

**Nebraska Statewide Workforce & Educational Reporting System (NSWERS)
Executive Council Business Meeting Notification and Agenda**

January 31, 2024, 1:30 p.m.

NDE Boardroom, 500 S. 84th Street, First Floor, Lincoln, NE 68510

Publicized notice of the Executive Council meeting was given by posting the date, time, and location on the NSWERS.org website.

- 1. CALL TO ORDER** – President Paul Turman called the meeting to order at 1:31 p.m.

Roll Call

Roll Call showed the following Executive Council members in **attendance**:

Chancellor Paul Turman, NSWERS President

President Paul Illich, NSWERS Vice-President

Commissioner Brian Maher, NSWERS Secretary/Treasurer

Chief of Staff/Corporation Secretary Phil Bakken, NSWERS Member

Announcement of the placement of the Open Meetings Act information

Dr. Turman announced that information regarding the Open Meetings Act is available in a binder outside of the NDE Board Room, posted at the back room, and also available on the NSWERS.org website.

1.1 PUBLIC COMMENT PERIOD

No public comment.

1.2 APPROVAL OF MEETING AGENDA

No agenda items were removed, added, or corrected.

Approval of the agenda as presented passed with a motion by Dr. Brian Maher, second by Dr. Paul Illich.

Mr. Phil Bakken	Yea
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Dr. Paul Illich	Yea
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Dr. Paul Turman	Yea
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Dr. Brian Maher	Yea
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1.3 Approve Minutes of NSWERS business meeting, October 25, 2023

Motion to approve the minutes of the October 25, 2023, NSWERS Executive Council Business meeting passed with a motion by Dr. Brian Maher, second by Dr. Paul Illich.

Dr. Paul Illich	Yea
Dr. Brian Maher	Yea
Mr. Phil Bakken	Abstain
Dr. Paul Turman	Yea

2. SPECIAL PRESENTATIONS AND DISCUSSIONS

2.1 The NSWERS Staff provided a presentation for the Special Report on Dual Enrollment for Nebraska Public Schools & Postsecondary Institutions which was recently completed. Also provided were presentations on two research briefs: one on the relationship between early reading proficiency and high school graduation and college going behavior; and the other on Employment Location (Talent Retention) in Nebraska.

Ongoing feedback and demonstrations to Executive Council members would be appreciated as the NSWERS team continues to progress through developing and implementing the remainder of the outcomes in insights+.

3. ITEMS FOR DISCUSSION AND/OR ACTION

3.1 Discuss, consider, and take all necessary action with respect to the fiscal year 2023 independent auditor’s report.

Motion to accept the fiscal year 2023 independent auditor’s report as presented passed with a motion by Dr. Paul Illich and seconded by Mr. Phil Bakken.

DISCUSSION: Per the report, the findings were unremarkable, which is the desired outcome of an auditor’s report.

Mr. Phil Bakken	Yea
Dr. Brian Maher	Yea
Dr. Paul Turman	Yea
Dr. Paul Illich	Yea

3.2 Discuss, consider, and take all necessary action with respect to the procurement of public officials and cyber liability insurance.

Motion for the Executive Council to direct the Executive Director of NSWERS, in consultation with the President of NSWERS and legal counsel, and based on market conditions and organizational needs, to procure public officials and cyber liability insurance coverage. The motion was made by Dr. Brian Maher and seconded by Dr. Paul Illich.

Dr. Brian Maher	Yea
Dr. Paul Turman	Yea
Dr. Paul Illich	Yea
Mr. Phil Bakken	Yea

Due to the agenda items 3.3 through 3.5 calling for the Executive Council to receive, review, and discuss legal advice from the organization’s attorney, the Council will go into a closed session to maintain attorney-client privilege. The conversation is limited to receiving, reviewing, and discussing legal advice from the organization’s attorney regarding the three agenda items.

Motion for the Executive Council to enter closed session to receive, review, and discuss the legal advice from the organization’s attorney on each of the three relevant agenda items made by Mr. Phil Bakken and seconded by Dr. Paul Illich.

Dr. Paul Illich	Yea
Mr. Phil Bakken	Yea
Dr. Brian Maher	Yea
Dr. Paul Turman	Yea

The Executive Council went into closed session at 2:56pm.

Motion to come out of closed session passed with a motion by Dr. Brian Maher, seconded by Mr. Phil Bakken.

Dr. Brian Maher	Yea
Mr. Phil Bakken	Yea
Dr. Paul Turman	Yea
Dr. Paul Illich	Yea

The Executive Council came out of closed session at 3:55pm.

Motion to return to the regular meeting passed with a motion by Mr. Phil Bakken, seconded by Dr. Paul Illich.

Dr. Paul Illich	Yea
Dr. Paul Turman	Yea
Dr. Brian Maher	Yea
Mr. Phil Bakken	Yea

The Executive Council returned to the regular meeting at 3:55pm.

- 3.3** Receive, review, discuss, and take any necessary action related to legal advice from the organization’s attorney regarding the organization’s structure, foundational and organizational documents, decision making, and financing as an interlocal agency.
- 3.4** Receive, review, discuss, and take any necessary action related to legal advice from the organization’s attorney regarding the appropriate response to individual data opt-out requests and similar communications.

- 3.5 Receive, review, discuss, and take any necessary action related to legal advice from the organization’s attorney regarding the ongoing negotiations and proposals to extend the services agreement with the University.

Per the discussion in the closed session, a motion was made by Dr. Paul Turman to allow the Executive Director to enter into an extension of the services agreement with the University. Motion seconded by Dr. Paul Illich.

Dr. Paul Illich	Yea
Dr. Paul Turman	Yea
Dr. Brian Maher	Yea
Mr. Phil Bakken	Yea

4. EXECUTIVE DIRECTOR'S REPORT

Dr. Hastings, Executive Director, NSWERS made a brief presentation on behalf of himself and the Management Team. (See attached PowerPoint.)

Data Submission Calendar. NSWERS is moving along with the regular cadence of the data submission process, with February being a busy month with the four-year postsecondary institutions and the Nebraska Department of Education submitting data to be validated and certified.

NSWERS Data Submission Progress. Dr. Hastings provided an update regarding data submission progress for the partners. Great progress has been made, as indicated by the green “data certified” rows on the progress chart.

NSWERS Annual Report. As per LB 1130, the NSWERS Annual Report was delivered to the Governor and Nebraska Legislature on December 1, 2023. A printed copy is provided to the Executive Council in their folders.

NSWERS Advisory Committee. The NSWERS Advisory Committee will be meeting virtually on February 20, 2024, for a general update along with discussion on the Special Report on Dual Enrollment, two Research Briefs, and additional outcomes released into insights+ and for the future.

Dual Enrollment Report. The Special Report on Dual Enrollment is set for public release after review by the Management Committee, partner institutions, and the Executive Council. This report was discussed in depth earlier in the meeting and demonstrates a clear unique advantage of the NSWERS data system.

Addition of New Data Elements. Dr. Hastings provided an overview of the new data element request process, which is outlined in the NSWERS Data Management Policy. New data element proposals are first reviewed by the NSWERS staff, then the NSWERS Management Committee will determine their approval by the end of March. The proposals will go before the NSWERS Executive Council at the next business meeting for final approval. The NSWERS team is currently working with partners and Management Committee on the proposed changes and additions.

Additional Outcomes. Dr. Hastings reported that with the initial eight education and workforce outcomes nearing completion in their minimum viable product (MVP) stage, NSWERS is beginning to consider possibilities for additional outcomes.

NDOL Data Exchange Agreement. The original NDOL Data Exchange Agreement was executed January 20, 2021, and an amendment to the original agreement extends the data exchange through January 20, 2027, maintaining processes and procedures previously established.

NSWERS Synthetic Data Project. Dr. Hastings provided a brief update on the partnership with Georgetown University related to data privacy.

insights+ Technical Enhancements. A request for proposal (RFP) was completed and the contract was awarded to Don't Panic Labs of Lincoln, Nebraska, for insights+ technical enhancements. An expert, independent technical review of the methodological and analytic processes of insights+ is being conducted by Professor Jonathan Templin of the University of Iowa.

Data and Evaluation Requests. Dr. Hastings provided an update on the data and evaluation requests submitted to NSWERS. General data requests have been submitted by Avenue Scholars, the JET Foundation, and the University of Nebraska-Lincoln Mathematics Department. The Avenue Scholars request has been re-routed as an evaluation request. All six Nebraska Community Colleges have submitted their evaluation requests and initial data for the Peter Kiewit Foundation Vocational Scholarship Program, and a new evaluation request was submitted by Metropolitan Community College for the Nebraska Math Readiness Project.

NSWERS Strategic Plan Progress. Dr. Hastings gave an updated overall progress towards NSWERS Strategic Plan 2021-2023, which is updated quarterly prior to Executive Council meetings and available on the NSWERS website at www.nswers.org/progress. Overall Progress is at 89%, up 2% since October 2023; Goal 1 (Establish Data System) is at 96%; and Goal 2 (Evaluate Efficacy) is at 81%.

5. INFORMATION ITEMS AND REPORT

5.1 NSWERS Treasurer's Report – Dr. Brian Maher and Dr. Matt Hastings

Dr. Maher reported that he had a discussion with Dr. Hastings about the financial reports for NSWERS and turned it over for his discussion. Dr. Hastings mentioned that the cash balance noted in the report is the amount between the University and Foundation accounts, and it should be noted as we go forward into planning for the next three to five years.

6. ADJOURNMENT

Motion to adjourn the NSWERS Executive Council Business Meeting passed with a motion from Dr. Brian Maher, second by Mr. Phil Bakken.

Dr. Brian Maher	Yea
Dr. Paul Turman	Yea

Mr. Phil Bakken Yea
Dr. Paul Illich Yea

President Turman adjourned the meeting at 4:03 p.m.

At this time, a NSWERS Executive Council Meeting is scheduled to be held on April 24, 2024, at a time and place to be determined.

NSWERS Research Presentations

Katie Bieber and David Nguyen
Presentation to the NSWERS Executive Council
NDE Board Room, 500 S. 84th Street, 1st Floor, Lincoln, NE
January 31, 2024



Research topics

- Dual Enrollment Special Report
- Research Brief on Early Reading Proficiency
- Research Brief on Talent Retention


Unique Value Opportunities

1. Leverage NSWERS longitudinal data to inform decision making about education/workforce outcomes
2. Resource to generate evidence on policy and administrative priorities
3. Unprecedented opportunity to evaluate of state, federal, and privately funded education/workforce programs

NEBRASKA STATEWIDE WORKFORCE &
EDUCATIONAL REPORTING SYSTEM

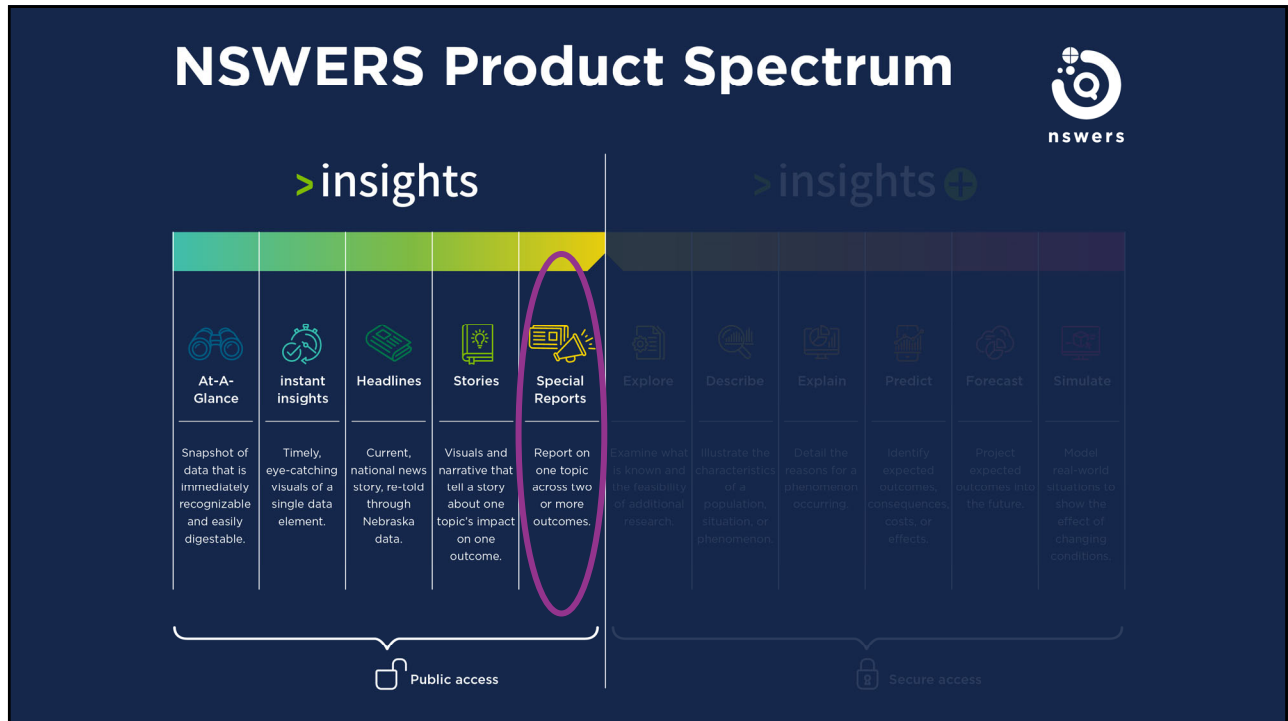
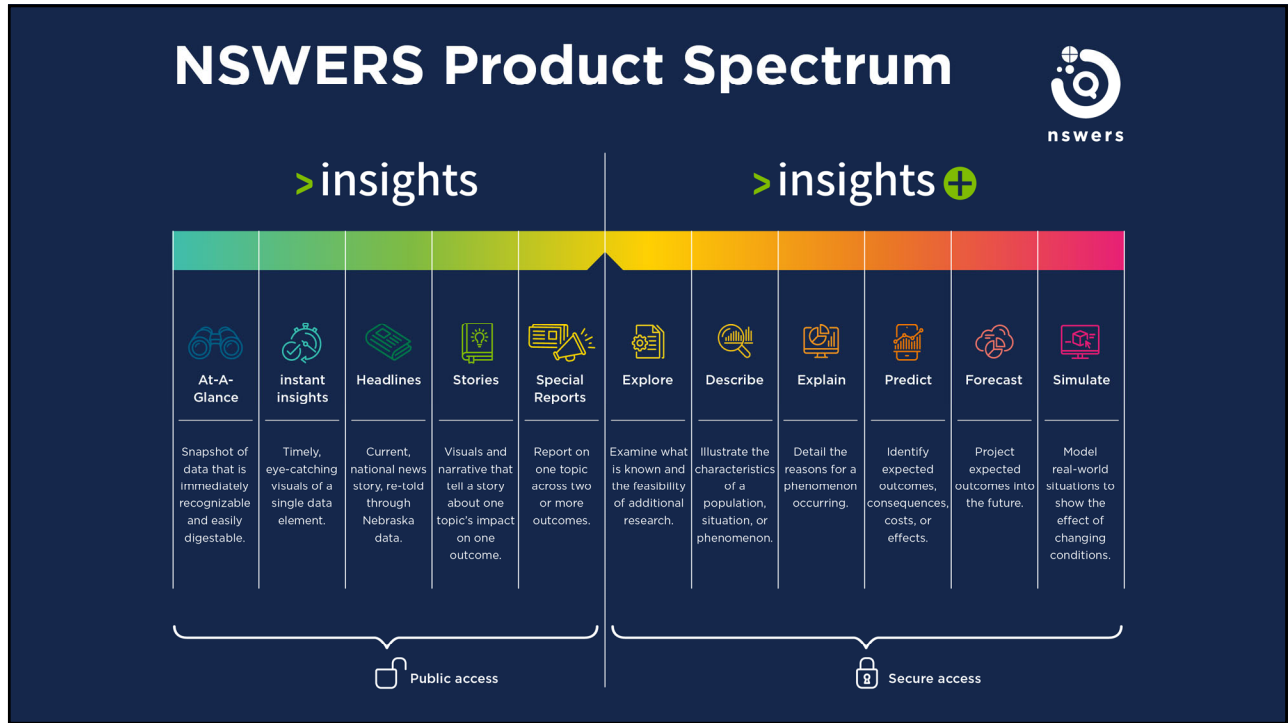
DUAL
ENROLLMENT
SPECIAL REPORT

FOR NEBRASKA PUBLIC SCHOOLS &
POSTSECONDARY INSTITUTIONS



nswers

The graphic features a dark blue background with a teal vertical stripe on the left. At the top, a purple banner with a teal hatched border contains the text 'NEBRASKA STATEWIDE WORKFORCE & EDUCATIONAL REPORTING SYSTEM'. Below this, three purple banners with teal hatched borders and arrowheads point to the right, containing the words 'DUAL', 'ENROLLMENT', and 'SPECIAL REPORT' respectively. At the bottom, white text reads 'FOR NEBRASKA PUBLIC SCHOOLS & POSTSECONDARY INSTITUTIONS'. In the bottom right corner, the NSWERS logo is displayed, consisting of a stylized 'n' and 's' in a circle, with the word 'nswers' below it.





KEY FINDINGS

Dual enrollment participation continues to rise each year.
In the 2019-2020 school year, 7,537 public high school students, or 29.2 percent, participated in dual enrollment. This is a nearly 20 percentage point increase from four years prior. During that same time, public high school enrollment increased by only 6 percentage points.

More than 26 percent of Nebraska students earn college credit before graduating from high school.
For the 2020 high school cohort, 26.4 percent of students earned dual enrollment credit, an increase of 16 percentage points from four years prior. Nebraska continues to see an expansion of dual enrollment participation and dual enrollment credit earning.

The increase in dual enrollment is driven largely by growth in only a few school districts.
The top three school districts with dual enrollment participants are also the three largest in the state: Omaha Public Schools, Millard Public Schools, and Lincoln Public Schools. Papillion-La Vista Community Schools and Gretna Public Schools also have a high percentage of dual enrollment participants. Together, these five districts account for 58 percent of the state's total dual enrollment participation in 2020.

Dual enrollment participants and dual enrollment credit earners graduate from high school at higher rates than non-participants.
Nearly all public high school students who took at least one dual enrollment course graduated on time (within four years) — 98.7 percent. This exceeds the individual enrollment on-time graduation rate of 83.2 percent. Of the 7,057 high school students who earned dual enrollment credit, 99.1 percent graduated on time while only 83.4 percent of non-dual enrollment credit earners graduated on time.

Community colleges are the most common public postsecondary institutions for students to access dual enrollment opportunities.
Metropolitan and Southeast Community Colleges serve the most dual enrollment students with 2,498 and 1,767 students, respectively. The University of Nebraska at Omaha is close behind with 1,410 students served.

More females than males take dual enrollment courses.
In 2020, 58 percent of dual enrollment students were female (4,364) versus 42 percent of male students (3,173). The gender gap continues to widen each year—a gap that mirrors enrollment trends in Nebraska postsecondary institutions generally.

Dual enrollment students completed 94,843 credit hours of college prior to high school graduation.
Among high schoolers in the 2020 cohort who earn dual enrollment credit, the average number of credits earned is 13.4 (more than one semester of college credit). Four years prior, the average was 10.1 credits. Further, 3.7 percent of dual enrollment students attempt or earn at least 24 college credit hours (two two-semester worth of college credit).

The largest proportion of dual enrollment courses taken are in the general/core subject areas of English and math.
About 20 percent of dual enrollment courses taken by public high school students are in English and about 14 percent in math. Other subject areas with high participation include history (7 percent), psychology (6 percent), and biology (5 percent).

High school students who participate in dual enrollment are more likely to enroll in college and persist when they get there.
For the 2020 high school cohort, 68 percent of dual enrollment participants enrolled in college within 16 months of graduating high school, versus 61 percent of non-dual enrollment students. Dual enrollment credit earners also persist in college. In 2019, 82 percent remained in a Nebraska two-year college and 93 percent in a four-year college, compared to 67 percent and 85 percent, respectively, for their non-dual enrollment credit earning counterparts.

Dual enrollment credit earners are more likely to complete college on time.
Dual enrollment credit earners are more likely to stay enrolled in college until they graduate. Among students who entered a two-year college in academic year 2017, dual enrollment credit earners were 20 percentage points more likely to graduate on time (100 percent) compared to students with no earned dual enrollment credits. For four-year colleges, the difference was 12 percentage points in favor of dual enrollment credit earners.

Disparities exist when it comes to dual enrollment credit earners.
For the 2020 high school graduating cohort, 31 percent of white students earn dual enrollment credit compared with 16 percent of Hispanic/Latino students and 13 percent of Black students. Further, English language learners and special education students are underrepresented in dual enrollment courses with 5 and 11 percent attempting dual enrollment courses, respectively. Differences in dual enrollment credit also vary by school and school district. This may indicate some students face barriers to dual enrollment credit.

Dual enrollment participants and dual enrollment credit earners perform better in both high school and college.
In high school, dual enrollment participants have an average GPA of 3.4 and dual enrollment credit earners an average of 3.5, where their counterparts both average a 2.7 GPA. Likewise for both two-year and four-year college, GPAs are higher for dual enrollment participants and dual enrollment credit earners versus those who did not participate in dual enrollment programs or earn dual enrollment credit.

DUAL ENROLLMENT AT-A-GLANCE

for the 2020 High School Graduating Cohort

NEBRASKA PUBLIC SCHOOLS & POSTSECONDARY INSTITUTIONS

MORE THAN 26% OF STUDENTS EARN DUAL CREDIT

13.4 AVERAGE CREDIT HOURS EARNED PER PARTICIPANT

94,843 TOTAL NUMBER OF CREDIT HOURS EARNED

7,537 STUDENTS TAKE DUAL ENROLLMENT COURSES

158 COURSE SUBJECTS TAKEN

891 COURSES TAKEN

21% OF DUAL ENROLLMENT COURSES ARE CTE COURSES

99.1% DUAL ENROLL CREDIT EARNERS

98.7% DUAL ENROLLEES

49% DUAL ENROLL CREDIT EARNERS

71% DUAL ENROLL CREDIT EARNERS

58% FEMALE

42% MALE

20% OF STUDENTS TAKE AT LEAST ONE DUAL ENROLLMENT COURSE

28% OF STUDENTS TAKE AT LEAST ONE DUAL ENROLLMENT COURSE

237 HIGH SCHOOLS

217 SCHOOL DISTRICTS

12 POSTSECONDARY INSTITUTIONS

Source: Nebraska Statewide Workforce & Educational Reporting System analysis of data from NSWRFS Data System, 2014-2023. These data include records for public high schools and public postsecondary institutions in Nebraska. Data not provided by Central Community College.

DUAL ENROLLMENT

for the 2020 High School Graduating Cohort

26,772 STUDENTS ARE IN THE 2020 COHORT

21% OF DUAL ENROLLMENT COURSES ARE CTE COURSES

20% OF STUDENTS TAKE AT LEAST ONE DUAL ENROLLMENT COURSE

28% OF STUDENTS TAKE AT LEAST ONE DUAL ENROLLMENT COURSE

237 HIGH SCHOOLS

217 SCHOOL DISTRICTS

12 POSTSECONDARY INSTITUTIONS

2,498 METROPOLITAN

600 MID-PLAINS

904 NORTH-EAST

1,767 SOUTH-EAST

169 WESTERN NE

101 CHADRON

533 PERU

174 WAYNE

66 NCTA

196 UNK

223 UNL

1,410 UNO

ENGLISH

MATH

HISTORY

PSYCHOLOGY

BIOLOGY

Source: Nebraska Statewide Workforce & Educational Reporting System analysis of data from NSWRFS Data System, 2014-2023. These data include records for public high schools and public postsecondary institutions in Nebraska. Data not provided by Central Community College.

TERMS

DUAL ENROLLMENT
Dual enrollment programs provide opportunities for high school students to earn college credit before high school graduation. Per the definition of dual enrollment in Nebraska LB84, 2023, a student is considered dually enrolled if they have a postsecondary transcript showing they took at least one four-credit course in a term that started before they graduated high school.

NSWERS' dual enrollment calculations do not include courses from private institutions, AP (advanced placement) college credit, or public institutions that have not provided data applicable to this report (i.e., Central Community College). These data are not currently included in the NSWERS Data System.

DUAL ENROLLMENT PARTICIPANT
Also called dual enrollee, a student who has participated in one or more dual enrollment courses during their high school career but did not necessarily earn college credit.

DUAL ENROLLMENT CREDIT EARNER
A dual enrollment participant, or enrollee, who earned college credit. Earning college credit means the student received greater than zero (0) grade points on their postsecondary transcript for one or more college-level courses while dually enrolled.

HIGH SCHOOL COHORT
A high school cohort is a group of Nebraska public high school students with a common expected four-year high school graduation date. For example, if a student is in the 2020 cohort, they entered ninth grade for the first time in the 2016-2017 school year and were expected to graduate in the school year ending 2020. This report only includes information on public Nebraskan high school students; it does not include data on private or out-of-state high schoolers who may receive college credit from Nebraskan postsecondary institutions.

POSTSECONDARY COHORT
Cohort membership for postsecondary students is specified by the academic year in which first-time, full-time, degree-seeking students initially enrolled in college. For example, if a student was in the 2017 postsecondary cohort, they would have enrolled in college in the 2016-2017 academic year as a first-time, full-time, degree-seeking student.

The contents of this report are based on the most recent and certified data available in the NSWERS system. This report includes data for students from the 2016-2020 high school cohorts and data for students in the 2017 postsecondary cohort. Data used for each table and graph are specified in the accompanying text.

2024 DUAL ENROLLMENT SPECIAL REPORT

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DUAL ENROLLMENT

In this section, basic statistics are presented regarding dual enrollment in Nebraska. This includes insights about the number of participating students who participate, where students participate, and outcomes of dual enrollment participation.

These provisional results are based on certified NSWERS data as of January 16, 2024. Data not provided by Central Community College. The provisional results in this report may change because of data resubmissions by NSWERS Partners and/or Affiliates. For updated results, please contact report@nswers.org.

How many Nebraska students take one or more dual enrollment courses?

HIGH SCHOOL COHORT, PARTICIPANTS, & EARNERS

A cohort is the total count of students expected to graduate during a particular year, four years after entering ninth grade. For 2020, the cohort size is 26,772 students. This is the highest count of students in our five-year analysis. Likewise, the number of students taking dual enrollment courses, or participants, has grown in the last four years from 6,165 to 7,537. Statewide, 28.2 percent of students take dual enrollment courses.

PERCENT OF 2020 COHORT ATTEMPTING DUAL ENROLLMENT



28.2%

NEBRASKA HIGH SCHOOL COHORT, PARTICIPANTS, & EARNERS



Cohort year	NEBRASKA HIGH SCHOOL COHORT	DUAL ENROLLEES	DUAL ENROLLMENT CREDIT EARNERS
2016	25,041	6,165	6,118
2017	25,443	6,362	6,283
2018	26,304	7,278	6,845
2019	26,323	7,226	6,651
2020	26,772	7,537	7,537

Source: Nebraska Statewide Education & Educational Reporting System analysis of data from NSWERS Data System, 2016-2023. These data include records for public high schools and public postsecondary institutions in Nebraska. Data not provided by Central Community College.

EDUCATION OUTCOMES

In this section, summaries of educational outcomes are presented between students who participated in dual enrollment or earned credits, compared to students who did not. This information can be used to identify the observed differences between educational outcomes based on dual enrollment participation and credit earning. The findings show dual enrollment participants and credit earners have similar or better educational outcomes than non-participants and non-credit earners.

However, this information should not be used to make claims that dual enrollment is causal to certain educational outcomes. Dual enrollment participants and credit earners differ from non-participants and non-credit earners in other respects (e.g., high school grade point average). Since other characteristics affect the education outcomes examined, the observed differences in educational outcomes should not be solely attributed to dual enrollment. Differences between groups arise because students may self-select into dual enrollment and schools may have academic requirements in order to participate.

THE INFORMATION PROVIDED CAN ONLY DEMONSTRATE THAT DUAL ENROLLMENT PARTICIPATION AND CREDIT EARNING IS ASSOCIATED WITH DIFFERENT OUTCOMES BUT CANNOT BE USED TO ESTABLISH CAUSALITY.

In the future, additional analyses will attempt to isolate the causal effects of dual enrollment participation and credit earning. This information would provide additional evidence-based guidance to students, parents, and policymakers about how dual enrollment affects educational outcomes.

These provisional results are based on certified NSWERS data as of January 16, 2024. Data not provided by Central Community College. The provisional results in this report may change because of data submissions by NSWERS Partners and/or abilities. For updated results, please contact support@nwcers.org.

HIGH SCHOOL GRADUATION

What are the high school graduation rates for dual enrollment students in Nebraska?
The percentage of high school students who graduate within four years.

2020 HIGH SCHOOL GRADUATION BY DUAL ENROLLEES AND DUAL ENROLLMENT CREDIT EARNERS

Dual enrollment credit earners have consistently graduated high school at rates of almost 100 percent for five years. Although most non-dual enrollment credit earners graduate high school as well (over 83 percent in the 2020 cohort), their numbers have fallen, a drop of three percentage points in four years. The graduation rate for dual enrollees is nearly identical to dual enrollment credit earners across time (98.7 versus 99.1 percent) as are non-dual enrollees to non-dual enrollment credit earners (83.2 versus 83.4 percent).

HIGH SCHOOL GRADUATION BY DUAL ENROLLMENT CREDIT EARNERS

2020 DUAL ENROLLMENT SPECIAL REPORT

DUAL ENROLLMENT CREDIT OTHER VARIABLES

In this section, NSWERS examines how student characteristics determine the likelihood of earning dual enrollment credit. This provides insights about who disparities in dual enrollment participation and success have been observed.

Specifically for each student's characteristics considered in this section, the rate at which students earned dual enrollment credit was estimated.

For example, to examine the effect of single parenthood on dual enrollment credit earning, the percentage of single parents who earned dual enrollment credit was compared to the percentage of non-single parents who earned dual enrollment credit. These rates are different than looking at the percentage of dual enrollment credit earners who fall into either category and will not always add up to 100 percent.

These provisional results are based on certified NSWERS data as of January 16, 2024. Data not provided by Central Community College. The provisional results in this report may change because of data submissions by NSWERS Partners and/or abilities. For updated results, please contact support@nwcers.org.

ASSESSMENT

8th Grade Math

Math proficiency is based on a student's 8th grade state assessment proficiency level. Proficiency level is provided by the Nebraska Department of Education for NESEA or NSCAS, depending on the year the assessment was administered.

PERCENT OF COHORT EARNING DUAL ENROLLMENT CREDIT BY 8TH GRADE MATH ASSESSMENT

Cohort	Level 3 (High)	Level 2 (Middle)	Level 1 (Low)
2016	41.6%	31.1%	13.2%
2017	41.3%	31.4%	13.3%
2018	46.2%	32.6%	14.8%
2019	43.7%	30.5%	13.0%
2020	44.9%	33.0%	13.0%

PERCENT OF DUAL ENROLLMENT CREDIT EARNERS BY 8TH GRADE MATH ASSESSMENT ATTAINMENT LEVEL

2020 DUAL ENROLLMENT SPECIAL REPORT



Motivation

- Historically, data limitations made Nebraskan dual enrollment participation opaque
 - Duplicated counts
 - Cannot connect to outcomes
 - No/limited information on student characteristics
- This report will be a resource for policymakers, educators, students, and parents of students, to make data-informed decisions about dual enrollment programs in Nebraska.

NSWERS definition of dual enrollment

- Did a student take a course that qualifies as a "dual enrollment course"?
- State statute LB814 defines "dual enrollment course"
 - "[...] dual enrollment course means a course delivered to high school students for whom credit shall be reported on the student's postsecondary educational institution transcript"
 - Recommended by CCPE
 - Enhances relevance of report in discussions of state funding

Data

- **Includes** data on:
 - Public NE high school students
 - Public NE postsecondary
 - National Student Clearinghouse (for some outcomes)
- **Time frame: 2014 – 2023**
 - Cohorts for tracking students
 - High school: 2016 –2020
 - Postsecondary: 2017
- **Does not include** data on:
 - private HS students
 - dual enrollment taken at private colleges in NE, tribal colleges, colleges outside of NE
 - Central Community College – data not provided

Caveats

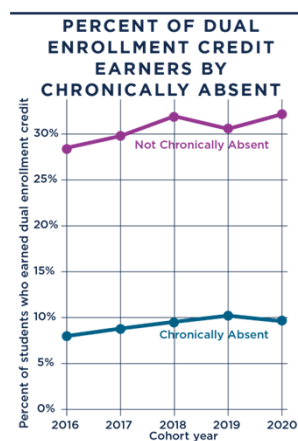
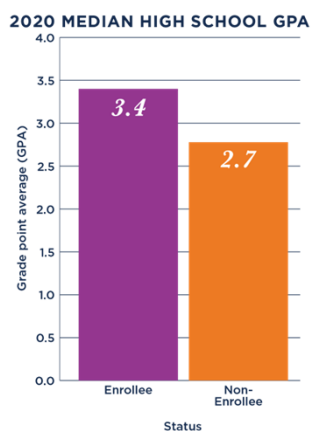
- Provisional results statement
 - Based on most recent certified data
 - Results may change based on data resubmission
 - Central Community College not currently included
 - Cannot fully observe dual enrollment.
- Any observed associations cannot be interpreted causally

Reasons outcomes can differ between groups

1. Effect of dual enrollment
2. Effect of other differences between groups

However, the limited number of causal analyses on dual enrollment have found benefits

Future version will include causal effect estimates



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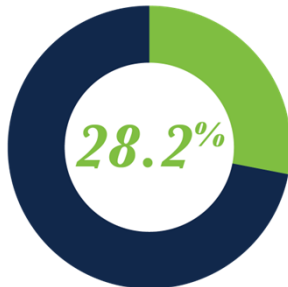
Dual Enrollment Data



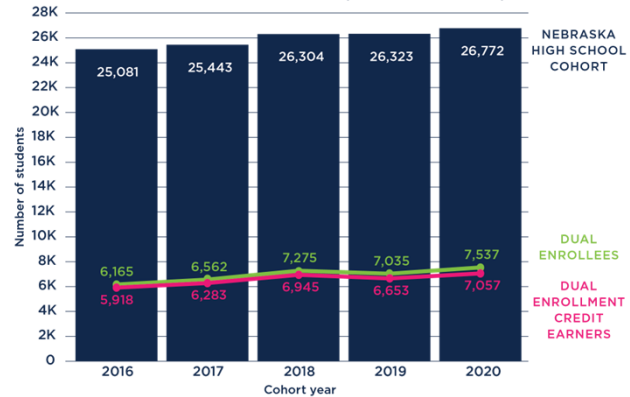
Dual enrollment participation has grown

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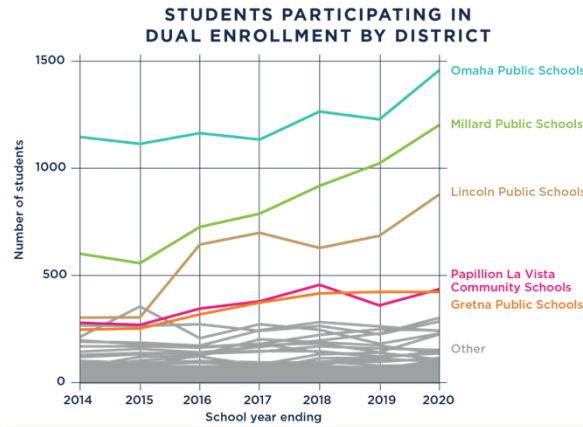
PERCENT OF 2020 COHORT ATTEMPTING DUAL ENROLLMENT



NEBRASKA HIGH SCHOOL COHORT, PARTICIPANTS, & EARNERS

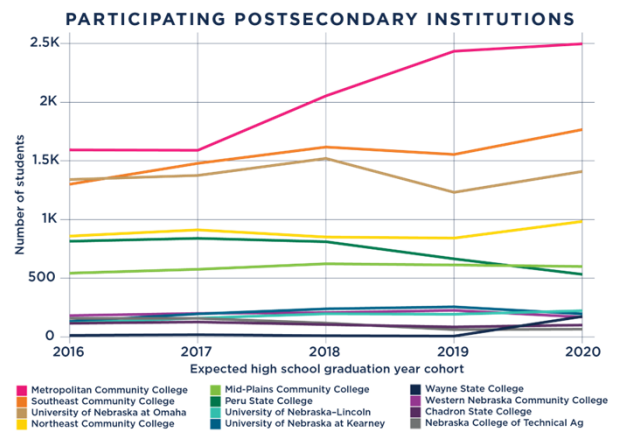


Growth driven by largest districts



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Top 3 institutions serve >65% enrollees

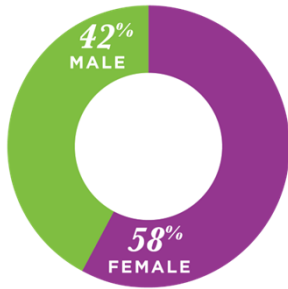


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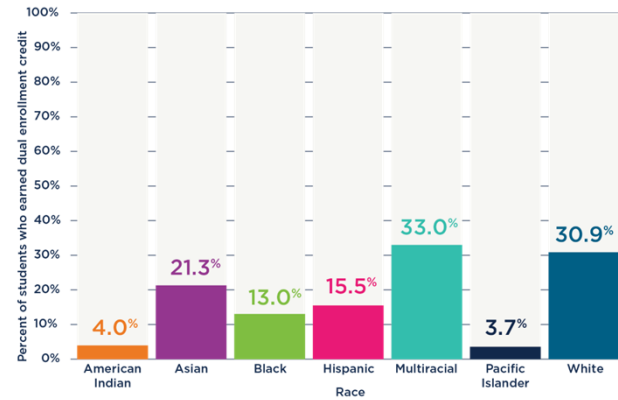
Disparities in participation

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PERCENT OF DUAL ENROLLEES BY GENDER (2020 COHORT)



DUAL ENROLLMENT CREDIT EARNERS BY RACE/ETHNICITY (2020)

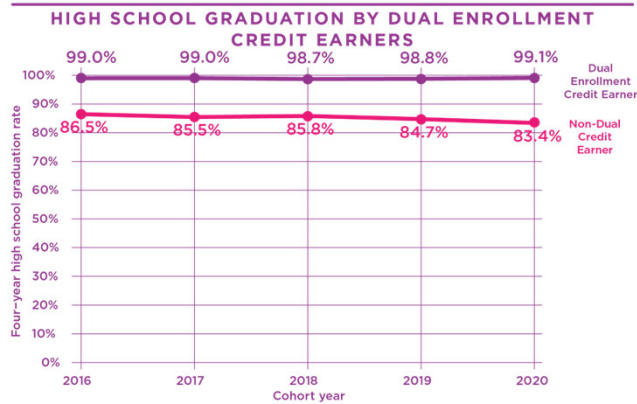


Educational Outcomes



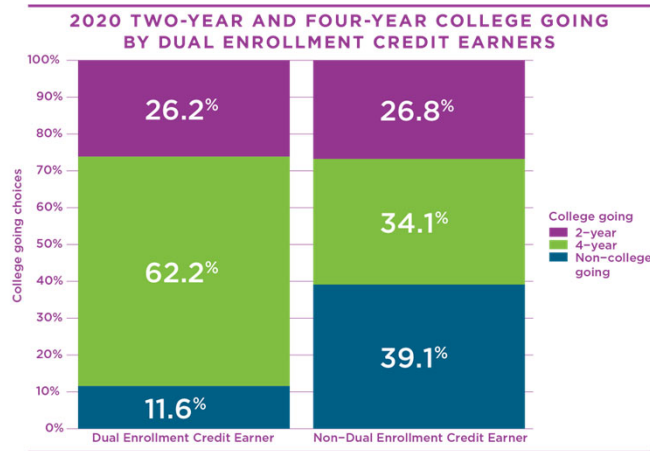
Dual enrollment earners have higher high school graduation rates

Page 28



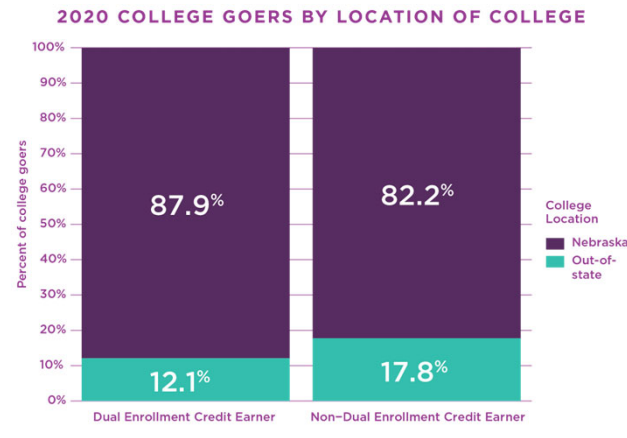
Dual enrollment credit earners have higher college going rates

Page 29

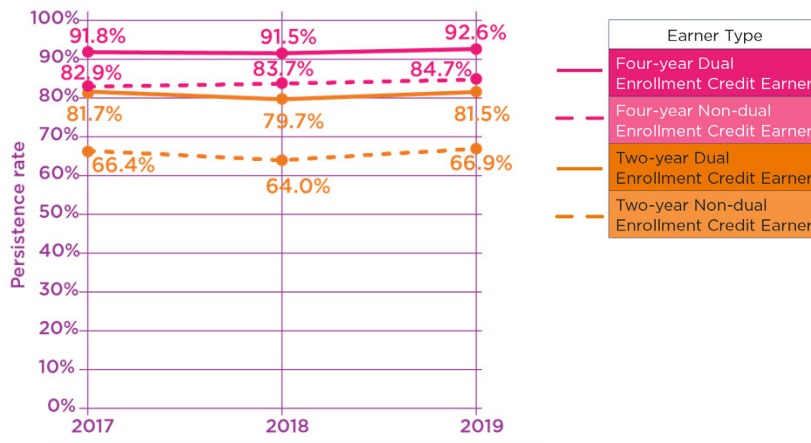


Dual enrollment credit earners more likely to attend college in NE

Page 31



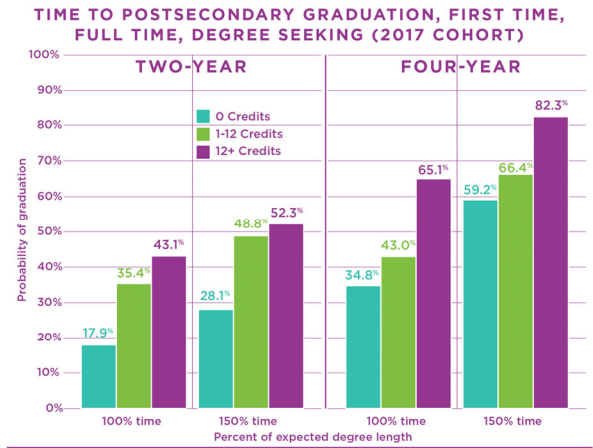
Dual enrollment credit earners have higher fall-to-fall persistence



Page 32

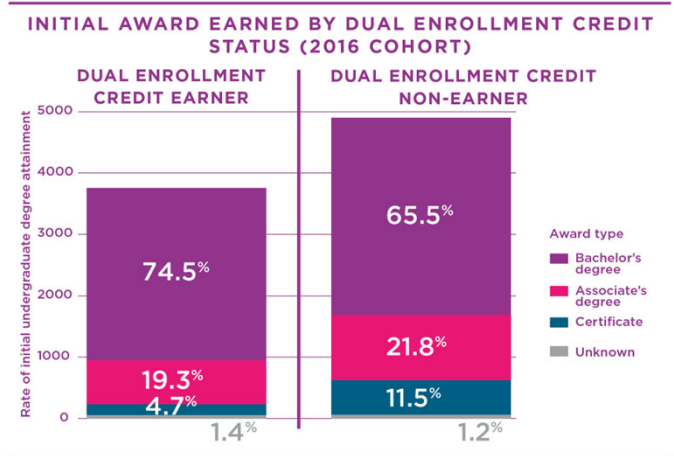
Dual enrollment credit earners have higher college graduation rates

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Dual enrollment credit earners are more likely to initially earn a 4-year award

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Key takeaways

- Dual enrollment participation has expanded in Nebraska
 - Disparities in participation exist
- Dual enrollment is strongly associated with positive educational outcomes
 - Possible "dose-dependent" effect (more is better)
- Dual enrollment is associated with higher educational attainment and remaining in state for college
 - Workforce implications

Next steps

- February 1st - Public release
- Treatment/causal effect analysis
- Data quality enhancements
 - K12 - AP exam scores
 - PS - Transfer credit records
 - K12/PS - Better connection between K12 and PS transcript data

Questions?



Third-grade reading proficiency and HIGH SCHOOL GRADUATION

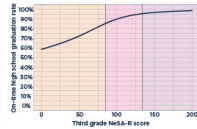
Nebraska students with better reading skills in third grade are more likely to graduate high school on time.

As high schoolers, these students graduated on time at rates of:



Within each of these reading standard groups there can be big differences in how likely students would graduate on time. For example, among the 54 percent of students who met but did not exceed reading standards, third graders who had scores at the top end of the group were about 10 percent more likely to graduate high school on time than third graders with scores at the bottom end of the group. These differences in on-time graduation are smaller for students with scores that exceeded reading standards compared to students with scores that met or were below reading standards.

There is a general association between higher NeSA-R scores and higher probability of on-time graduation. On average, a student at the bottom of proficiency level 2 (met) is about 10 percent less likely to graduate on time than a student at the top of proficiency level 2 (met).



Students able to improve their reading proficiency to meet or exceed state standards by seventh grade had higher rates of on-time high school graduation than students who did not. Students who had below standard seventh grade reading had similarly low rates of on-time high school graduation even if they met reading standards as third graders.

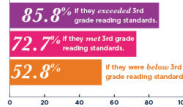
3rd grade proficiency	98%	96%	98%
	87%	91%	92%
	72%	73%	79%
	Below	Meets	Exceeds
	3rd grade proficiency		



Third-grade reading proficiency and COLLEGE GOING

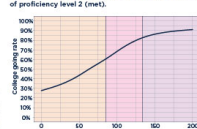
Nebraska high school graduates with better reading skills in third grade are more likely to go to college (enroll in college within 16 months after they graduate high school).

These graduates were college going at rates of:



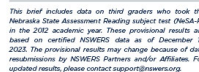
Within each of these reading standard groups there can be big differences in how likely they would graduate on time. For example, among the 56 percent of high school graduates who met but did not exceed reading standards, students who had scores at the top end of the group were about 22 percent more likely to be college going than students with scores at the bottom end of the group. These differences in college going are smaller for students with scores that exceeded reading standards compared to students with scores that met or were below reading standards.

There is a general association between higher NeSA-R scores and higher probability of college going. On average, a high school graduate who scored at the bottom of proficiency level 2 (met) is nearly 20 percent less likely to be college going than a student at the top of proficiency level 2 (met).



High school graduates who improved their reading proficiency to meet or exceed state standards by seventh grade had higher rates of college going than graduates who did not. Graduates who had below standard seventh grade reading had similarly low rates of college going even if they met reading standards as third graders.

3rd grade proficiency	69%	80%	88%
	56%	68%	72%
	45%	49%	48%
	Below	Meets	Exceeds
	3rd grade proficiency		

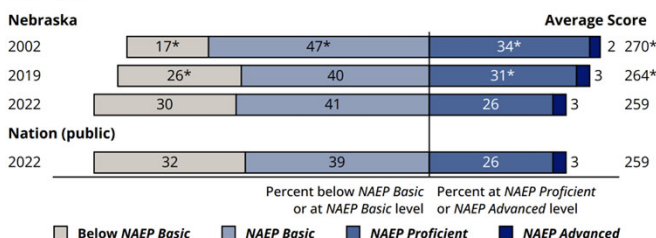


Early reading – a key priority for NE

State initiatives

- Nebraska Reading Improvement Act (2018)
- NebraskaREADS
- Proposed "science of reading" teacher training in NE

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



Objectives

Question: What is the relationship between 3rd grade reading proficiency and:

- on-time high school graduation
- college going

Value: Help decision-makers and stakeholders understand longer-term impacts of low reading proficiency and the benefits of improving reading proficiency.

Methods

Who: NE public school students in 3rd grade in 2012*

What: Nebraska State Assessment – Reading (NeSA-R)

Outcomes:

- On-time high school graduation (graduate within 4 years)
- College going (go to college within 16 months of HS graduation)

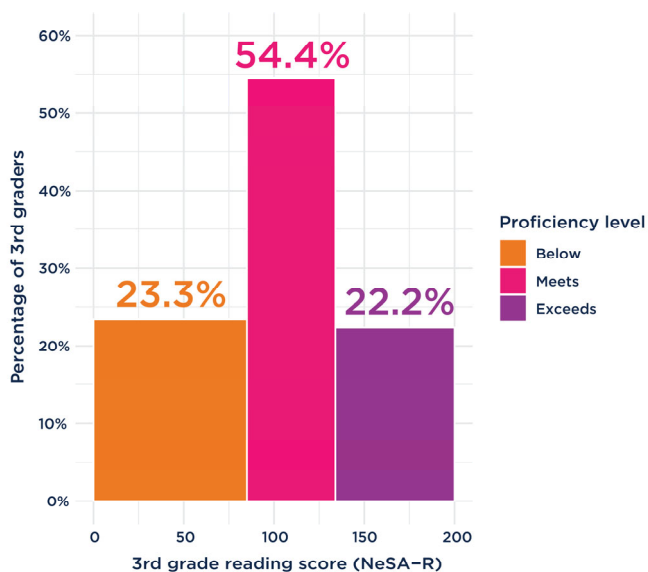
*Why so far back?

- Time-lag between 3rd grade and outcomes.
- Highlights the value of longitudinal data systems.

Most 3rd graders
students were
proficient readers
(2012)

Among the 3rd graders in
2012:

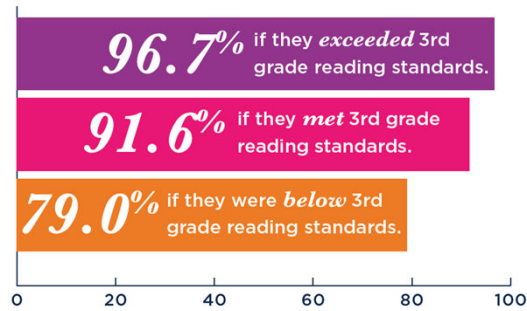
- About 86% meet or exceed standards
- about 23% were below standards



On-time High School Graduation

Nebraska high schoolers with better reading skills in the third grade are more likely to graduate from high school on time.

However, within each proficiency level, there can be large differences in the likelihood of on-time graduation.



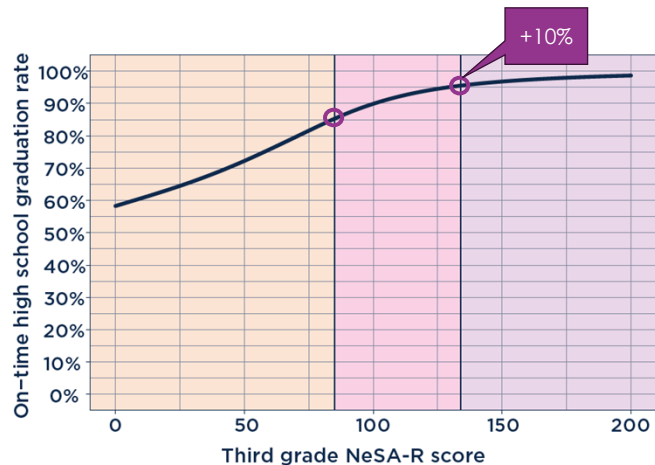
Source: the Nebraska Statewide Workforce & Educational Reporting System analysis of data from the NSWERS data system, 2012-2021. Note: These provisional results are based on certified NSWERS data as of December 11, 2023. The provisional results in this report may change because of data resubmissions by NSWERS partners and/or affiliates. For updated results, please contact support@nswers.org.

On-time High School Graduation

Among students that “met standards”:

- 3rd graders scoring at the top-end of the proficiency category were about **10% more likely to graduate from high school on time.**

These differences are smaller for students who exceeded reading standards.



Source: the Nebraska Statewide Workforce & Educational Reporting System analysis of data from the NSWERS data system, 2012-2021. Note: These provisional results are based on certified NSWERS data as of December 11, 2023. The provisional results in this report may change because of data resubmissions by NSWERS partners and/or affiliates. For updated results, please contact support@nswers.org.

Larger differences for college-going



Trajectories of reading proficiency

- How does a student's trajectory of reading proficiency influence the outcomes?
- Trajectory:
 - The student's 3rd grade and 7th grade reading proficiency (NeSA-R)
 - Same cohort (3rd graders in 2012)
- Value: relative importance of reading proficiency early in childhood compared to later.

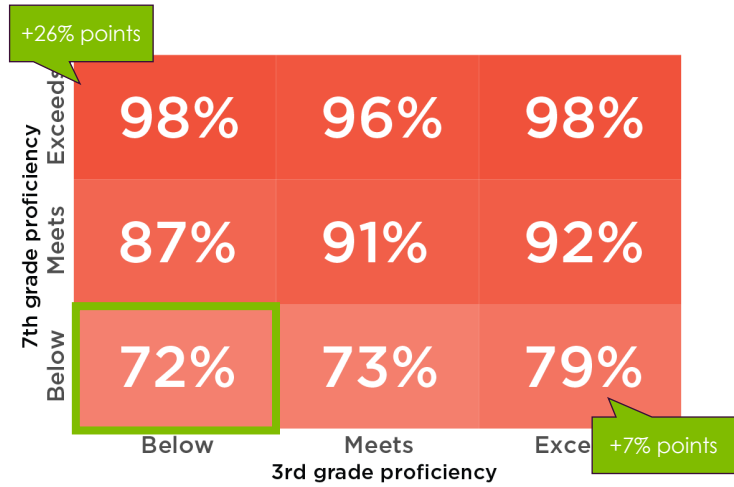
On-Time High School Graduation

Improvement by 7th Grade:

- Higher rates of on-time high school graduation.

Below standard by 7th Grade:

- Similarly low rates of on-time high school graduation
- Even if they met reading standards as 3rd graders.



Source: the Nebraska Statewide Workforce & Educational Reporting System analysis of data from the NSWERS data system, 2012-2021. Note: These provisional results are based on certified NSWERS data as of December 11, 2023. The provisional results in this report may change because of data resubmissions by NSWERS partners and/or affiliates. For updated results, please contact support@nswers.org.

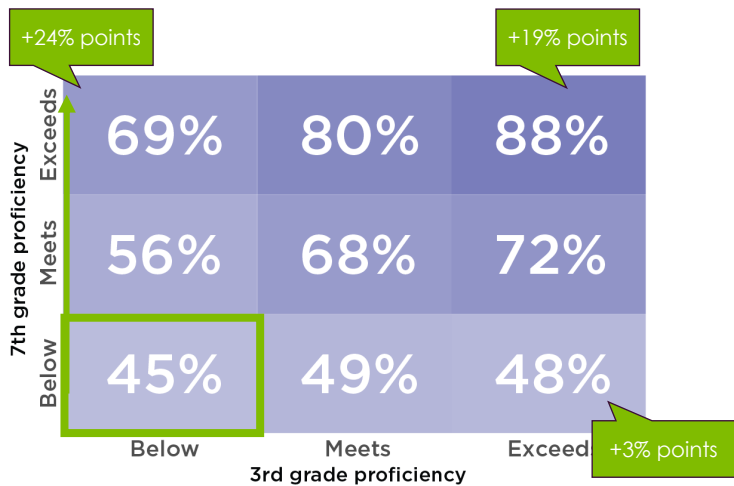
College going

Improvement by 7th Grade:

- Higher rates of college going.

Below standard by 7th Grade:

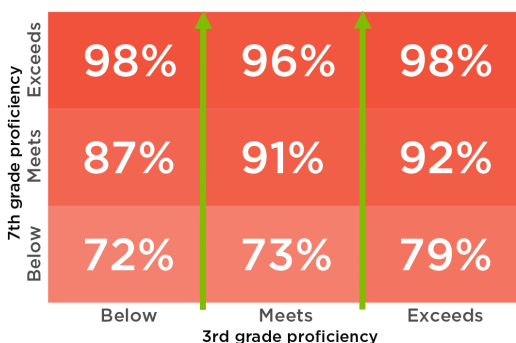
- Similarly low rates of college-going
- Even if they met reading standards as 3rd graders.



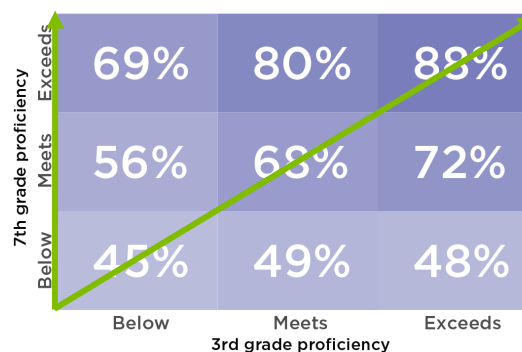
Source: the Nebraska Statewide Workforce & Educational Reporting System analysis of data from the NSWERS data system, 2012-2021. Note: These provisional results are based on certified NSWERS data as of December 11, 2023. The provisional results in this report may change because of data resubmissions by NSWERS partners and/or affiliates. For updated results, please contact support@nswers.org.

Does early reading proficiency matter?

On-time high school graduation



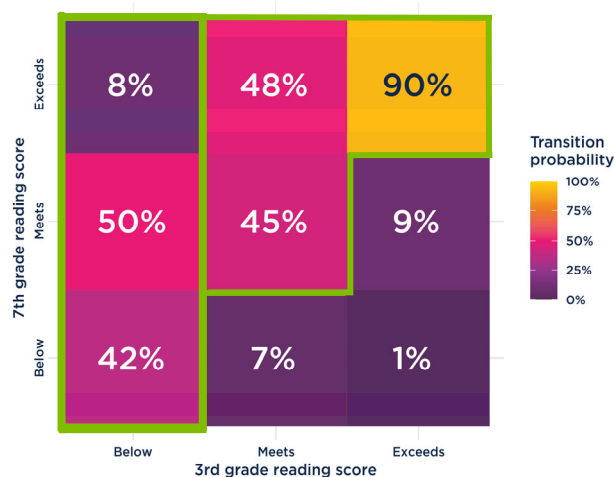
College going



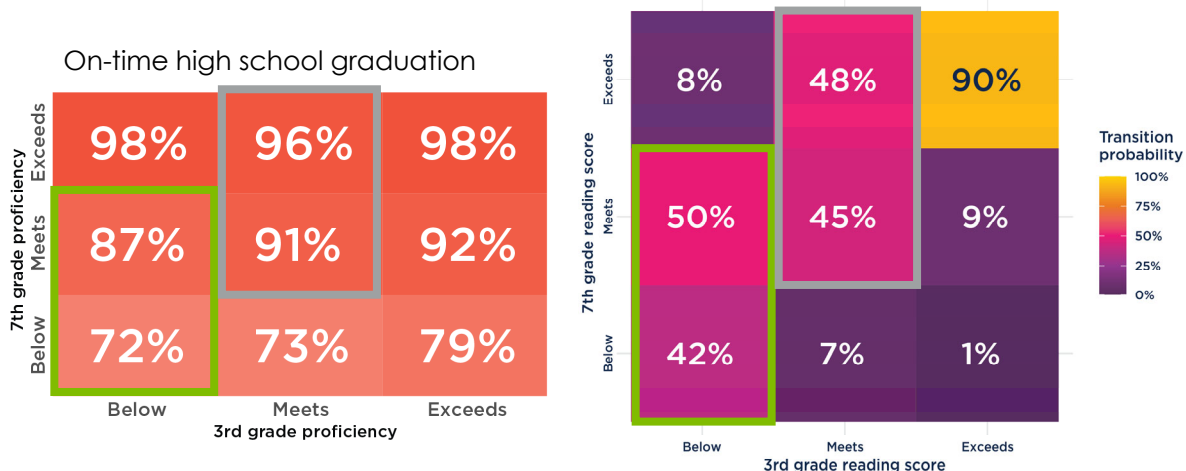
How likely is improvement?

Among 3rd graders below standard:

- Majority became proficient by 7th grade (58%)
- Under half remained below standard
- Rare for below standard student to exceed standards by 7th grade
- Most students maintained the same grade-level reading proficiency or improved



Does early reading matter? Yes!



Implications

- Strong association between early reading proficiency and key educational outcomes
 - Demonstrates importance of early reading proficiency
 - 3rd grade reading proficiency – possibly an early indicator
 - Academic readiness and workforce development
- Most 3rd graders with low reading proficiency became proficient by 7th grade.
 - However, 40% remained below proficiency standards.
 - Potential to evaluate efficacy of current initiatives





Employment Location

Employment Location (Talent Retention)



75%
Two-year Nebraska Public Postsecondary Students



60%
Four-year Nebraska Public Postsecondary Students

Students attending two-year Nebraska public postsecondary institutions are more likely to reside in Nebraska and have work experience during college than students who attend four-year Nebraska public postsecondary institutions. This difference in student population can distinguish students who are retained in Nebraska from those that are not.

Student Origin (In-state, Out-of-state)

Student origin is predictive of whether a student will work in Nebraska after attending college in the state.

Two-year

To grow an additional 100 college-educated workers, Nebraska two-year public colleges would need to recruit, on average, an additional 185 out-of-state students or an additional 120 in-state students.

Four-year

To grow an additional 100 college-educated workers, Nebraska four-year public colleges would need to recruit, on average, an additional 210 out-of-state students or an additional 120 in-state students.

Thus, it is more efficient to recruit in-state college students than out-of-state college students.

TWO-YEAR



81%
In-state
41%
Out-of-state

FOUR-YEAR



77%
In-state
36%
Out-of-state

Note: The population under consideration are "degree seeking entrants." This includes anyone who was degree seeking at a Nebraska public postsecondary institution and has since left either dropped out or graduated. Nswers considers a person to be working in the state if there is evidence of Nebraska employment for at least one year within the two years following exit from a Nebraska postsecondary institution. The "talent retention rate" is defined by postsecondary entrants working in Nebraska (per previous definition) divided by the total number of postsecondary entrants. Data is for all students who visited a Nebraska postsecondary institution between 2015 and 2020.



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Workforce development in Nebraska

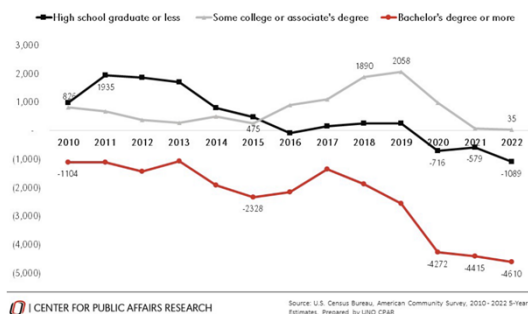
Context

- Net out-migration of talented workforce (brain drain)
 - Has accelerated
- Previous work has described the issue

Objectives

- Identify drivers of talent retention among recent college exiters
- Understanding drivers of retention can guide policy discussions

Brain drain, or net-outmigration of persons with a bachelor's degree or more, has persisted since 2010
Net migration by educational attainment annually 2010 to 2022

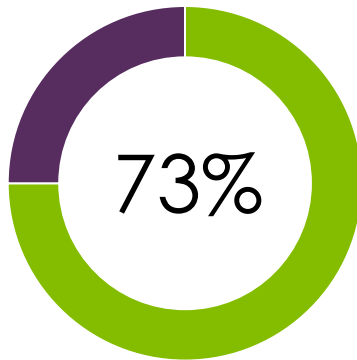


Methods

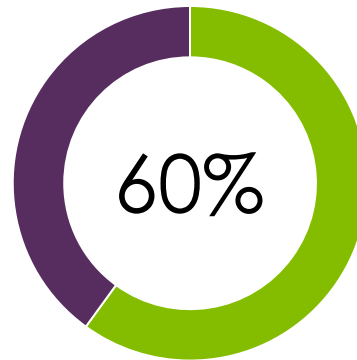
- Who: Degree-seeking exiters from NE public post-secondaries
- When: Students that exited (graduated/dropped-out) between 2015-2020
- Outcome: Talent retention
 - Retained if student worked at least 1 year in Nebraska within 2 years following college exit
 - NDOL Unemployment insurance records

Talent Retention Rates

2-Year Nebraska Public Postsecondary



4-Year Nebraska Public Postsecondary



Source: the Nebraska Statewide Workforce & Educational Reporting System analysis of data from the NSWERS data system, 2015-2020. Note: These provisional results are based on certified NSWERS data as of November 1, 2023. Data not provided by Central Community College. The provisional results in this report may change because of data resubmissions by NSWERS partners and/or affiliates. For updated results, please contact support@nswers.org.

Student Origin

Student origin is predictive of whether a student will stay and work in Nebraska after attending college in the state.

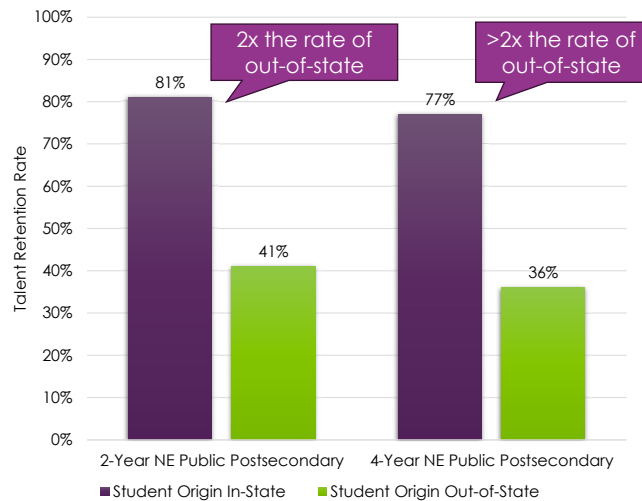
To retain **100 college-educated** workers, Nebraska needs to recruit an additional:

2-Year Public Postsecondary

- 260 out-of-state students
- 125 in-state students.

4-Year Public Postsecondary

- 310 out-of-state students
- 130 in-state students.



Source: the Nebraska Statewide Workforce & Educational Reporting System analysis of data from the NSWERS data system, 2015-2020. Note: These provisional results are based on certified NSWERS data as of November 1, 2023. Data not provided by Central Community College. The provisional results in this report may change because of data resubmissions by NSWERS partners and/or affiliates. For updated results, please contact support@nswers.org.

Prior Work Experience

A key driver of talent retention is meaningful in-state employment during the two years prior to educational exit.

Predicting at least a 50% probability of talent retention:

Student Origin In-State

- ~\$1,600 at 2- and 4-year

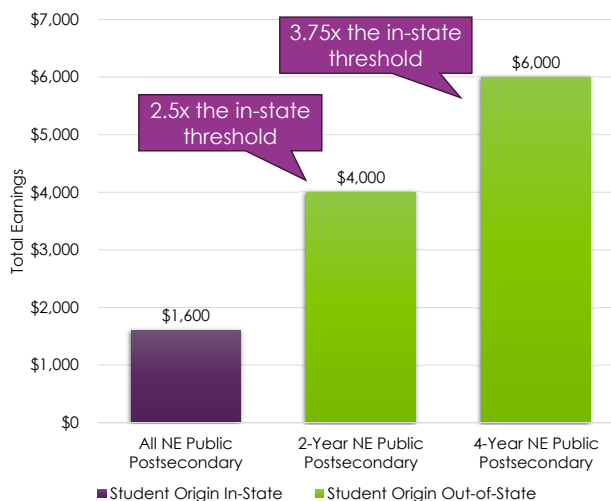
Student Origin Out-of-State

- ~\$4,000 at 2-year colleges
- ~\$6,000 at 4-year

The positive effect of prior work experience is suggested by prior research.

Possible social/economic ties created by work experiences.

These ties may influence a student to stay and work in Nebraska.



Source: the Nebraska Statewide Workforce & Educational Reporting System analysis of data from the NSWERS data system, 2015-2020. Note: These provisional results are based on certified NSWERS data as of November 1, 2023. Data not provided by Central Community College. The provisional results in this report may change because of data resubmissions by NSWERS partners and/or affiliates. For updated results, please contact support@nswers.org.

Brain Drain

On average, we find higher rates of "brain drain" among Nebraska's best and brightest college students.

Among *degree earners*, average talent retention rates by GPA include:

At a 2.5 GPA

- A 73% Talent Retention Rate

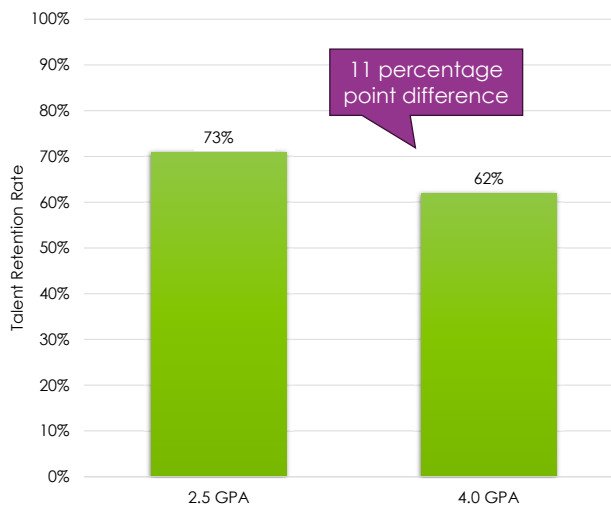
At a 4.0 GPA

- A 62% Talent Retention Rate

Overall, higher-performing students are less likely to be employed in Nebraska after completing college in our state – evidence of brain drain!

However, this effect is nuanced. Brain drain may decrease or even reverse depending on, for example:

- Student Origin
- Postsecondary Institution

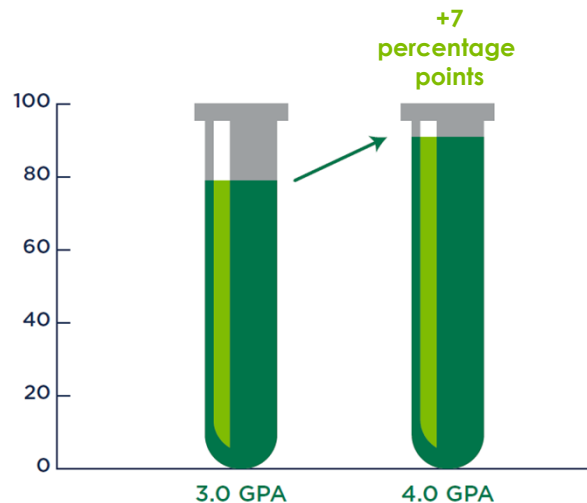


Source: the Nebraska Statewide Workforce & Educational Reporting System analysis of data from the NSWERS data system, 2015-2020. Note: These provisional results are based on certified NSWERS data as of November 1, 2023. Data not provided by Central Community College. The provisional results in this report may change because of data resubmissions by NSWERS partners and/or affiliates. For updated results, please contact support@nswers.org.

Institution and major

Ex. Degree earners at University of Nebraska Medical Center (UNMC)

On average, graduates with a **4.0 GPA** were **7 percentage points** more likely to stay and work in Nebraska than their counterparts with a **3.0 GPA**.



Implications

- Importance of social/economic ties
- Origin of student
 - Recruiting strategies?
 - What kinds of supports to encourage OOS students to stay?
- Meaningful work experience during college
 - Suggests internships can be useful intervention
 - How might administration of internship programs be designed to support talent retention?
 - Thresholds/tipping points may differ:
 - 4 vs 2 year
 - out of state vs in-state
 - Major?

Questions?



nswers

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Lincoln, NE 68588-0524
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info@nswers.org
<https://nswers.org>

Independent Auditor's Report

As required by state law, NSWERS completed a public audit for Fiscal Year 2023 in partnership with the University of Nebraska and FORVIS

- Results appear unremarkable
- No reportable matters were identified

A copy of the independent auditor's reports and financial statements were submitted to the Nebraska State Auditor Office on December 5, 2023

FORVIS



Nebraska Statewide Workforce & Educational Reporting System

Independent Auditor's Reports and Financial
Statements

June 30, 2023

FORVIS is a trademark of FORVIS, LLC, registration of which is pending with the U.S. Patent and Trademark Office



Nebraska Statewide Workforce & Educational Reporting System

Independent Auditor's Reports and Financial Statements

June 30, 2023

Nebraska Statewide Workforce & Educational Reporting System

June 30, 2023

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Governmental Fund Balance Sheet/Statement of Net Position 3

Statement of Governmental Fund Revenues, Expenditures and
Changes in Fund Balance/Statement of Activities 4

Notes to Financial Statements 5



1248 O Street, Suite 1040 / Lincoln, NE 68508
P 402.473.7600 / F 402.473.7698
forvis.com

Independent Auditor's Report

Board of Directors
Nebraska Statewide Workforce & Educational
Reporting System
Lincoln, Nebraska

Opinions

We have audited the accompanying financial statements of the governmental activities and the major fund of the Nebraska Statewide Workforce & Educational Reporting System (NSWERS), a component unit of the University of Nebraska, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise NSWERS' basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the Nebraska Statewide Workforce & Educational Reporting System, as of June 30, 2023, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our report. We are required to be independent of NSWERS and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about NSWERS' ability to continue as a going concern for 12 months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of NSWERS' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about NSWERS' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Management has omitted the management's discussion and analysis that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinions on the basic financial statements are not affected by this missing information.

FORVIS, LLP

Lincoln, Nebraska
December 5, 2023

Nebraska Statewide Workforce & Educational Reporting System

Governmental Fund Balance Sheet/Statement of Net Position June 30, 2023

	NSWERS Project Fund	Adjustments (Note 1)	Statement of Net Position
Assets			
Contributions receivable, net	\$ 670,403	\$ -	\$ 670,403
Prepaid expenses	41,086	-	41,086
Capital assets	-	349,779	349,779
Total assets	<u>\$ 711,489</u>	<u>349,779</u>	<u>\$ 1,061,268</u>
Liabilities			
Accounts payable	\$ 30,899	-	30,899
Due to the University of Nebraska	261,076	-	261,076
Compensated absences	-	62,414	62,414
Total liabilities	<u>291,975</u>	<u>62,414</u>	<u>354,389</u>
Deferred Inflows of Resources			
Unavailable revenues	<u>670,403</u>	<u>(670,403)</u>	<u>-</u>
Fund Balance/Net Position			
Fund balance			
Assigned for project costs	<u>(250,889)</u>	<u>250,889</u>	<u>-</u>
Total fund balance	<u>(250,889)</u>	<u>250,889</u>	<u>-</u>
Total liabilities, deferred inflows of resources and fund balance	<u>\$ 711,489</u>		
Net Position			
Net investment in capital assets		349,779	349,779
Unrestricted		<u>357,100</u>	<u>357,100</u>
Total net position		<u>\$ 706,879</u>	<u>\$ 706,879</u>

**Nebraska Statewide Workforce & Educational
Reporting System**
**Statement of Governmental Fund Revenues, Expenditures and
Changes in Fund Balance/Statement of Activities**
Year Ended June 30, 2023

	NSWERS		
	Project	Adjustments	Statement of
	Fund	(Note 1)	Activities
Expenditures/Expenses			
Compensation and benefits	\$ 777,322	\$ 2,185	\$ 779,507
Supplies and services	762,392	(349,779)	412,613
Total expenditures/expenses	<u>1,539,714</u>	<u>(347,594)</u>	<u>1,192,120</u>
Program Revenues			
Contributions	1,363,559	(2,346)	1,361,213
Total program revenues	<u>1,363,559</u>	<u>(2,346)</u>	<u>1,361,213</u>
General Revenues			
Interest income	15,876	-	15,876
Total general revenues	<u>15,876</u>	<u>-</u>	<u>15,876</u>
Revenues in excess of expenditures	(160,279)	160,279	-
Change in Net Position	-	184,969	184,969
Fund Balance/Net Position			
Beginning of Year	<u>(90,610)</u>	<u>612,520</u>	<u>521,910</u>
End of Year	<u>\$ (250,889)</u>	<u>\$ 957,768</u>	<u>\$ 706,879</u>

Nebraska Statewide Workforce & Educational Reporting System

Notes to Financial Statements

June 30, 2023

Note 1: Nature of Operations and Summary of Significant Accounting Policies

Nature of Operations

The Nebraska Statewide Workforce & Educational Reporting System (NSWERS) was created in 2019 as a joint entity pursuant to the Interlocal Cooperation Act of the State of Nebraska. NSWERS was created to provide optimized and secured access to accurate and reliable longitudinal student information to analysts and researchers to discover those policies, processes, and practices across students' academic involvement and transition into the workforce that best improve student outcomes. NSWERS shall engage in activities including, but not limited to, overseeing and directing the operations, maintenance, and reporting of student data from the prekindergarten through postsecondary and workforce data warehouses.

NSWERS was created in collaboration by and among the following public agencies (the Parties):

Nebraska State Board of Education (Board of Education)
Board of Regents of the University of Nebraska (University)
Board of Trustees of the Nebraska State Colleges (State Colleges)
Board of Governors of Central, Mid-Plains, Metropolitan, Northeast, Southeast and
Western Community Colleges (Community Colleges)

These Parties have further entered into a Memorandum of Understanding to share student data for the purpose of evaluation of and research related to public prekindergarten, elementary, secondary, and postsecondary education to improve education in Nebraska.

Reporting Entity

As required by accounting principles generally accepted in the United States of America, these basic financial statements present the financial activities of NSWERS. NSWERS follows the Governmental Accounting Standards Board (GASB) accounting pronouncements, which provide guidance for determining the governmental activities, organizations, and functions that should be included within the financial reporting entity. GASB pronouncements set forth the financial accountability of a governmental organization's governing body as the basic criterion for including a possible component governmental organization in a primary government's legal entity. Financial accountability includes, but is not limited to, appointment of a voting majority of the organization's governing body, ability to impose its will on the organization, a potential for the organization to provide specific financial benefits or burdens and fiscal dependency.

NSWERS is not financially accountable for any other organization. NSWERS' financial results are included as a fiduciary custodial fund within the University of Nebraska's Annual Comprehensive Financial Report.

Nebraska Statewide Workforce & Educational Reporting System

Notes to Financial Statements

June 30, 2023

Note 1: Nature of Operations and Summary of Significant Accounting Policies - Continued

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements (*i.e.*, the statement of net position and the statement of activities) report information on all of NSWERS' financial activities. Governmental activities are normally supported by nonoperating revenues and contributions which are reported as general revenues.

The government-wide financial statements are presented using the total economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recognized when a liability is incurred, regardless of the timing of the related cash flows.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, the operating statement presents increases and decreases in current assets, net of liabilities, and unassigned fund balance is a measure of available spendable resources. This means that only current liabilities are generally included on the governmental fund balance sheet.

The statement of net position does not equal the governmental funds balance sheet at June 30, 2023, due to compensated absences and unavailable revenues that are not payable from available spendable resources in the statement of net position.

Under the modified accrual basis of accounting, revenues are recognized as soon as they are both measurable and available. Measurable means the amount of the transaction can be determined; available means collectible within the current period, or soon enough thereafter, to pay liabilities of the current period. Revenues are considered to be available if collected within 60 days after year end. Expenditures are recorded when the related fund liability is incurred and is expected to be paid from available spendable resources.

Fund Accounting

The accounts of NSWERS are organized on the basis of funds. The operations of NSWERS are accounted for with a set of self-balancing accounts that comprise its assets, liabilities, deferred inflows of resources, fund equity, revenues and expenditures. Resources are allocated to and accounted for in the NSWERS Project Fund based upon the purposes for which they are to be spent and the means by which spending activities are controlled.

The major fund presented in the accompanying basic financial statements is the NSWERS Project Fund. The NSWERS Project Fund is NSWERS' only fund and is used to account for general operational activities.

Nebraska Statewide Workforce & Educational Reporting System

Notes to Financial Statements

June 30, 2023

Note 1: Nature of Operations and Summary of Significant Accounting Policies - Continued

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities and deferred inflows of resources and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, expenses and other changes in net position during the reporting period. Actual results could differ from those estimates.

Contributions Receivable

Certain Parties to the agreement establishing NSWERS have formally committed funding to NSWERS in future years. Revenue is recognized when an unconditional promise to pay is received and all eligibility requirements have been met. In the absence of such promise, revenue is recognized when the contribution is received. NSWERS has recorded these future commitments as contributions receivable on the governmental fund balance sheet/statement of net position at the discounted present value of the future payments to be received from the Parties. Contributions receivable at June 30, 2023 are owed from the University and Metropolitan Community College.

Due to the University of Nebraska

The University of Nebraska administers the finances of NSWERS and any resulting cash balance is included in the University's pooled cash balances. At June 30, 2023, NSWERS incurred and paid expenditures in excess of amounts received in the amount of \$261,076. This amount is presented as due to the University of Nebraska and will be settled through future receipts from the Parties.

Compensated Absences

Individuals performing administrative services on behalf of NSWERS are employees of the University of Nebraska, and such services are performed through a Service Agreement entered into between NSWERS and the University of Nebraska. Under this Service Agreement, employees of the University perform services for NSWERS under a contractual relationship and these employees will be governed by the employment policies and practices of the University. NSWERS is responsible for the compensation, insurance, benefits, and any other labor costs associated with University employees performing services on behalf on NSWERS. The balance of accrued compensated absences represents the accrued benefits these employees have earned through University policies, that NSWERS is responsible for paying to the University in future periods.

Nebraska Statewide Workforce & Educational Reporting System

Notes to Financial Statements

June 30, 2023

Note 1: Nature of Operations and Summary of Significant Accounting Policies - Continued

Fund Balance Classification

Fund balances are shown only in the governmental fund financial statements. In accordance with Governmental Accounting Standards Board (GASB) Statement No. 54, *Fund Balance Reporting and Governmental Fund-Type Definitions*, fund balance is required to be classified into four components – nonspendable, restricted, committed and/or assigned. These classifications are defined as follows:

Nonspendable - includes fund balance amounts that cannot be spent either because it is not in spendable form or because of legal or contractual restraints.

Restricted - includes fund balance amounts that are constrained for specific purposes as stipulated by constitution; external resource providers, such as donors or creditors; or through enabling legislation.

Committed - includes fund balance amounts that can be used only for the specific purposes determined by a formal action of NSWERS' highest level of decision-making authority.

Assigned - includes fund balance amounts that are not classified as either nonspendable, restricted, or committed.

When expenditures are incurred for purposes for which amounts in more than one category of fund balance are available for use, it is NSWERS' policy to use the restricted amounts first, followed by the committed and assigned amounts.

Net Position Classification

Net position is required to be classified into three components - net investment in capital assets; restricted; and unrestricted. These classifications are defined as follows:

Net investment in capital assets - consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets, if any, or related debt also should be included in this component of net position. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of net investment in capital assets.

**Nebraska Statewide Workforce & Educational
Reporting System
Notes to Financial Statements
June 30, 2023**

**Note 1: Nature of Operations and Summary of Significant Accounting Policies -
Continued**

Net Position Classification – Continued

Restricted - consists of restricted assets, reduced by liabilities related to those assets, with constraints placed on their use either by a) external groups such as creditors (such as through debt covenants), contributors, or laws or regulations of other governments or b) law through constitutional provisions or enabling legislation. NSWERS has no net position meeting the criteria for restricted net position classification at June 30, 2023.

Unrestricted - consists of the assets, deferred outflows of resources, liabilities, and deferred inflows of resources that are not included in the net investment in capital assets or restricted components of net position.

When both restricted and unrestricted resources are available for use, it is NSWERS' policy to use restricted resources first, then unrestricted as they are needed.

Adjustments Column

The adjustments column on the governmental fund balance sheet/statement of net position represents the recording of certain assets and liabilities as required by GASB Statement No. 34.

The adjustments column on the governmental fund balance sheet/statement of net position is comprised of the following as of June 30, 2023:

Amounts reported for the NSWERS Project Fund are different from the statement of net position because of

Capital assets	\$ 349,779
Compensated absences	(62,414)
Unavailable revenue	<u>670,403</u>
Total adjustment amount	<u><u>\$ 957,768</u></u>

Nebraska Statewide Workforce & Educational Reporting System

Notes to Financial Statements June 30, 2023

**Note 1: Nature of Operations and Summary of Significant Accounting Policies -
 Continued**

Adjustments Column - Continued

The adjustments column on the statement of governmental fund revenues, expenditures and changes in fund balance/statement of activities is comprised of the following for the year ended June 30, 2023:

Amounts reported for the NSWERS Project Fund are different from the statement of activities because of

Change in compensated absences	\$ (2,185)
Change in supplies and services	\$ 349,779
Change in unavailable revenue	<u>(2,346)</u>
Total adjustment amount	<u><u>\$ 345,248</u></u>

Note 2: Contributions Receivable

Contributions receivable consisted of the following at June 30, 2023:

Fiscal year to be received	
2024	\$ 651,853
2025	<u>52,500</u>
	704,353
Less:	
Allowance for uncollectible contributions	-
Unamortized discount	<u>33,950</u>
	<u><u>\$ 670,403</u></u>

**Nebraska Statewide Workforce & Educational
Reporting System
Notes to Financial Statements
June 30, 2023**

Note 3: Capital Assets

Capital asset activity consisted of the following for the year ended June 30, 2023:

	Beginning Balance	Additions	Disposals	Ending Balance
Software	\$ -	\$ 349,779	\$ -	\$ 349,779
Less accumulated depreciation for: Software	-	-	-	-
Capital assets, net	<u>\$ -</u>	<u>\$ 349,779</u>	<u>\$ -</u>	<u>\$ 349,779</u>

NSWERS has developed software to be utilized by the entity in the normal course of its operations. This software was still being developed and is not in-service as of June 30, 2023, thus no depreciation was taken during 2023.

Note 4: Risk Management

NSWERS is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; cybersecurity attacks; and natural disasters. NSWERS carries commercial insurance as coverage for these noted risks. NSWERS has had no claims or judgments exceeding the policy limits.


Insurance Policy Renewals

- Again, targeting similar coverage for the coming year:
 - Public Officials Policy
 - Since NSWERS does not currently have any direct employees, this policy does not include any employment practices liability or third-party discrimination coverage
 - E&O Cyber Liability Policy
 - Will be examining the need and opportunity for enhanced coverage consistent with the growth in the size of NSWERS information repositories




Executive Director's Report

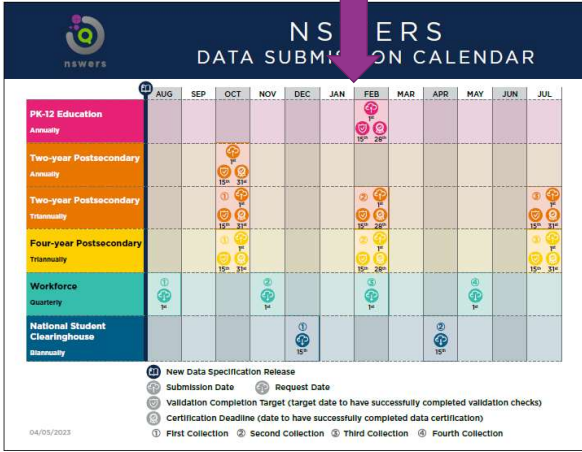
January 31, 2024



Matthew J. Hastings, Ph.D.
Executive Director, NSWERS
NSWERS Executive Council – Quarterly Meeting
NDE Boardroom
Lincoln, NE

Data Submission Calendar





Legend:

- 📅 New Data Specification Release
- 📅 Submission Date
- 📅 Request Date
- 📅 Validation Completion Target (target date to have successfully completed validation checks)
- 📅 Certification Deadline (date to have successfully completed data certification)
- ① First Collection ② Second Collection ③ Third Collection ④ Fourth Collection

Data Submission Progress v1.2

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023			2024			2025			
												Feb	Jul	Oct	Feb	Jul	Oct	Feb	Jul	Oct	
Central																					
Metro																					
MidPlains																					
Northeast																					
SCC																					
Western																					
Chadron																					
Peru																					
Wayne																					
UNK																					
UNL																					
UNMC																					
UNO																					
NCTA																					
NDE																					

cert sent 12/04/2023

*need to re-cert 3 2023 submissions
*need to re-cert 3 2023 submissions
*need to re-cert 3 2023 submissions
*need to re-cert 3 2023 submissions

- data not available
- data not provided
- partial data submitted
- data uploading
- data validated
- cert report generated
- data certified

NSWERS DATA SUBMISSION UPDATE

THE NSWERS DATA SYSTEM IS THE MOST COMPREHENSIVE EDUCATION-TO-WORKFORCE LONGITUDINAL INFORMATION SOURCE EVER CREATED IN NEBRASKA.

319
DATA ELEMENTS

JANUARY 31, 2024

EDUCATION



K-12
10 YEARS OF DATA

55,581,378
K-12 EDUCATION RECORDS

649,272
K-12 STUDENT RECORDS

715
K-12 COURSE RECORDS

POSTSECONDARY
12 YEARS OF DATA

11,936,367
POSTSECONDARY EDUCATION RECORDS

663,591
POSTSECONDARY STUDENT RECORDS

42,299
POSTSECONDARY COURSE RECORDS

WORKFORCE



15 YEARS OF DATA

22,297,186
WORKFORCE RECORDS

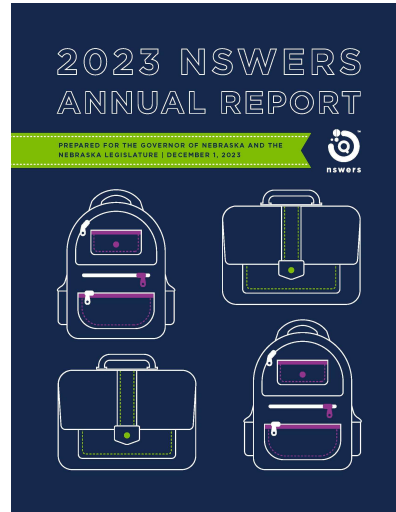
414,688
EMPLOYEE RECORDS

NSWERS Annual Report

As per LB 1130, NSWERS delivered our 2023 Annual Report to the Governor and Nebraska Legislature on December 1, 2023.

Key Contents:

- Introduction and History
- Overview of completed outcomes
 - High School Graduation
 - College Going
 - Postsecondary Persistence
 - Employment Location



NSWERS Advisory Committee

Agenda:

- General update on NSWERS progress
- Special Report on Dual Enrollment
- Research Briefs:
 - Employment Location/Talent Retention
 - Third-Grade Reading
- Insights+ Outcomes Product Suites:
 - High School Graduation
 - Postsecondary Persistence
 - Time to Employment
- Feedback on future data products

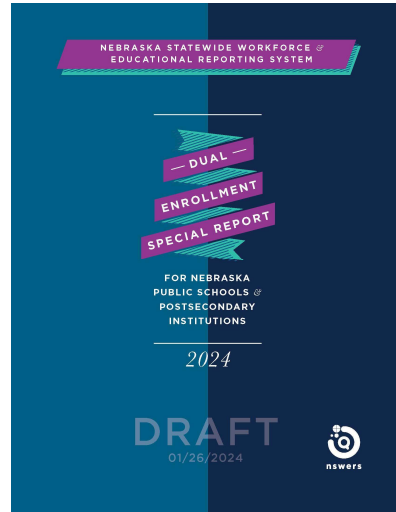


Special Report on Dual Enrollment

Set for public release beginning
February 1st

Novel Findings:

- Dual enrollment in Nebraska is associated with positive academic outcomes, including:
 - Higher High School Graduation
 - Higher levels of College Enrollment, Persistence, and Graduation
 - Higher In-State College Attendance
 - Higher GPAs

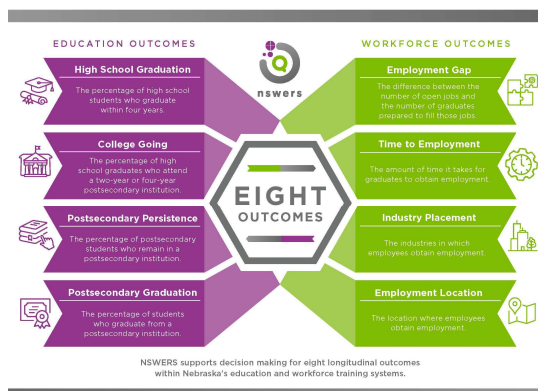


Addition of New Data Elements

- As per NSWERS Data Management Policy:
 - New data element proposals are first reviewed by NSWERS staff
 - Then with the NSWERS Management Committee
 - Approval by March 31st
- Presented to the NSWERS Executive Council for final approval
 - At the second quarterly business meeting (typically April).
- Currently, evaluating potential modifications to NSWERS data specifications with Management Committee
 - Suitable proxies for socioeconomic status

Additional Outcomes, Outputs?

- Education Outcomes
 - On Track (early grades, 6th, 8th, 9th)
 - First-year postsecondary credit accumulation
- Workforce Outcomes
 - Minimum Economic Return
 - Economic Mobility



NDOL Data Exchange Agreement

- Original agreement executed January 20, 2021
 - As required by LB 1060 (2020)
- Amendment to the original NSWERS-NDOL agreement extends data exchange through January 20, 2027
 - Maintains processes and procedures established previously

NSWERS Synthetic Data Project

- Partnership with Georgetown University
 - Technical support from Dr. Claire Bowen and team – Urban Institute
- Established to design and test synthetic data approaches that advance data privacy for NSWERS and our partners
- A focus on Privacy Enhancing Technologies (PETs)
 - Bolster NSWERS' efforts to ensure data privacy
 - Solution may be leveraged for external data requests and analysis, to power prototypes of public-facing data products, and to support broader analytic needs

Insights+ Technical Enhancements

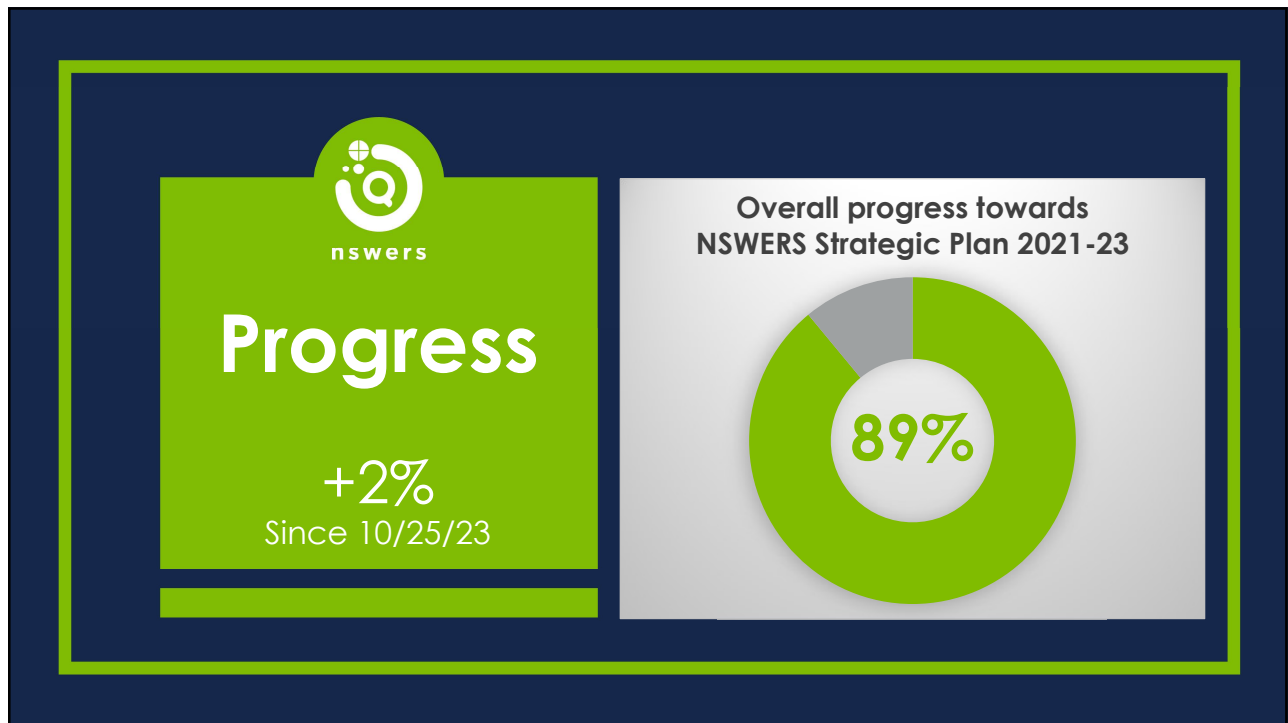
- Completed a request for proposals (RFP) procurement process to let a contract for technical support for enhancements to the Insight+ platform.
 - The contract was awarded to Don't Panic Labs of Lincoln, NE
- Conducting an expert, independent technical review of the methodological and analytic processes of insights+
 - Prof. Jonathan Templin – University of Iowa

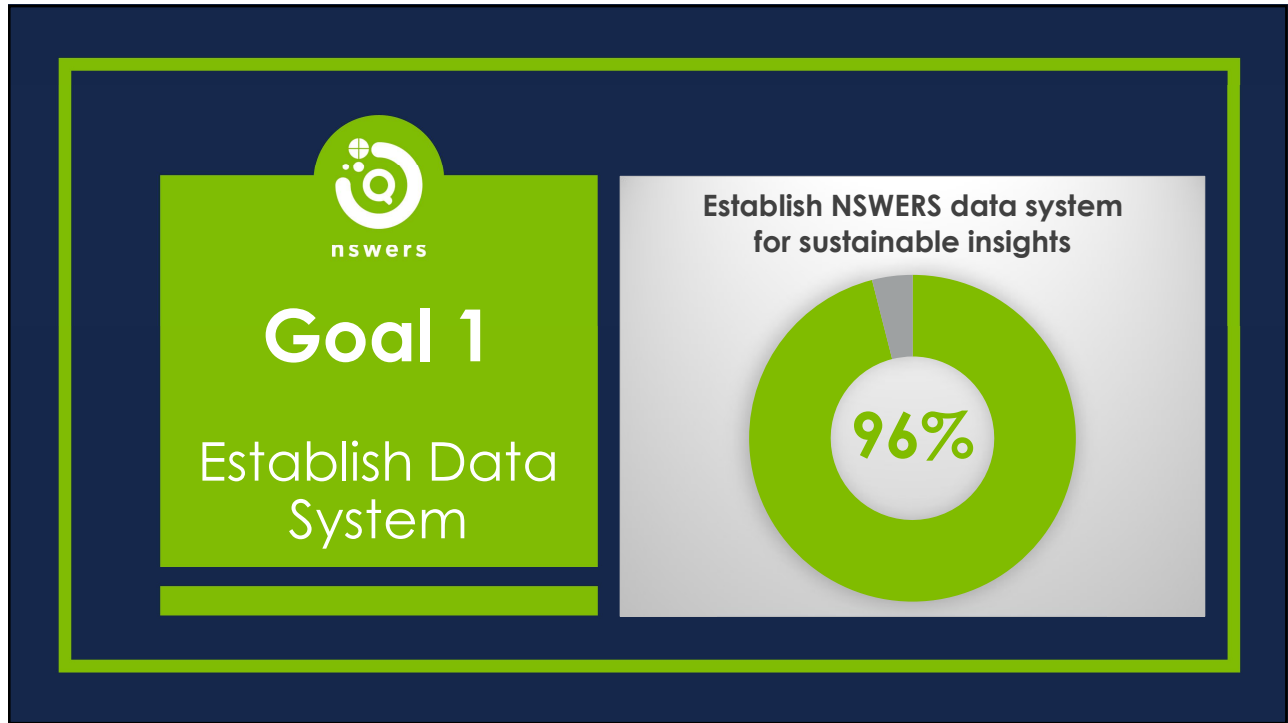
Data Requests (Level 2)

- Partner Data Requests:
 - Return Requests: None
 - Linked Data Request: None
- General Data Requests:
 - Avenue Scholars
 - Redirecting as evaluation request
 - JET Foundation
 - Redirecting as evaluation request
 - University of Nebraska-Lincoln, Mathematics Department
 - Nebraska University Partnership for Undergraduate Mathematics Placement (NU-PUMP)
 - Study current placement practices at UNK, UNL, UNO; identify possible improvements in placement practices and understand challenges to improving placement processes

Evaluation Requests

- Partner Evaluation Requests:
 - All six Nebraska Community Colleges
 - Evaluation of the educational and workforce outcomes of the Peter Kiewit Foundation Vocational Scholarship program
 - Supplemental data sharing agreements fully executed
 - Analytic activity to start in earnest beginning in the fall of 2024
 - Metropolitan Community College
 - Determine the overall success of Nebraska Math Readiness Partnership (NMRP) students in transitioning to, and their success while in, postsecondary education
 - Request submitted, evaluation proposal pending
- General Evaluation Requests:
 - Avenue Scholars
 - Evaluation of the educational and workforce outcomes for program participants
 - Data request submitted, rerouting as evaluation request





-
- Goal 1**
Outstanding Items
- Organizational Strategies
 - Sustainable Funding Plan
 - Value-Add Partner Support Activities
 - Partner and Affiliate Planning
 - Accreditation and Regulatory Support
 - Leverage Public Domain Data
 - US Census Bureau
 - US Department of Labor
 - Industry-Standard Data Exchange
 - NSWERS API

nswers

Goal 2

Evaluate Efficacy

Evaluate the efficacy of Nebraska's education and workforce training systems

81%

nswers

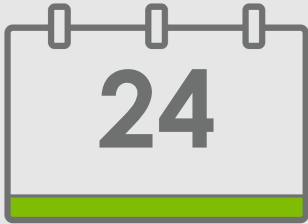
Goal 2

Outstanding Items

- Establish Collaboration Opportunities and Cultivate Funding
 - Systems-Involved Youth
- Leverage Capacity of Partners
 - Subject-Matter Experts
 - Community/Regional Vitality
- Operationalize Workforce Outcomes
 - Industry Placement
 - Employment Gap
- Data as a Product (DaaP)
- Data as a Service (DaaS)
- Awareness, Collaboration, System Improvement
 - Data use campaign
 - Decision support
 - Track tangible changes

Upcoming Executive Council Meetings

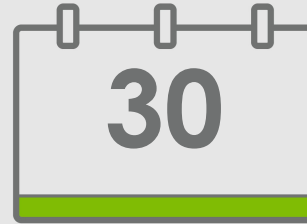
April
2024



July
2024



October
2024



Thank You

Next Executive Council Meeting: April 24, 2024



NSWERS

Statement of Net Position

December 31, 2023 and June 30, 2023

Unaudited

Assets	12/31/2023	6/30/2023
Assets:		
Cash & Investments (Note A)	\$ 59,239	\$ -
Accounts Receivable	116,920	670,403
Prepaid Expenses	13,186	41,086
Capital Assets	457,380	349,779
Total Assets	<u>646,725</u>	<u>1,061,268</u>
 Liabilities		
Liabilities:		
Accounts Payable	-	30,899
Due to the University of Nebraska	-	261,076
Accrued Compensated Absences	62,414	62,414
Total Liabilities	<u>62,414</u>	<u>354,389</u>
 Net Position		
Net investment in capital assets	457,380	349,779
Unrestricted	126,931	357,100
Total Net Position	<u>\$ 584,311</u>	<u>\$ 706,879</u>

Note A: Excludes cash held by the University of Nebraska Foundation
Foundation Cash

<u>\$ 2,435,951</u>	<u>\$ 2,426,884</u>
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NSWERS

Change in Net Position

For the Quarter Ended December 31, 2023

Unaudited

	FY24 Budget	Fiscal YTD 12/31/2023	Fiscal YTD Budget Variance
Operating Revenues			
Foundation contributions	\$ 991,496	\$ 94,868	\$ (896,628)
University of Nebraska contributions	145,006	-	(145,006)
Metro Community College contributions	70,000	-	(70,000)
Department of Education contributions	139,480	418,561	279,081
Interest income	-	-	-
Total Operating Revenues	1,345,982	513,429	(832,553)
Operating Expenses			
Wages	915,345	368,787	(546,558)
Benefits	294,836	85,110	(209,726)
Total Personal Services	1,210,181	453,897	(756,284)
Operating expenses	34,910	60,005	25,095
Rent	-	-	-
Travel	32,565	3,142	(29,423)
Insurance	60,000	19,778	(40,222)
Legal services	25,000	9,618	(15,383)
Auditing services	25,000	10,000	(15,000)
Business services	85,000	42,294	(42,706)
Other contractual services	377,000	37,263	(339,737)
Software	80,300	-	(80,300)
Equipment	12,250	-	(12,250)
Total Operating Expenses	1,942,206	635,997	(1,306,209)
Increase in Net Position	(596,224)	(122,568)	473,656
Net Position			
Net position, beginning of year	-	706,879	-
Net position, end of year	\$ (596,224)	\$ 584,311	\$ 473,656

NSWERS

**Supplemental Information
December 31, 2023**

Unaudited

Contractual Services:	Contract Amount	Paid as of December 31, 2023	Remaining Contract Amount
Magnolia Consulting	129,936	122,444	7,492
University of Nebraska (Annual)	84,588	42,294	42,294
University of Nebraska IT	Billable Rate	66,196	N/A
KSB School Law	Billable Rate	66,253	N/A
Don't Panic Labs	386,440	385,258	1,182
			-