> – Wayne Programs
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-959> – Community Colleges Role and Mission
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-960> – Community Colleges Public Service
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-960.01> – Community Colleges Applied Research
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-960.02> – Community Colleges Foundations Education
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-961> – Community Colleges Responsibility for Courses
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-962> – Legislative Intent for Community College Priorities
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-963> – Community Colleges Academic Transfer
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-964> – Community Colleges Academic Course Instruction
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-965> – Community Colleges Contracting for Education Programs
- <http://nebraskalegislature.gov/laws/statutes.php?statute=85-966.01> – Conditions for Legislative Changes to Role and Mission
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-9,133> – Legislative Findings Regarding Financial Aid
- <http://uniweb.legislature.ne.gov/laws/statutes.php?statute=85-9,168> – Legislative Findings Regarding Discriminatory Practices
- <http://www.nebraskalegislature.gov/laws/statutes.php?statute=85-9,178> – Legislative Findings and Intent Regarding Student Diversity Scholarships
- <http://www.nebraskalegislature.gov/laws/statutes.php?statute=85-1001> – Legislative Intent Regarding the Nebraska Safety Center at UNK
- <http://www.nebraskalegislature.gov/laws/statutes.php?statute=85-1202> – Legislative Findings Regarding NCAA as a Private Monopoly
- <http://nebraskalegislature.gov/laws/statutes.php?statute=85-1413> – Comprehensive Statewide Plan
- <http://nebraskalegislature.gov/laws/statutes.php?statute=85-1414> – Program and Capital Construction Review by CCPE

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<http://www.nebraskalegislature.gov/laws/statutes.php?statute=85-1421> – Legislative Intent for Uniform Institutional Information

<http://www.nebraskalegislature.gov/laws/statutes.php?statute=85-1428> – Legislative Findings Regarding Economic Expansion and Diversification and Postsecondary Priorities

<http://www.nebraskalegislature.gov/laws/statutes.php?statute=85-1501> – Community Colleges Intent and Purpose

<http://www.nebraskalegislature.gov/laws/statutes.php?statute=85-1602> – Purpose of the Private Postsecondary Career School Act

<http://www.nebraskalegislature.gov/laws/statutes.php?statute=85-2302> – Findings and Intent Regarding the In the Line of Duty Dependent Education Act

<http://www.nebraskalegislature.gov/laws/statutes.php?statute=85-2402> – Purpose of the Postsecondary Institution Act

