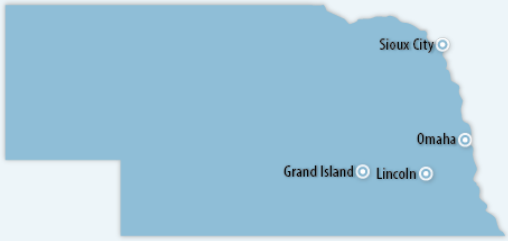
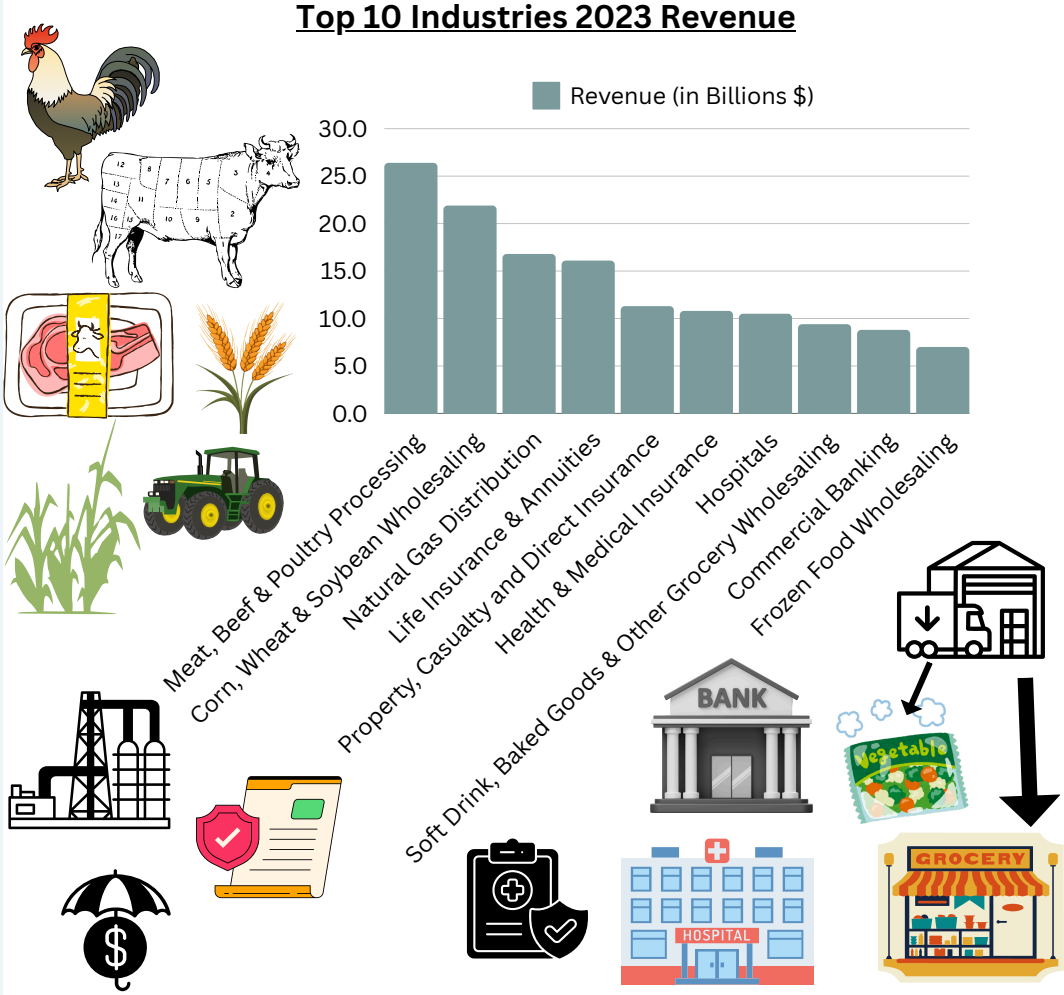
State Profile: Nebraska



Nebraska

What are Nebraska's Largest Industries by Revenue?

Top 10 Industries 2023 Revenue



Population in Nebraska Top 25 Counties

Region - 2023 Population

Douglas - 600.1k
Lancaster - 330.8k
Sarpy - 200.5k
Hall - 62.7k
Buffalo - 50.8k
Dodge - 37.8k
Scotts Bluff - 35.9k
Madison - 35.7k
Platte - 35.2k
Lincoln - 33.6k
Adams - 30.7k
Cass - 27.9k
Dawson - 24.2k
Saunders - 24.0k
Dakota - 22.5k
Gage - 21.7k
Washington - 21.2k
Seward - 18.0k
Otoe - 15.9k
York - 14.9k
Saline - 14.3k
Red Willow - 10.6k
Box Butte - 10.4k
Colfax - 10.4k
Custer - 10.2k

Nebraska Demographics

Education Level (%)

Bachelors or higher - 36
Other - 64

Race (%)

White - 76.7
Hispanic - 12.3
Black - 5.1
Other - 3.1
Asian - 2.8

Top Companies in Nebraska

Top 10 Companies in Nebraska by Employment

Company | 2023 Employment | 2023 Employment %

1. University of Nebraska | 16,000 | 1.5%
2. Walmart Inc. | 13,009 | 1.2%
3. Berkshire Hathaway Inc. | 11,990 | 1.1%
4. CHI Health | 10,285 | 0.9%
5. Offutt Air Force Base | 10,000 | 0.9%
6. Valley Health System | 9,042 | 0.8%
7. Nebraska Medicine | 9,000 | 0.8%
8. Omaha Public Schools | 7,000 | 0.6%
9. Tyson Foods, Inc. | 4,000 | 0.4%
10. Fiserv, Inc. | 4,000 | 0.4%

Industries by Sector

Construction

Education and Health Services

- Educational Services
- Health Care and Social Assistance

Financial Activities

- Finance and Insurance
- Real Estate and Rental and Leasing

Information

Leisure and Hospitality

- Arts, Entertainment, and Recreation
- Accommodation and Food Services

Manufacturing

Natural Resources and Mining

- Agriculture, Forestry, Fishing, and Hunting
- Mining, Quarrying, and Oil and Gas Extraction

Other Services (except Public Administration)

Professional and Business Services

- Professional, Scientific, and Technical Services
- Management of Companies and Enterprises
- Administration, Business Support and Waste Management Services

Trade, Transportation, and Utilities

- Wholesale Trade
- Retail Trade
- Transportation and Warehousing
- Utilities

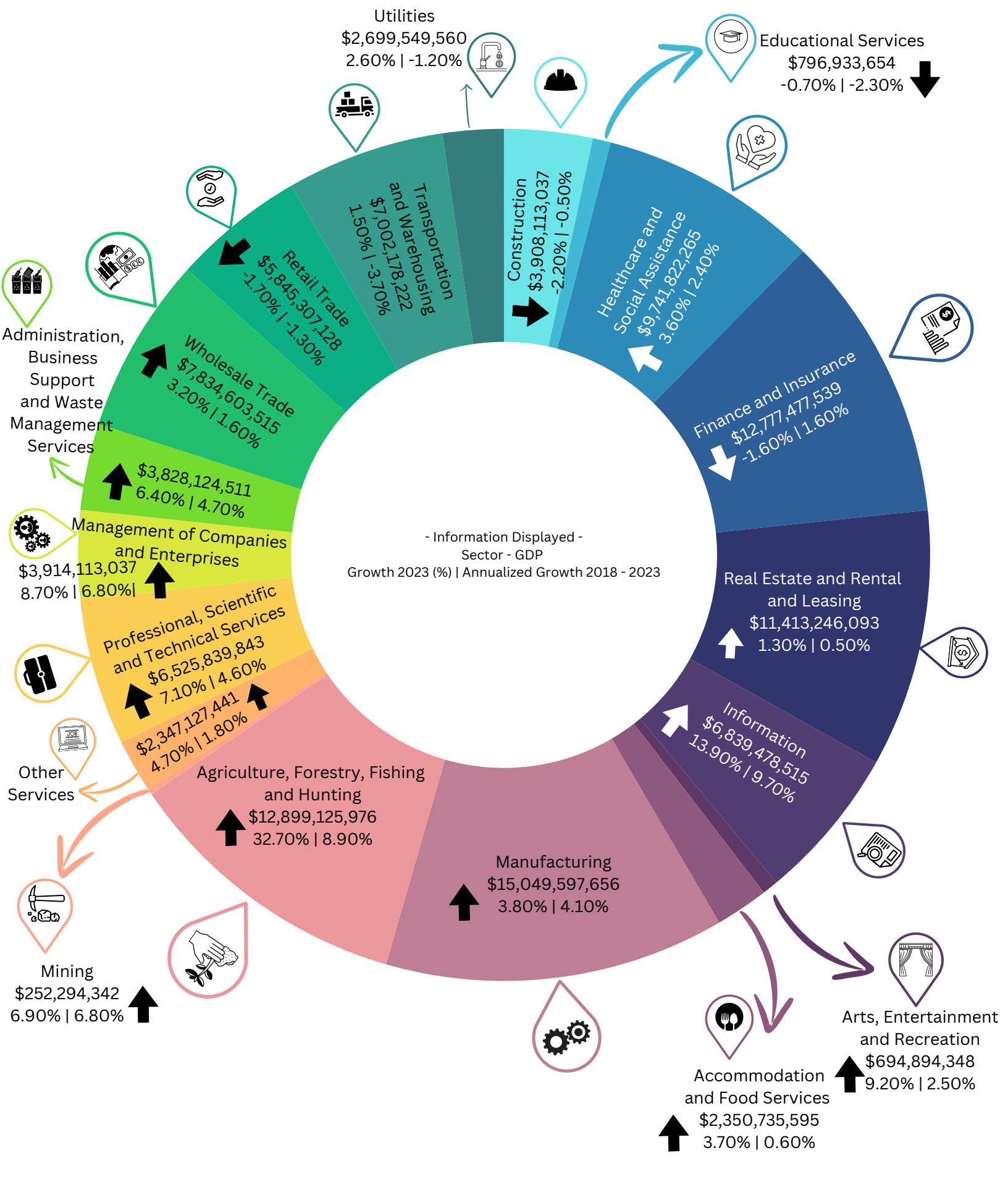
Federal, State, and Local Government

https://www.bls.gov/regions/economic-summaries.htm

Nebraska Gross Domestic Product (GDP) by Sector

State Profile: Nebraska

GDP trends by sector are an important indicator of which sectors are contributing the most value-add to the state's economy, in addition to how the state economy is evolving over time.



State Profile: Nebraska

Nebraska Employment by Sector

Employment trends by sector are an important indicator of which sectors are growing or contracting most rapidly relative to the state economy as a whole.

- Information Displayed Below -
Sector - Employment # - Growth 2023 trending UP or DOWN

- **Healthcare and Social Assistance - 162,616** ↑
- **Retail Trade - 127,559** ↓
- **Administration, Business Support and Waste Management Services - 103,089** ↑
- **Manufacturing - 101,013** ↓
- **Accommodation and Food Services - 87,849** ↑
- **Finance and Insurance - 77,790** ↑
- **Professional, Scientific and Technical Services - 75,994** ↑
- **Construction - 65,167** ↓
- **Educational Services - 60,375** ↓
- **Other Services (except Public Administration) - 49,677** ↑
- **Wholesale Trade - 46,332** ↓
- **Transportation and Warehousing - 44,262** ↑
- **Real Estate and Rental and Leasing - 30,002** ↑
- **Arts, Entertainment and Recreation - 25,638** ↑
- **Information - 24,586** ↓
- **Agriculture, Forestry, Fishing and Hunting - 3,345** ↑
- **Utilities - 1,663** ↓
- **Mining - 1,138** ↓

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State Profile: Nebraska

Connecting Career Paths to the Top 10 Industries

Meat, Beef & Poultry Processing | Corn, Wheat & Soybean Wholesaling | Natural Gas Distribution | Life Insurance & Annuities | Property, Casualty and Direct Insurance | Health & Medical Insurance | Hospitals | Soft Drink, Baked Goods & Other Grocery Wholesaling | Commercial Banking | Frozen Food Wholesaling

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Nebraska Social Studies Standards

Elementary - Middle School - High School

Standard	Career Path and Industry	Potential Lesson Plan/Idea

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Nebraska Social Studies Standards

High School - Geography

Standard	Career Path and Industry	Potential Lesson Plan/Idea
Location and Place SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface. SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features. For example: population density and distribution, world climate regions, city categorization, natural resource deposits, agricultural hearths, croplands, structure of communities, highway and rail networks SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes. For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber's Least Cost Theory, Von Thunen Model of Land Use		
Regions SS HS.3.2 Evaluate how regions form and change over time. SS HS.3.2.a Analyze physical and human processes that shape places and regions. For example: historical influences, current events, natural disasters, climate change, conflicts, natural processes (erosion, plate tectonics), relationships and connections SS HS.3.2.b Examine the importance of places and regions to individual and social identity and how identities change over space and time. For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration, urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland) SS HS.3.2.c Evaluate the interdependence of places and regions. For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory		
Human-Environment Interactions SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings. SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments. For example: atmosphere, lithosphere, biosphere, and hydrosphere, plate tectonics/continental drift, global ocean systems, atmospheric systems, natural disasters, Earth's orbit, seasonal changes in ice coverage, greenhouse effect SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment. For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification		

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Nebraska Social Studies Standards

High School - Geography

Standard	Career Path and Industry	Potential Lesson Plan/Idea
Movement S HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects. For example: urban models, Demographic Transition Model, rural organization (long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert's Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization. For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries. For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology		
Geospatial Skills and Geo-literacy SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions. SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future. For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, and developing action plan SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems. For example: Examine how geospatial technologies (such as GIS [Geographic Information Systems] and remote sensing) and geographic knowledge (such as geopolitics) can be applied to better understand the world, address issues, and make spatial decisions (such as determining market potential, optimum usage of irrigation and fertilizers, or mapping public health outbreaks to determine source). SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data. For example: use maps (paper, digital, and mental), atlases, Global Positioning System (GPS), Geographic Information Systems (GIS), remote sensing, and forms of quantitative/qualitative data, analyze a map to determine appropriate use of scale, evaluate strengths and weaknesses of different map projections		

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Nebraska Social Studies Standards

Middle School - Grade 6 World Studies I

Standard	Career Path and Industry	Potential Lesson Plan/Idea
Geography - Location and Place SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface. SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon) SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires. For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron		
Geography - Human Environment Interaction SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings. SS 6.3.3.a Describe the impact of natural processes on the human and physical environments. For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment. For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources		
Geography - Movement SS 6.3.4 Interpret and summarize patterns of culture around the world. SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements. For example: characteristics of river civilizations SS 6.3.4.b Explain how cultural diffusion occurs. For example: trade routes, migration, conquest/empire building		
Civics - Forms and Functions of Government SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions. SS 6.1.1.a Analyze the different forms of government through the study of early civilizations. For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy SS 6.1.1.b Identify the development of written laws and artifacts. For example: Code of Hammurabi, Greek Democracy, Axumite, Confucius, Ten Commandments, Indian deities SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history. For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy SS 6.1.1.d Investigate important government principles. For example: democracy, rule of law, justice, equality, toleration		
Civics - Civic Participation SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens. SS 6.1.2.a Describe ways individuals participate in the political process. For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today. For example: military service, voting, civic engagement, decision making, leadership		

Powerful Geography

State Profile: Nebraska

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Nebraska Social Studies Standards

Middle School - Grade 6 World Studies I

Standard	Career Path and Industry	Potential Lesson Plan/Idea
Economics - Economic Decision Making SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society. SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations. For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert SS 6.2.1.b Examine how social and governmental decisions impact economic well-being. For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.		
Economics - Exchange and Markets SS 6.2.3 Explain the interdependence of producers and consumers. SS 6.2.3.a Identify producers and consumers for Ancient civilizations. For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies. SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs. For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.		
History - Change, Continuity, and Context SS 6.4.1 Analyze patterns of continuity and change over time in world history. SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. For example: Chavin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. For example: Hammurabi's Code, symbols of world religions		
History - Multiple Perspectives SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events. SS 6.4.2.a Identify evidence from multiple perspectives and sources to better understand the complexities of world history. For example: Macedonian Empire, Persian Empire SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event. For example: foundational texts of world religions		

Powerful Geography

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Nebraska Social Studies Standards

Middle School - Grade 6 World Studies I

Standard	Career Path and Industry	Potential Lesson Plan/Idea
History - Multiple Perspectives SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives. For example: religious, ethnic and racial groups SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world. For example: inclusion of non-Eurasian civilizations		
History - Historical Analysis and Interpretation SS 6.4.4 Interpret and evaluate sources for historical context. SS 6.4.4.a Compare and contrast primary and secondary sources of history. For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era. SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues. For example: agriculture, technology, written laws		
History - Historical Inquiry and Research SS 6.4.5 Apply the inquiry process to construct and answer historical questions. SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources. For example: What defines an empire? SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources. For example: Hammurabi's Code, Twelve Tables SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources. For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation		