

**Nebraska Statewide Workforce & Educational Reporting System (NSWERS)
Executive Council Business Meeting Notification and Agenda
April 24, 2024 – 1:30 p.m.
Southeast Community College, 8800 “O” Street, Room C202, Lincoln, NE 68520**

AGENDA

CALL TO ORDER

Roll Call

Announcement of the placement of the Open Meetings Act information

1. APPROVAL OF MEETING AGENDA

1.1 PUBLIC COMMENT PERIOD (5 minutes)

1.2 APPROVAL OF MEETING AGENDA

1.3 APPROVAL OF MINUTES

- January 31, 2024 Meeting

2. ITEMS FOR DISCUSSION AND/OR ACTION

2.1 Discuss, consider, and take all necessary action with respect to the proposed budget for NSWERS for the fiscal year 2025.

2.2 Discuss, consider, and take all necessary action with respect to the proposed revisions to the NSWERS data specifications (version 1.3.0).

2.3 Discuss, consider, and take all necessary action with respect to the proposed revisions to NSWERS Data Management Policy and Procedures.

2.4 Discuss, consider, and take all necessary action to nominate and appoint a Secretary-Treasurer of the NSWERS Executive Council.

2.5 Discuss, consider, and take all necessary action to nominate and appoint a Vice President of the NSWERS Executive Council.

3. EXECUTIVE DIRECTOR'S REPORT

3.1 Executive Director's Report (Dr. Matt Hastings)

4. INFORMATION ITEMS AND REPORTS

4.1 Treasurer's Report (Commissioner Brian Maher and Dr. Matt Hastings)

5. SPECIAL PRESENTATIONS AND DISCUSSIONS

5.1 NSWERS insights+ Data Product Review – Time to Employment (NSWERS Staff)

5.2 NSWERS Synthetic Data Initiative (NSWERS Staff)

6. ADJOURNMENT

**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
Dr. Paul Illich	Yea
Dr. Paul Turman	Yea
Dr. Brian Maher	Yea

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.

DRAFT

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

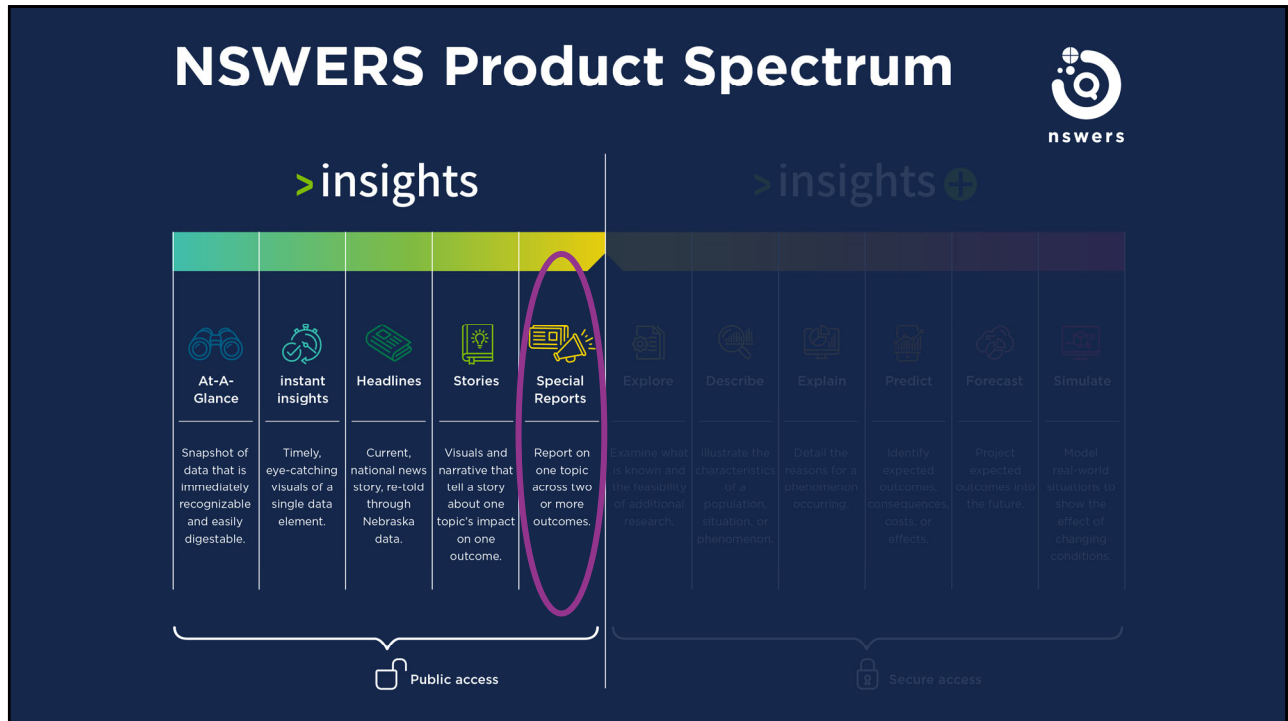
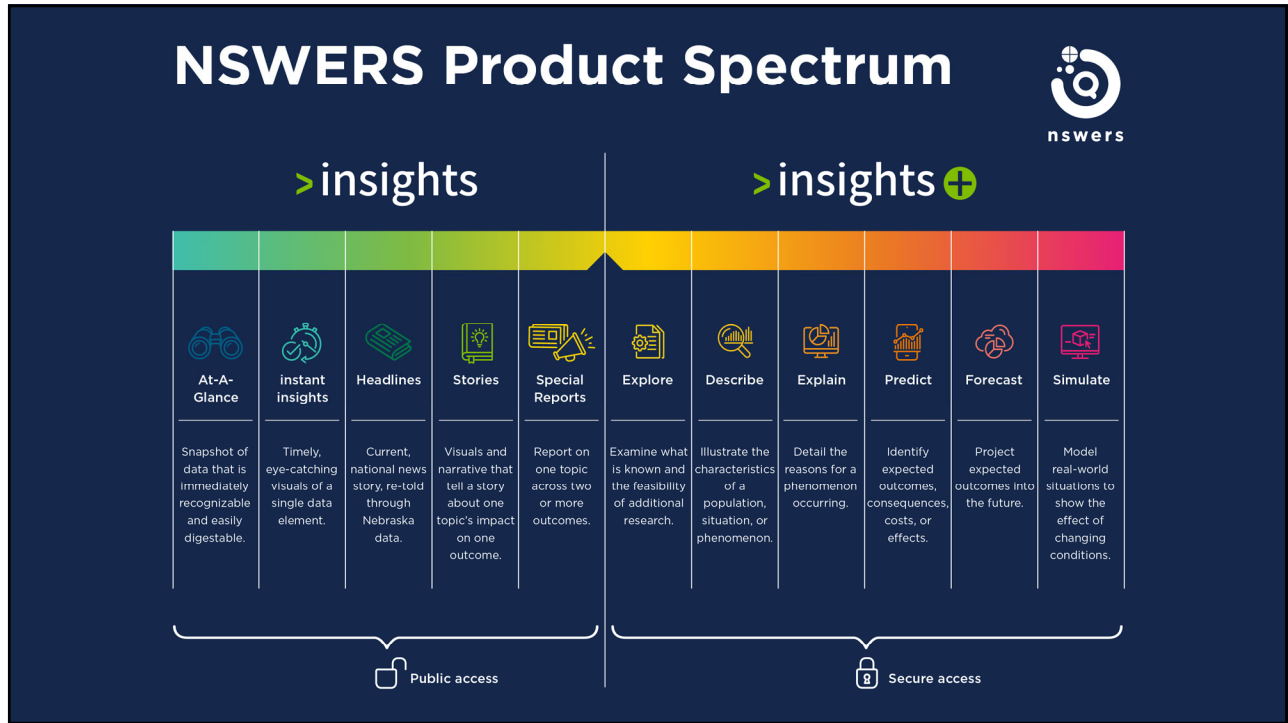
DUAL
ENROLLMENT
SPECIAL REPORT

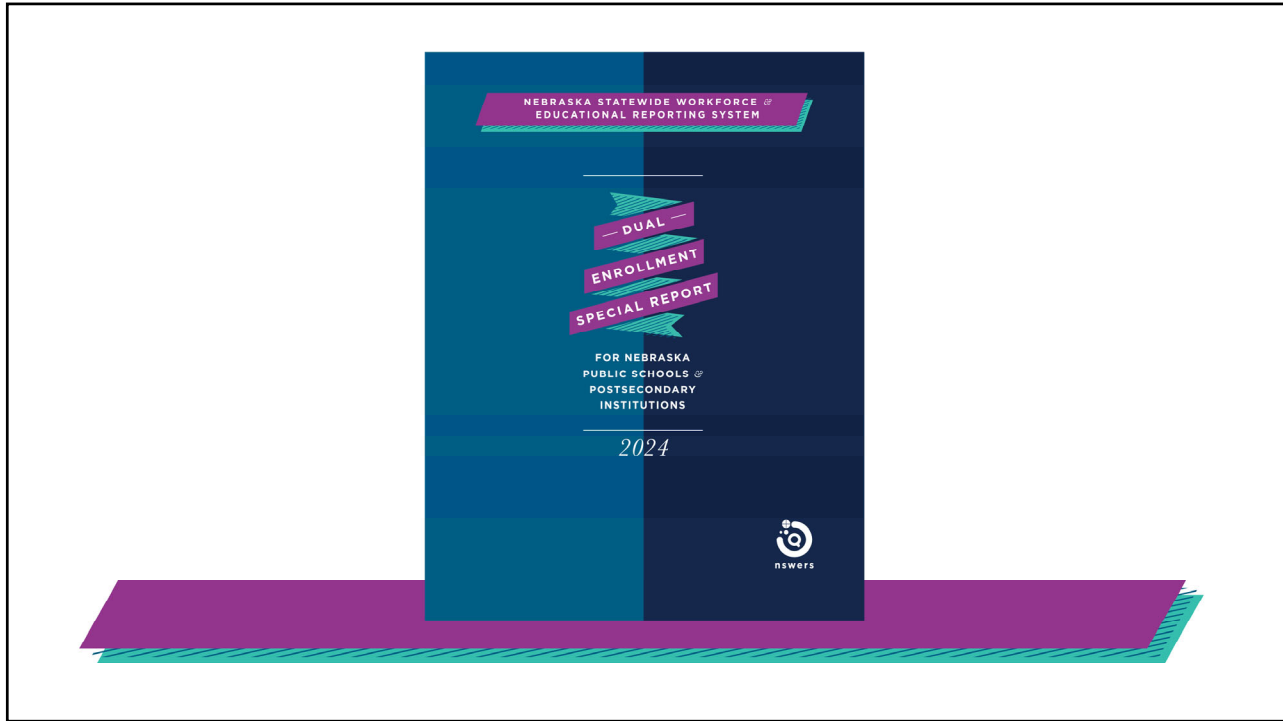
FOR NEBRASKA PUBLIC SCHOOLS &
POSTSECONDARY INSTITUTIONS



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 (a stylized 'Q' with a plus sign) and the text 'nswers' are displayed.





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's 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 semester 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

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

OVER 28% OF STUDENTS TAKE AT LEAST ONE DUAL ENROLLMENT COURSE

STUDENT PARTICIPATION BY INSTITUTION

** Data is masked.*

Institution	Community Colleges	State Colleges	University System
Metropolitan	2,498	904	
Mid-Plains	600		
Northeast	1,767		
Southeast	1,767		
Western NE	169		
Chadron	101	533	
Peru		174	
Wayne		66	
NCTA		196	223
UNK			
UNL			1,410
UNO			

TOP FIVE SUBJECTS:

- English: 20%
- Math: 14%
- History: 7%
- Psychology: 6%
- Biology: 5%

STATEWIDE PARTICIPATION:

- 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.

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

8

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@nwcc.edu.

HIGH SCHOOL GRADUATION

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

2024 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@nwcc.edu.

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.

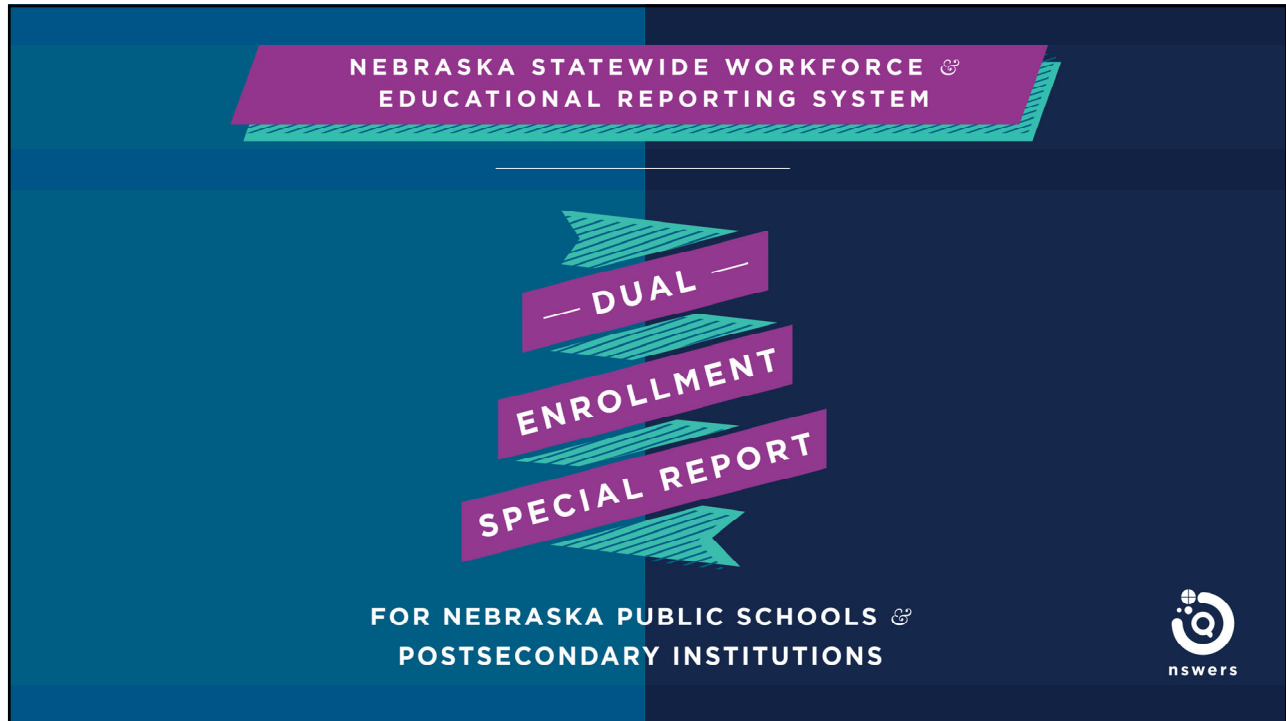
PERCENT OF COHORT EARNING DUAL ENROLLMENT CREDIT BY 8TH GRADE MATH ASSESSMENT

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

Source: Nebraska Statewide Assessment & Educational Reporting System analysis of data from NSWERS Data System, 2014-2024. These data include reports for public high schools and public postsecondary institutions in Nebraska. Data not provided by Central Community College.

2024 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

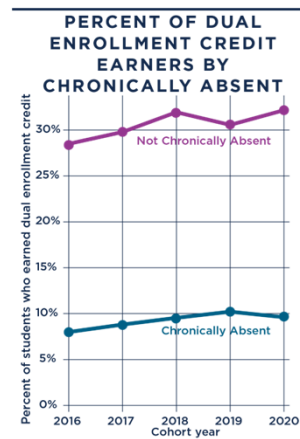
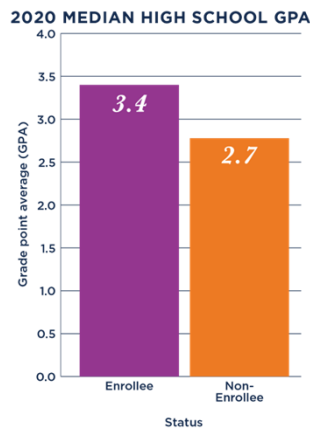
- Provisional results statement
 - Based on most recent certified data
 - Results may change based on data resubmission
 - Central Community College not currently included
 - Cannot fully observe dual enrollment.
- Any observed associations cannot be interpreted causally

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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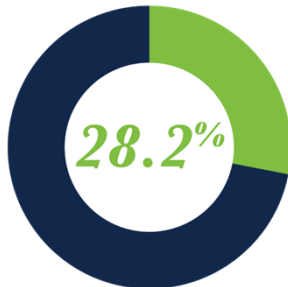
Dual Enrollment Data



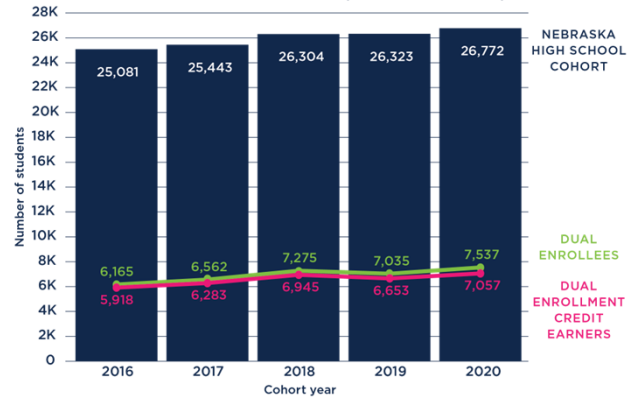
Dual enrollment participation has grown

Page 10

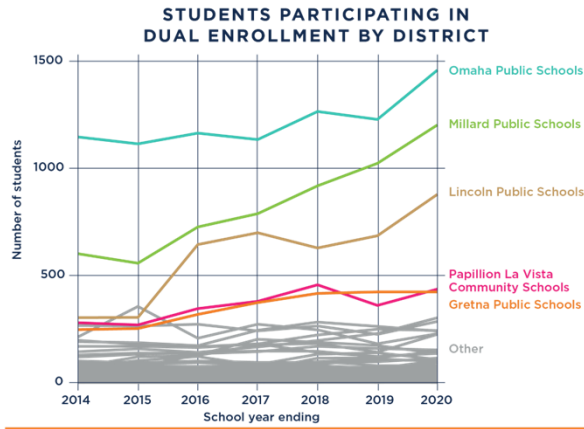
PERCENT OF 2020 COHORT ATTEMPTING DUAL ENROLLMENT



NEBRASKA HIGH SCHOOL COHORT, PARTICIPANTS, & EARNERS

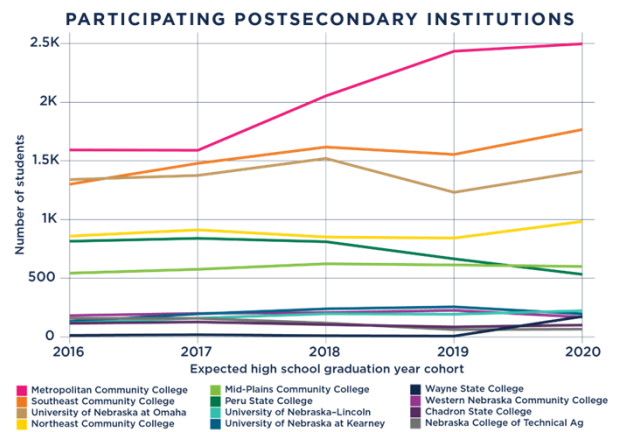


Growth driven by largest districts



Page 15

Top 3 institutions serve >65% enrollees

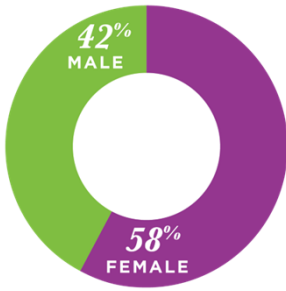


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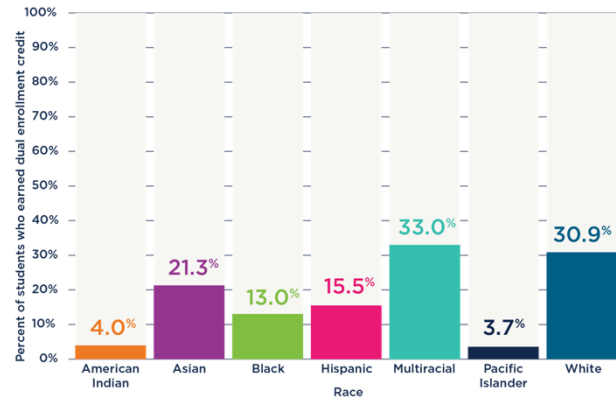
Disparities in participation

Pages
25-26

PERCENT OF DUAL ENROLLEES BY GENDER (2020 COHORT)



DUAL ENROLLMENT CREDIT EARNERS BY RACE/ETHNICITY (2020)

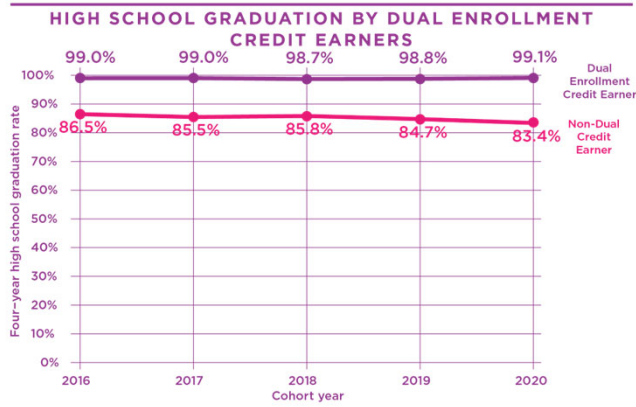


Educational Outcomes



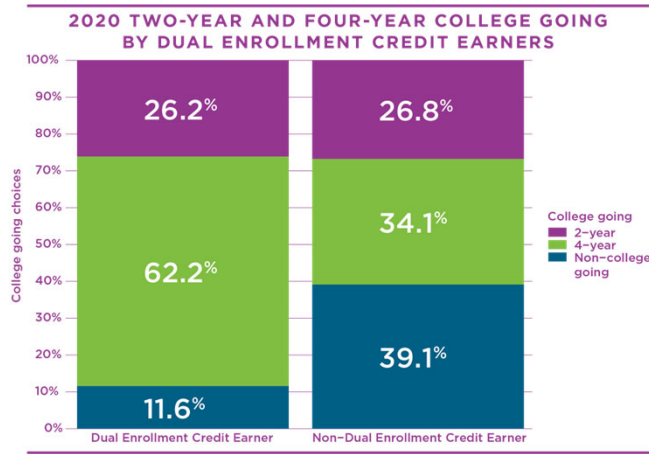
Dual enrollment earners have higher high school graduation rates

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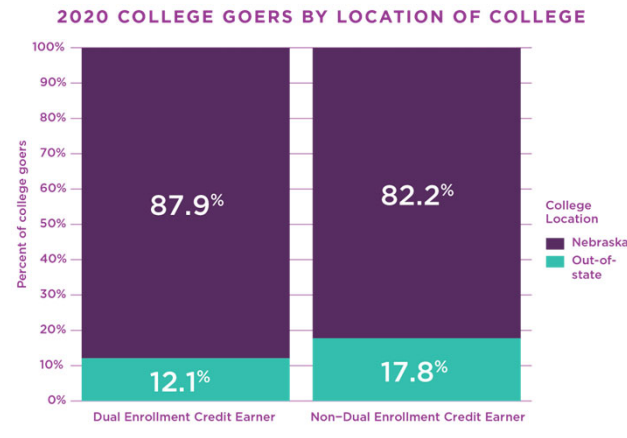


Dual enrollment credit earners have higher college going rates

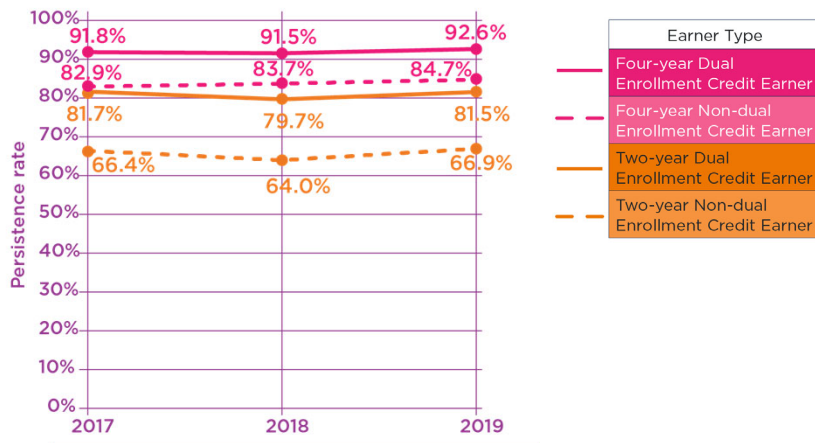
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Dual enrollment credit earners more likely to attend college in NE

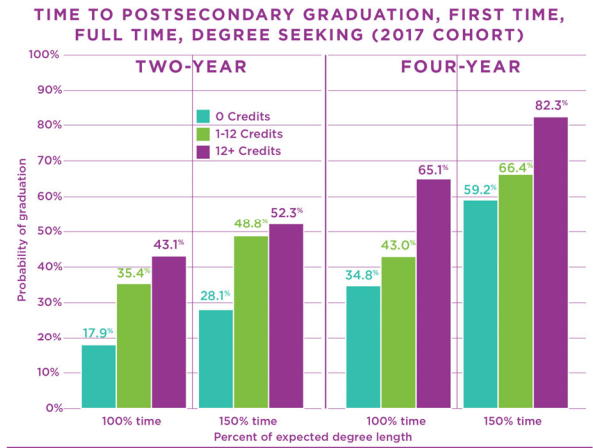


Dual enrollment credit earners have higher fall-to-fall persistence



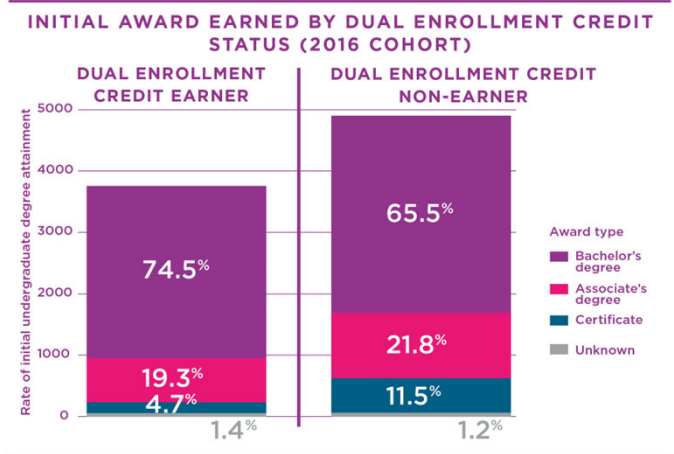
Dual enrollment credit earners have higher college graduation rates

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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



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:

- 96.7%** if they exceeded 3rd grade reading standards.
- 91.6%** if they met 3rd grade reading standards.
- 79.0%** if they were below 3rd grade 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).

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.

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

Nebraska Statewide Workforce & Educational Reporting System
901 N 17th, NE W 208
Lincoln, NE 68508-0024
nswers.org

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:

- 85.8%** if they exceeded 3rd grade reading standards.
- 72.7%** if they met 3rd grade reading standards.
- 52.8%** if they were below 3rd grade 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).

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.

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

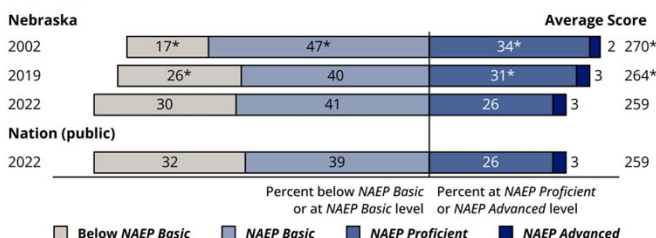
This brief includes data on third graders who took the Nebraska State Assessment Reading subject test (NeSA-R) in the 2022 academic year. These provisional results are based on certified NWEA® data as of December 8, 2023. The provisional results may change because of data re-measures by NWEA® Partners and/or Affiliates. For updated results, please contact support@nswers.org.

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)

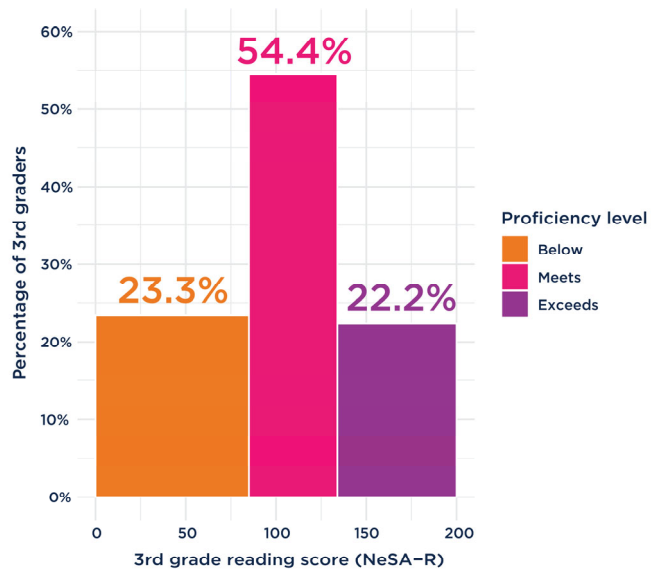
*Why so far back?

- 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:

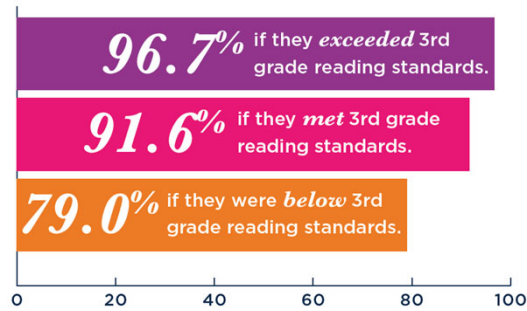
- About 86% meet or exceed standards
- about 23% were below standards



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.



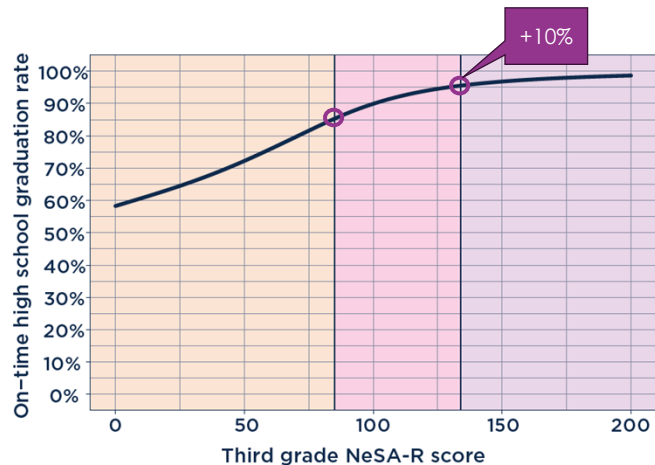
Source: the Nebraska Statewide Workforce & Educational Reporting System analysis of data from the NSWERS data system, 2012-2021. Note: These provisional results are based on certified NSWERS data as of December 11, 2023. The provisional results in this report may change because of data resubmissions 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.

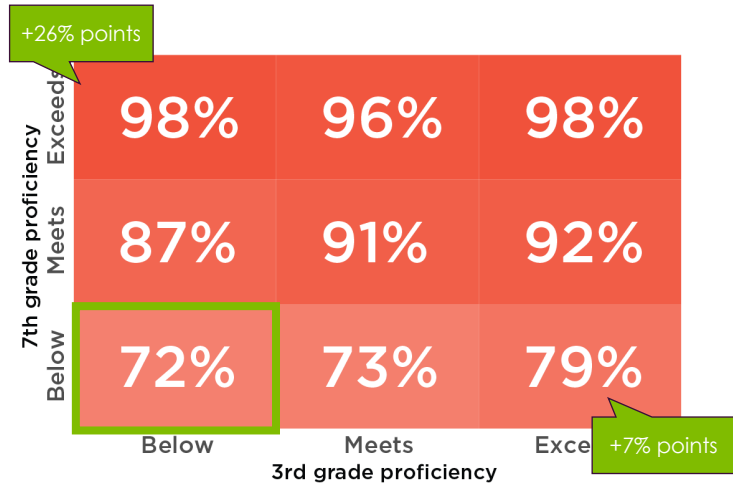
On-Time High School Graduation

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.

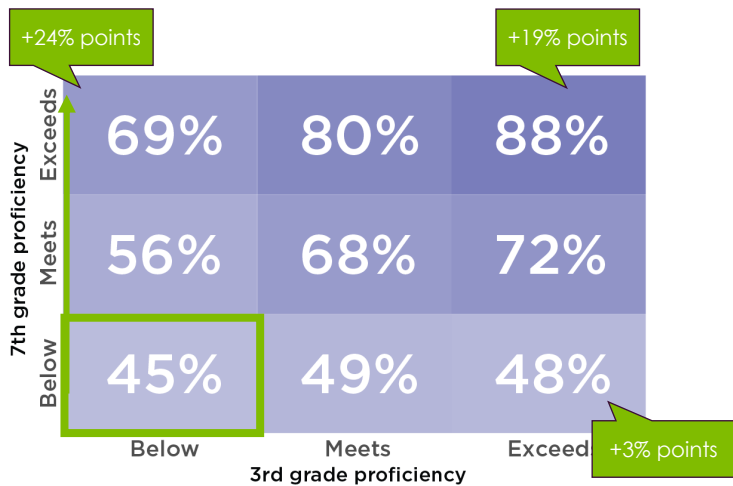
College going

Improvement by 7th Grade:

- Higher rates of college going.

Below standard by 7th Grade:

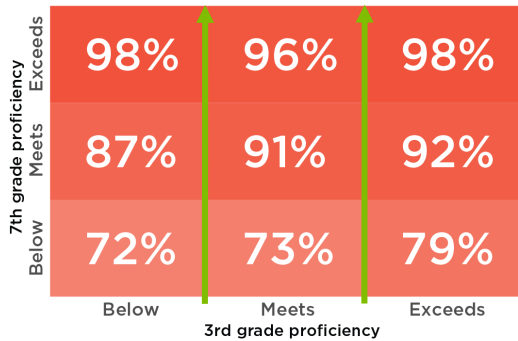
- Similarly low rates of college-going
- Even if they met reading standards as 3rd graders.



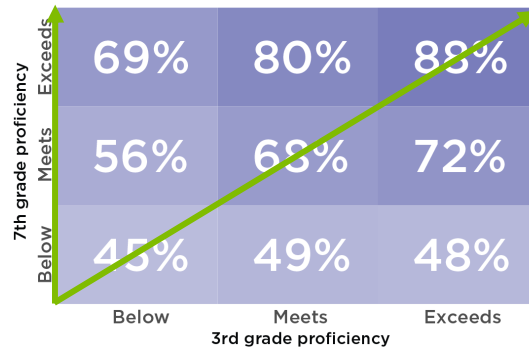
Source: the Nebraska Statewide Workforce & Educational Reporting System analysis of data from the NSWERS data system, 2012-2021. Note: These provisional results are based on certified NSWERS data as of December 11, 2023. The provisional results in this report may change because of data resubmissions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

Does early reading proficiency matter?

On-time high school graduation



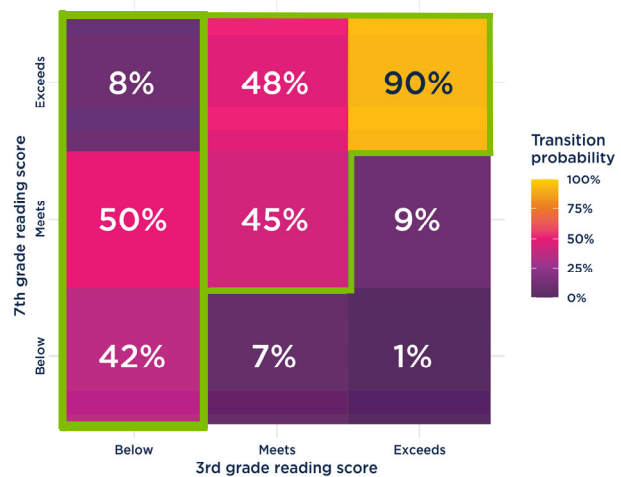
College going



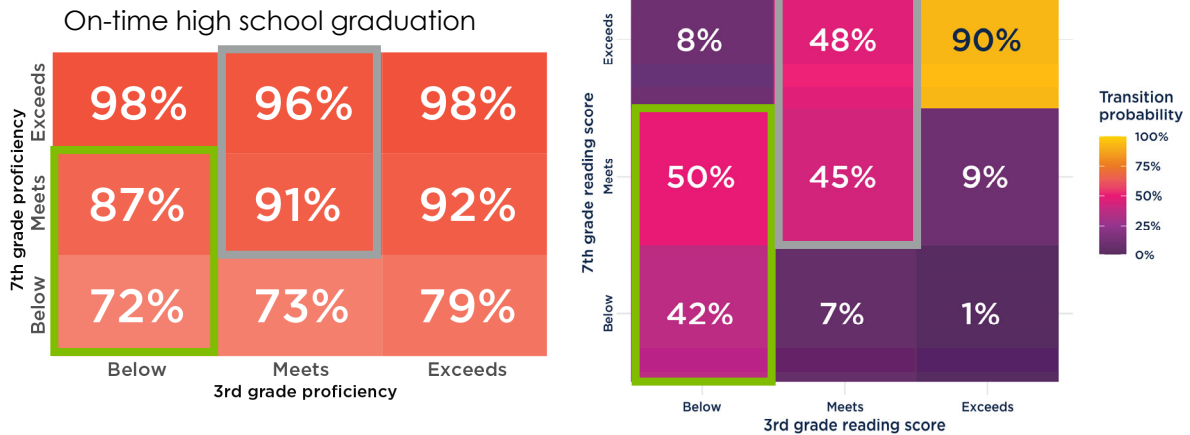
How likely is improvement?

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

Questions?

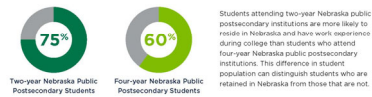


Employment Location

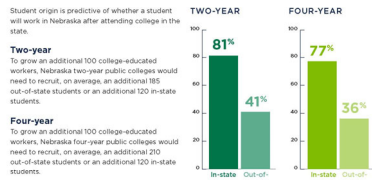


Employment Location (Talent Retention)

Talent Retention Rate



Student Origin (In-state, 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.



Workforce development in Nebraska

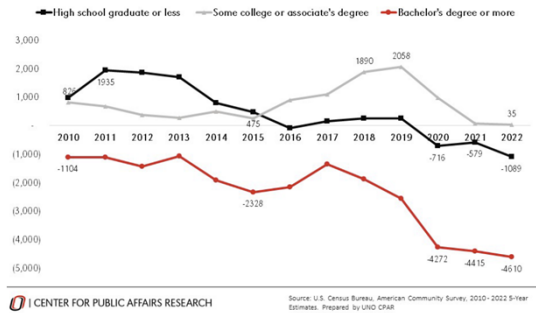
Context

- 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

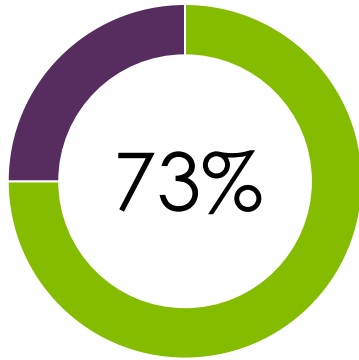


Methods

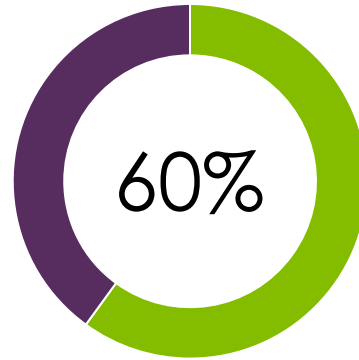
- Who: Degree-seeking exiters from NE public post-secondaries
- When: Students that exited (graduated/dropped-out) between 2015-2020
- Outcome: Talent retention
 - Retained if student worked at least 1 year in Nebraska within 2 years following college exit
 - NDOL Unemployment insurance records

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@nwes.org.

Student Origin

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

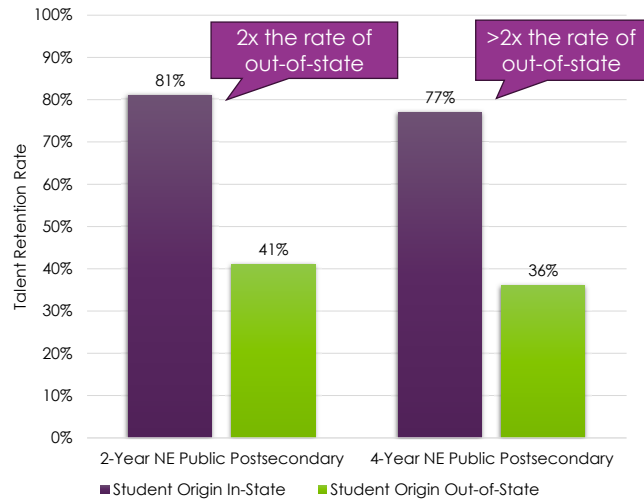
To retain **100 college-educated** workers, Nebraska needs to recruit an additional:

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@nwes.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

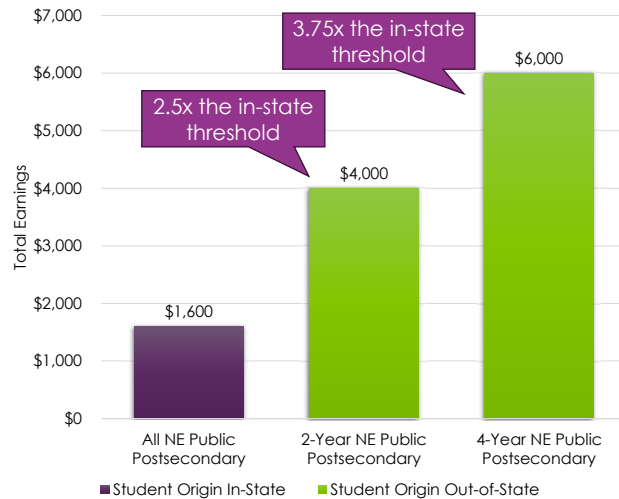
Student Origin Out-of-State

- ~\$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

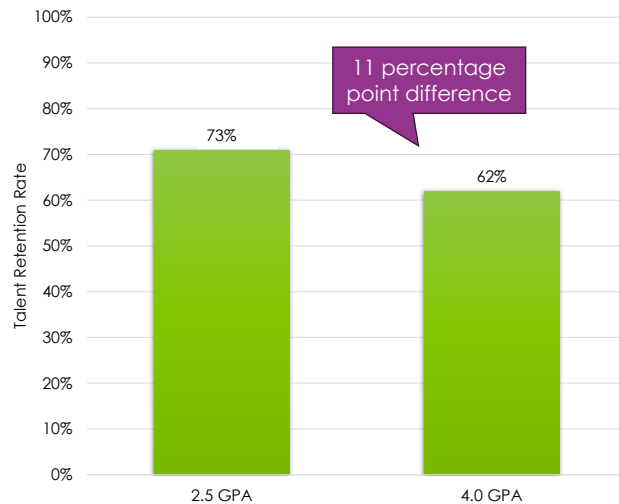
At a 4.0 GPA

- 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

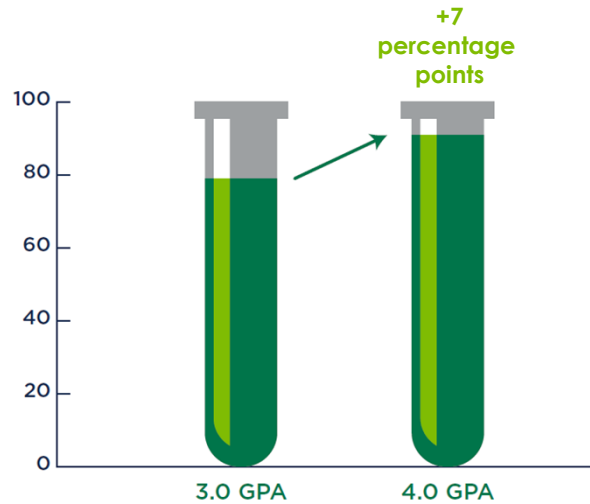


Source: the Nebraska Statewide Workforce & Educational Reporting System analysis of data from the NSWERS data system, 2015-2020. Note: These provisional results are based on certified NSWERS data as of November 1, 2023. Data not provided by Central Community College. The provisional results in this report 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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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
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Notes to Financial Statements 5



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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	52,500
	<u>704,353</u>
Less:	
Allowance for uncollectible contributions	-
Unamortized discount	33,950
	<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	\$ -	\$ 349,779	\$ -	\$ 349,779

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.

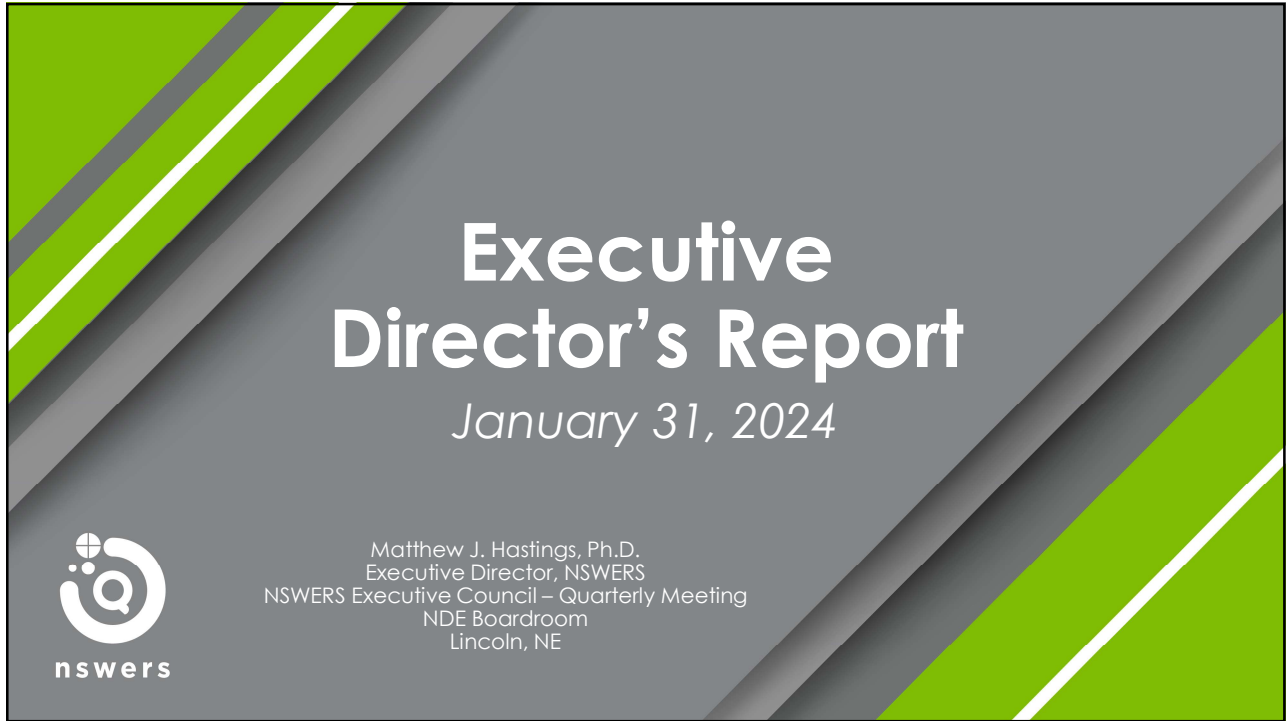
Note 4: Risk Management

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.

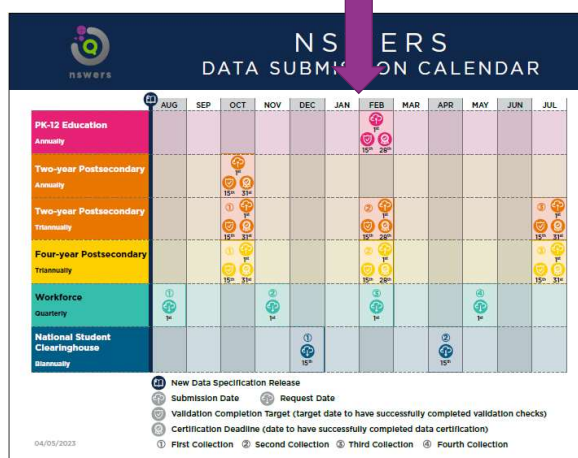
Insurance Policy Renewals

- 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





Data Submission Calendar



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*

**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

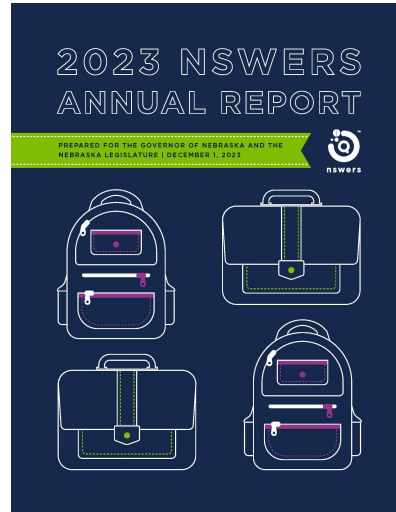
414,688
EMPLOYEE RECORDS

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

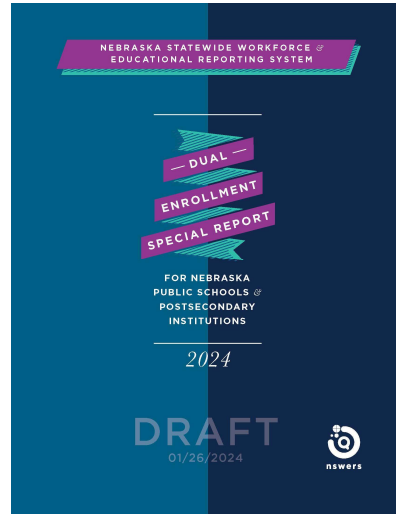


Special Report on Dual Enrollment

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

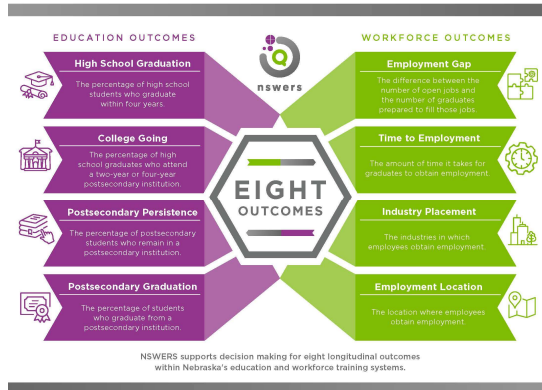


Addition of New Data Elements

- 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

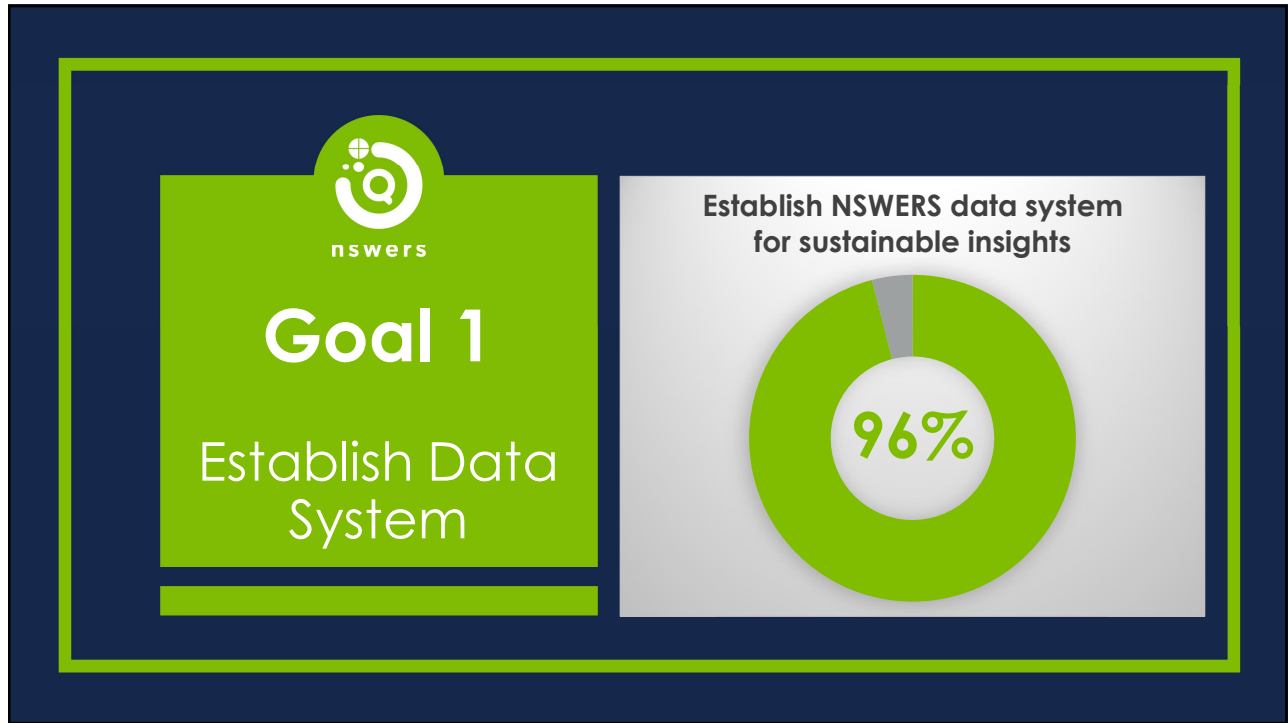
Data Requests (Level 2)

- 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
			-

**Nebraska Statewide Workforce Educational Reporting System (NSWERS)
 Proposed Budget - Fiscal Year 2025 - DRAFT**

TOTALS

Proposed for Consideration on April 24, 2024	Fiscal Year 2024-2025	Fiscal Year 2023-2024 (Previous)
Expenses	Cost	Cost
TOTAL WAGES	\$ 960,450.51	\$ 915,344.89
TOTAL BENEFITS	\$ 309,364.37	\$ 294,835.70
TOTAL PERSONAL SERVICES	\$ 1,269,814.88	\$ 1,210,180.59
TOTAL OPERATING EXPENSES	\$ 34,910.00	\$ 34,910.00
TOTAL TRAVEL	\$ 32,565.00	\$ 32,565.00
TOTAL EQUIPMENT	\$ 12,250.00	\$ 12,250.00
TOTAL SOFTWARE	\$ 80,300.00	\$ 80,300.00
TOTAL CONTRACTUAL SERVICES	\$ 612,000.00	\$ 572,000.00
TOTAL	\$ 2,041,839.88	\$ 1,942,205.59

Budget Summary - FY 2024-2025

<u>FTE</u>	<u>POSITION TITLE</u>	<u>2024-2025 SALARY</u>
1	Executive Director	\$ 179,216.56
1	Research & Evaluation, Asst. Dir.	\$ 120,449.75
2	Web Application Developer, Front/Back End	\$ 180,336.00
2	Data Scientist	\$ 182,139.36
1	Communications Manager	\$ 92,146.45
1	Web Applications Developer, Asst. Dir.	\$ 120,449.75
1	Partner Engagement Specialist	\$ 85,712.64
<u>COST ITEM</u>	<u>DESCRIPTION</u>	<u>COST</u>
511100	Permanent Salaries	\$ 960,450.51
511200	Temporary Salaries	\$ -
511300	Overtime	\$ -
511900	Supplemental Pay	\$ -
	Other	\$ -
	TOTAL WAGES	\$ 960,450.51
515100	Retirement	\$ 57,627.03
515200	FICA	\$ 67,231.54
515400	Life Insurance	\$ 960.45
515500	Health Insurance	\$ 183,446.05
516500	Workers Comp.	\$ 99.31
	Other Benefits	\$ -
	TOTAL BENEFITS	\$ 309,364.37
510000	TOTAL PERSONAL SERVICES	\$ 1,269,814.88
521100	Postage	\$ 900.00
521200	Communication	\$ 5,375.00
521400	Data Processing	\$ 12,150.00
521500	Publication/Printing	\$ 7,660.00
522100	Dues/Subscriptions	\$ 1,000.00
522200	Conference Registration	\$ 1,750.00
523100	Utilities	\$ -
524600	Office Rent	\$ -
525500	Other Rent	\$ -
532100	Non-Capitalized Equipment	\$ -
527100	Repair/Maintenance	\$ 1,125.00
531100	Supplies	\$ 2,700.00
554900	Contractual Services	\$ 612,000.00
555200	Software	\$ 80,300.00
559100	Other Operating Expense	\$ 2,250.00
OPERATING TOTAL		\$ 727,210.00
<u>COST ITEM</u>	<u>DESCRIPTION</u>	<u>2024-25 COST</u>
571100	Board/Lodging	\$ 7,215.00
572100	Commercial Travel	\$ 4,410.00

573100	State-Owned Trans.	\$	8,440.00
574100	Personal Vehicle Mileage	\$	2,410.00
575100	Misc. Travel	\$	335.00
575100	Misc. Travel	\$	9,755.00
570000	TOTAL TRAVEL	\$	32,565.00
583000	Office Equipment	\$	2,250.00
583300	Data Processing Hardware	\$	10,000.00
	Other Capital Outlay	\$	-
580000	TOTAL EQUIPMENT	\$	12,250.00
TOTAL		\$	2,041,839.88
OPERATIONS SOURCES OF FUNDING			
	Funding Commitments	\$	410,000.00
	Estimated Carryover	\$	2,435,950.95
	TOTAL	\$	2,845,950.95
TOTAL		\$	804,111.07
FUNDING COMMITMENTS			
	Partner	\$	70,000.00
	Private Foundations	\$	340,000.00
TOTAL		\$	410,000.00

510000 Personal Services

Fiscal Year 2024-2025												
FTE	POSITION TITLE	PG	2024-2025 Salary	Retirement 2024-2025	Health Insurance 2024-2025	FICA	Life Insurance	Worker's Comp.	TOTAL	TOTAL SALARY	TOTAL BENEFITS	
	1 Executive Director		\$ 179,216.56	\$ 10,752.99	\$ 34,230.36	\$ 12,545.16	\$ 179.22	\$ 18.53	\$ 236,942.82			
	1 Research & Evaluation, Asst. Dir.		\$ 120,449.75	\$ 7,226.99	\$ 23,005.90	\$ 8,431.48	\$ 120.45	\$ 12.45	\$ 159,247.02			
	2 Web Application Developer, Front/Back End		\$ 180,336.00	\$ 10,820.16	\$ 34,444.18	\$ 12,623.52	\$ 180.34	\$ 18.65	\$ 238,422.84			
	2 Data Scientist		\$ 182,139.36	\$ 10,928.36	\$ 34,788.62	\$ 12,749.76	\$ 182.14	\$ 18.83	\$ 240,807.07			
	1 Communications Manager		\$ 92,146.45	\$ 5,528.79	\$ 17,599.97	\$ 6,450.25	\$ 92.15	\$ 9.53	\$ 121,827.13			
	1 Web Applications Developer, Asst. Dir.		\$ 120,449.75	\$ 7,226.99	\$ 23,005.90	\$ 8,431.48	\$ 120.45	\$ 12.45	\$ 159,247.02			
	1 Partner Engagement Specialist		\$ 85,712.64	\$ 5,142.76	\$ 16,371.11	\$ 5,999.88	\$ 85.71	\$ 8.86	\$ 113,320.97			
TOTAL	9		\$ 960,450.51	\$ 57,627.03	\$ 183,446.05	\$ 67,231.54	\$ 960.45	\$ 99.31	\$ 1,269,814.88	\$ 960,450.51	\$ 309,364.37	

Note: salaries incorporate a 4% increase from FY24 budget, comparison adjustments

520000 Operating Expenses

Fiscal Year 2024-2025					
Expenses	Detail	Cost/FTE	FTE	TOTAL	
Postage		\$ 100.00	9	\$	900.00
Communication	Local Service	\$ 150.00	9	\$	1,350.00
Communication	Long Distance	\$ 225.00	9	\$	2,025.00
Communication	Cell Phone/Hotspot	\$ 1,000.00	2	\$	2,000.00
Data Processing	Educational Network Fee	\$ 1,300.00	9	\$	11,700.00
Data Processing	Network Depreciation	\$ 50.00	9	\$	450.00
Printing	Commercial Printing	\$ 5,500.00	9	\$	5,500.00
Printing	Photocopy	\$ 240.00	9	\$	2,160.00
Dues/Subscriptions		\$ 1,000.00	1	\$	1,000.00
Meeting/Conference Registration		\$ 350.00	5	\$	1,750.00
Office Rent/Building Renewal	Professional Staff	\$ -	9	\$	-
Office Rent/Building Renewal	Support Staff	\$ -	0	\$	-
Repair/Maintenance		\$ 125.00	9	\$	1,125.00
Supplies	Subsequent Years	\$ 300.00	9	\$	2,700.00
Other Operating Expenses		\$ 250.00	9	\$	2,250.00
TOTAL				\$	34,910.00

Note: No change from previous FY

570000 Travel

Fiscal Year 2023-2024								
Expenses	Detail	High Cost	High FTE	Medium Cost	Medium FTE	Low Cost	Low FTE	TOTAL
Board/Lodging		\$ 2,575.00	1	\$ 1,570.00	2	\$ 500.00	3	\$ 7,215.00
Commercial Travel		\$ 2,210.00	1	\$ 1,100.00	2	\$ -	3	\$ 4,410.00
State Owned Transportation		\$ 3,315.00	1	\$ 2,000.00	2	\$ 375.00	3	\$ 8,440.00
Personal Mileage		\$ 715.00	1	\$ 360.00	2	\$ 325.00	3	\$ 2,410.00
Miscellaneous Travel		\$ 165.00	1	\$ 85.00	2	\$ -	3	\$ 335.00
Prof. Development Travel		\$ 3,315.00	2	\$ 2,000.00	1	\$ 375.00	3	\$ 9,755.00
TOTAL		\$ 12,295.00		\$ 7,115.00		\$ 1,575.00		\$ 32,565.00

Note: No change from previous FY

580000 Office Equipment

Fiscal Year 2023-2024				
Expenses	Detail	Cost/FTE	FTE	TOTAL
Office Equipment	Desk	\$ -	0	\$ -
Office Equipment	Chair	\$ -	0	\$ -
Office Equipment	File Cabinet	\$ -	0	\$ -
Office Equipment	Misc.	\$ 250.00	9	\$ 2,250.00
Office Equipment	Wall Partitions	\$ -	0	\$ -
Data Processing Hardware/Software	Standard Desktop	\$ -	0	\$ -
Data Processing Hardware/Software	Standard Laptop	\$ -	0	\$ -
Data Processing Hardware/Software	Standard Software	\$ -	0	\$ -
Power User	Power Desktop	\$ -	0	\$ -
Power User	Power Laptop	\$ 2,500.00	2	\$ 5,000.00
Power User	Power Software	\$ 2,500.00	2	\$ 5,000.00
TOTAL				\$ 12,250.00

Note: No change from previous FY

555200 Software

Fiscal Year 2024-2025					
Expenses	Detail	Cost/FTE	FTE	TOTAL	
Public Website (www.nswers.org)	Domain Name, WordPress Website	\$ 2,500.00	-	\$	2,500.00
Development Software Licenses	Visual Studio, etc.	\$ 3,250.00	2	\$	6,500.00
Auth0	Authentication service for insights+	\$ 35,000.00	-	\$	35,000.00
WP Engine	Main NSWERS website and miscellaneous plugins	\$ 1,000.00	-	\$	1,000.00
Shorthand	Scrollytelling software	\$ 1,600.00	-	\$	1,600.00
SendGrid	Secure emails from insights+	\$ 1,200.00	-	\$	1,200.00
Role-Based Software	Adobe CS, etc.	\$ 2,500.00	-	\$	2,500.00
Enterprise Software	Enterprise Software	\$ 30,000.00	-	\$	30,000.00
TOTAL				\$	80,300.00

Note: No change from previous FY

554900 Contractual Services

Fiscal Year 2024-2025		
Expenses	Detail	Cost
Business Services & Support	NU Service Contract	\$ 85,000.00
Audit Services	Forvis	\$ 25,000.00
Legal Counsel	KSB School Law	\$ 25,000.00
Insurance	Aon Risk Services (\$2M Public Officials and \$5M x \$5M Cyber Liability policies)	\$ 60,000.00
Data Storage & Security	NU ITS, Microsoft Azure Cloud Storage and Utilization	\$ 120,000.00
Penetration Testing	Third-party testing of NSWERS web platforms for security	\$ 12,000.00
Technical Consulting & Support	NSWERS Data System and Software Development	\$ 100,000.00
Research Consulting & Support	Data Analysis and Modeling	\$ 100,000.00
Internships/Assistantships	Research and Technical Support	\$ 60,000.00
Professional Development	Security, Technical, Methodological (\$500 * 9 FTE)	\$ 4,500.00
Meetings & Trainings	Executive & Management Councils, Advisory Committees, Data & Technical Committee, Research Review Board	\$ 5,000.00
Communications/Media	Commercial Printing and Mailing	\$ 15,500.00
Data/Info Release & Dissemination		\$ -
Partner Support Services		\$ -
TOTAL		\$ 612,000.00

Note: 7% change from previous FY - data storage and security expenses

2024 Data Specification Proposed Changes

Below is an overview of the proposed changes for the Data Specification files to be released in August 2024. Exact changes within the Data Specification files as a red-line document and a clean version with proposed changes incorporated will be made available. The new Data Specification version number will be 1.3.0 for all files. These proposed changes have been discussed and reviewed with the six community colleges and the Management Committee.

Clarifications and Changes

- 1) **2-Year Postsecondary & 4-Year Postsecondary** Transcript File:
 - a. Course Grade Points element definition is clarified, and the definition is expanded. No new data is required with this change.
- 2) **2-Year Postsecondary & 4-Year Postsecondary** Courses File:
 - a. Adding two new data elements: Dual Credit Flag and Associated High School.
 - i. Dual Credit Flag will allow a code to indicate if the course section is associated with a dual credit program.
 - ii. Associated High School will provide the name of the high school that is associated with the dual credit course.
 - b. The addition of these two data elements will not adjust the order of the data elements in the file, as they will be added at the end.
- 3) **2-Year Postsecondary & 4-Year Postsecondary** Enrollment File:
 - a. Primary Program One Level element is being added that will indicate the program level for the primary academic program of the student, as recorded at the census date.
 - b. Primary Program Two Level element is being added, which will indicate the program level for the additional primary program of the student, if it exists, as recorded at the census date.
 - c. The addition of these two data elements will adjust the positioning of the data element order within the file.
- 4) **PK-12 Education** Statewide Assessment File:
 - a. Reason Not Tested element adds clarifying text to the definition and a table of reason codes to be utilized.

File Additions

- 1) **2-Year Postsecondary & 4-Year Postsecondary** Addresses File Addition
 - a. The new Addresses File will collect data on the addresses for enrolled students. Entries will not be required for students without address records within institutional data systems.
 - b. See Draft PK12 Education Addresses File example for details on elements.
- 2) **PK-12 Education** College Board File Addition
 - a. The new College Board File will collect a variety of data elements related to assessments administered by the College Board, including PSAT, SAT, and Advanced Placement (AP) Exams.
 - b. See Draft PK-12 Education College Board File example for details on elements.
- 3) **PK-12 Education** Detailed Attendance File Addition
 - a. The new K12 Detailed Attendance File will collect data on detailed attendance information for all students enrolled in Nebraska's public school districts for the requested school year(s).
 - b. See Draft PK-12 Education Detailed Attendance File example for details on elements.

K12 FILE SPECIFICATIONS

K12 Detailed Attendance

DRAFT



Version 1.3.0

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DRAFT

General Information

This document describes the data elements collected by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS). Valid values and data validation rules that can be performed prior to data submission are listed where appropriate.

High-Level Data Collection Workflow

Scope

All students enrolled in courses (for credit AND/OR noncredit) at the institution for given academic year.

File Names

<i>File Specification</i>	<i>File Name</i>
K12 Statewide Detailed Attendance	#####_k12_detailedattendance_YYYY_##.csv

Where	Represents
#####	IPEDS Institution ID
YYYY	Academic Year Ending
##	Optional sequence Number

Data Element Names

The following syntax is used throughout this document when referencing data elements.

Format: *NSWERS Field Name [File Specification: Field Name (Field Number)]
where:

- An asterisk (*) indicates the data element is a mandatory field. A non-blank or non-null value must be supplied in all mandatory fields for each record, or the data loading process will reject the record.
- **NSWERS Field Name** represents the name of the data element commonly used by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS).
- **File Specification** indicates the formal name of the file specification.
- **Field Name** indicates the formal name of the field within the file specification.
- **Field Number** indicates the position of the field within the file specification.

Academic Year Ending

The academic year is understood as July 1 – June 30. Postsecondary data will be organized by academic year using Academic Year Ending. For example, the Academic Year Ending field for 2020 – 2021 will simply read: “2021”.

Notes of Importance

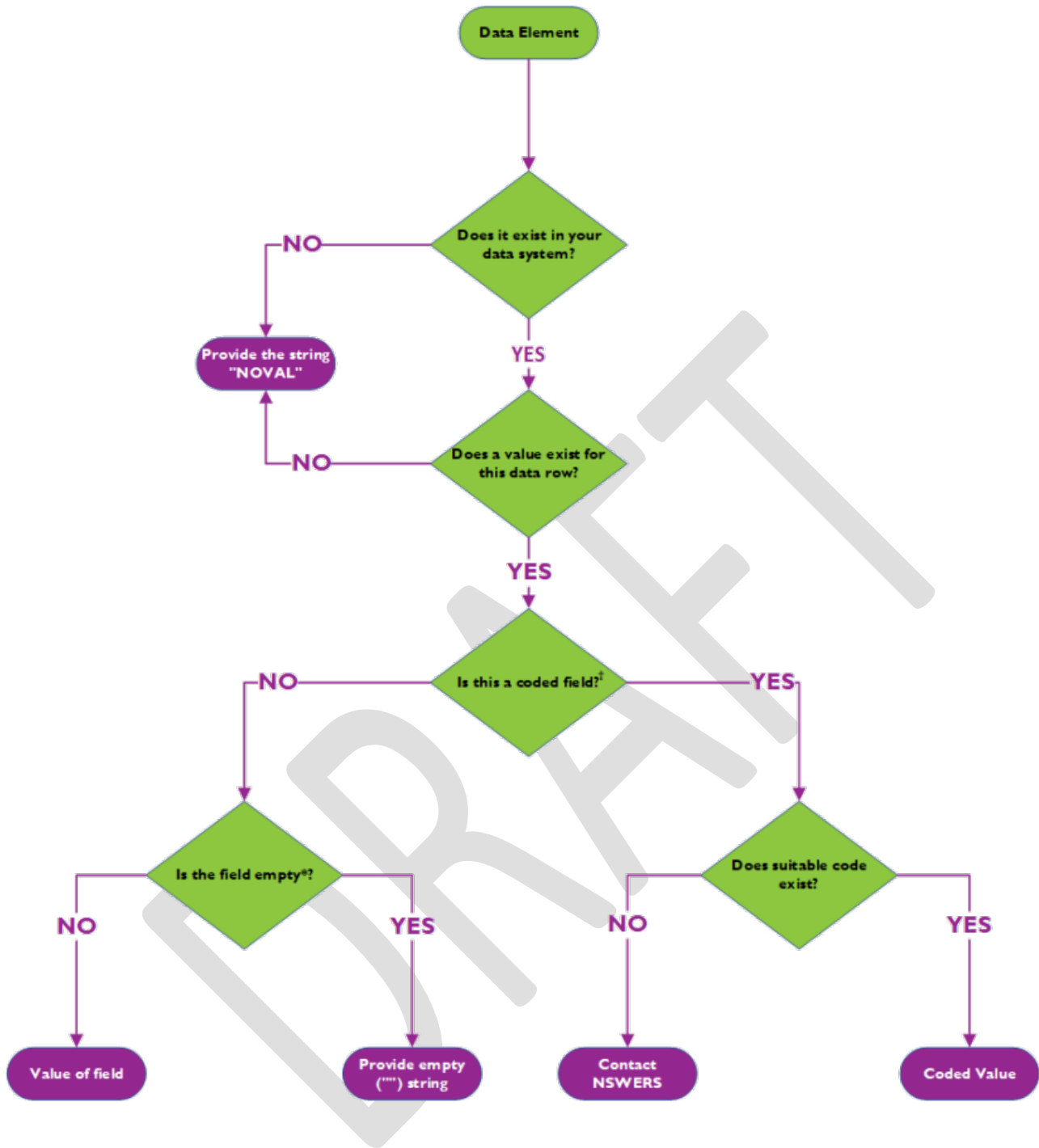
- Any values that contain a comma must be enclosed with quotes.
- Data fields should be ordered in the same sequence as identified in this document.

All files should be submitted in .csv format.

To maintain data privacy and security, and to preserve the informational chain of custody, NSWERS staff cannot edit original source data files. It is the responsibility of each data contributing partner to resolve errors discovered during data submission, validation, and certification processes. Corrected data files should be re-uploaded by partners into the NSWERS data system.

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Decision Tree: Reporting for Nonmandatory Data Elements



†The field is represented by a code in the data specifications (e.g. gender, GED Status, etc)

*The field is blank or represented by a blank placeholder in your data system

K12 Detailed Attendance

The K12 Detailed Attendance file collects data on detailed attendance information for all students enrolled in Nebraska’s public school districts for the requested school year(s).

Additional details can be found on our website at <https://nswers.orgs/insights/data-dictionary-and-elements/>

*NDE Student ID [K12 Detailed Attendance:Student ID (1)]

Provide the 10-digit Nebraska Department of Education Student Identifier.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

#####

School Year Ending [K12 Detailed Attendance:School Year Ending(2)]

Provide the literal school year ending in the format “YYYY”. The school year is understood as July 1 - June 30. For example, the value of the School Year Ending field for July 1, 2020 – June 30, 2021, would simply read: “2021”.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Attendance Event Date [K12 Detailed Attendance: Attendance Event Date (3)]

Provide the date the attendance event occurred. Multiple attendance events may be expected on the same day.

Use the ISO date format (YYYY-MM-DD)

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Attendance Event Category [K12 Detailed Attendance: Attendance Event Category (4)]

The category of reason for a student's attendance event. Provide the corresponding code for the given absence/tardy reason.

Code	Description	Reason
04	Tardy	Student is absent at the time of a given schedule when attendance begins but is present before the close of that time period, can be used for daily or section attendance.
05	Early departure (not an absence)	Student leaves before the official close of the daily session.
06	Excused Absence - Disciplinary action, not receiving instruction	The student has been removed from the regular instructional setting for disciplinary reasons and is not receiving instruction. This may include either in-school or out-of-school suspension if instructional services are not provided.
07	Excused Absence - Illness/Medical	The student is out of school because of personal physical or mental illness or injury, including health-related appointments. This may include more unusual situations, such as quarantine.
08	Excused Absence - Noninstructional activity recognized by state, district, or school	The student is out of school and involved in a noninstructional activity recognized by the school, district, and/or state. Examples include such civic

		activities as involvement with the National Guard service as a legislative page, jury duty, or participation on an election board.
09	Excused Absence - Transportation not available	The student is not in school because transportation is not available. For example, roads have been closed due to flooding. This category includes school-provided transportation and the student's personal transportation.
10	Excused Absence - Other	Any other absence that is to be treated as an Excused Absence for state reporting purposes
11	Unexcused Absence - Student skipping school	The student is willfully not attending school without parent or school approval.
12	Unexcused Absence - Other or unknown	Any other absence.

Attendance Event Duration [K12 Detailed Attendance: Attendance Event Duration (5)]

Report the portion of the regular school day, up to two decimal places, that applies to the Attendance (i.e. Absence) Event. For example, if a student was absent 2 out of 8 school periods, Attendance Duration would be reported as .25 days. Late start and early dismissal days may count as a portion of a day or a full day. Guidance follows individual system policy.

Example 1: A student is absent 100% of a partial day: The district decides it is a 1.0 instructional duration day – report a

1.0 event duration

The district decides it is a 0.5 instructional duration day - report a 0.5 event duration

***Example 2:* A student is absent 50% of a partial day:**

The district decides it is a 1.0 instructional duration day - report a 0.5 event duration

The district decides it is a .5 instructional duration day - report a 0.25 event duration

***Example 3:* A student is absent 100% of a full day:**

The district decides it is a 1.0 instructional duration day - report a 1.0 event duration

***Example 4:* A student is absent 50% of a full day:**

The district decides it is a 1.0 instructional duration day - report a 0.5 event duration

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K12 FILE SPECIFICATIONS

K12 Statewide Assessment

DRAFT



Version 1.3.0

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General Information

This document describes the data elements collected by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS). Valid values and data validation rules that can be performed prior to data submission are listed where appropriate.

High-Level Data Collection Workflow

Scope

All students enrolled in courses (for credit AND/OR noncredit) at the institution for given academic year.

File Names

<i>File Specification</i>	<i>File Name</i>
K12 Statewide Assessment	#####_k12_assessment_YYYY_##.csv

Where	Represents
#####	IPEDS Institution ID
YYYY	Academic Year Ending
##	Optional sequence Number

Data Element Names

The following syntax is used throughout this document when referencing data elements.

Format: *NSWERS Field Name [File Specification: Field Name (Field Number)]
where:

- An asterisk (*) indicates the data element is a mandatory field. A non-blank or non-null value must be supplied in all mandatory fields for each record, or the data loading process will reject the record.
- **NSWERS Field Name** represents the name of the data element commonly used by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS).
- **File Specification** indicates the formal name of the file specification.
- **Field Name** indicates the formal name of the field within the file specification.
- **Field Number** indicates the position of the field within the file specification.

Academic Year Ending

The academic year is understood as July 1 – June 30. Postsecondary data will be organized by academic year using Academic Year Ending. For example, the

Academic Year Ending field for 2020 – 2021 will simply read: “2021”.

Notes of Importance

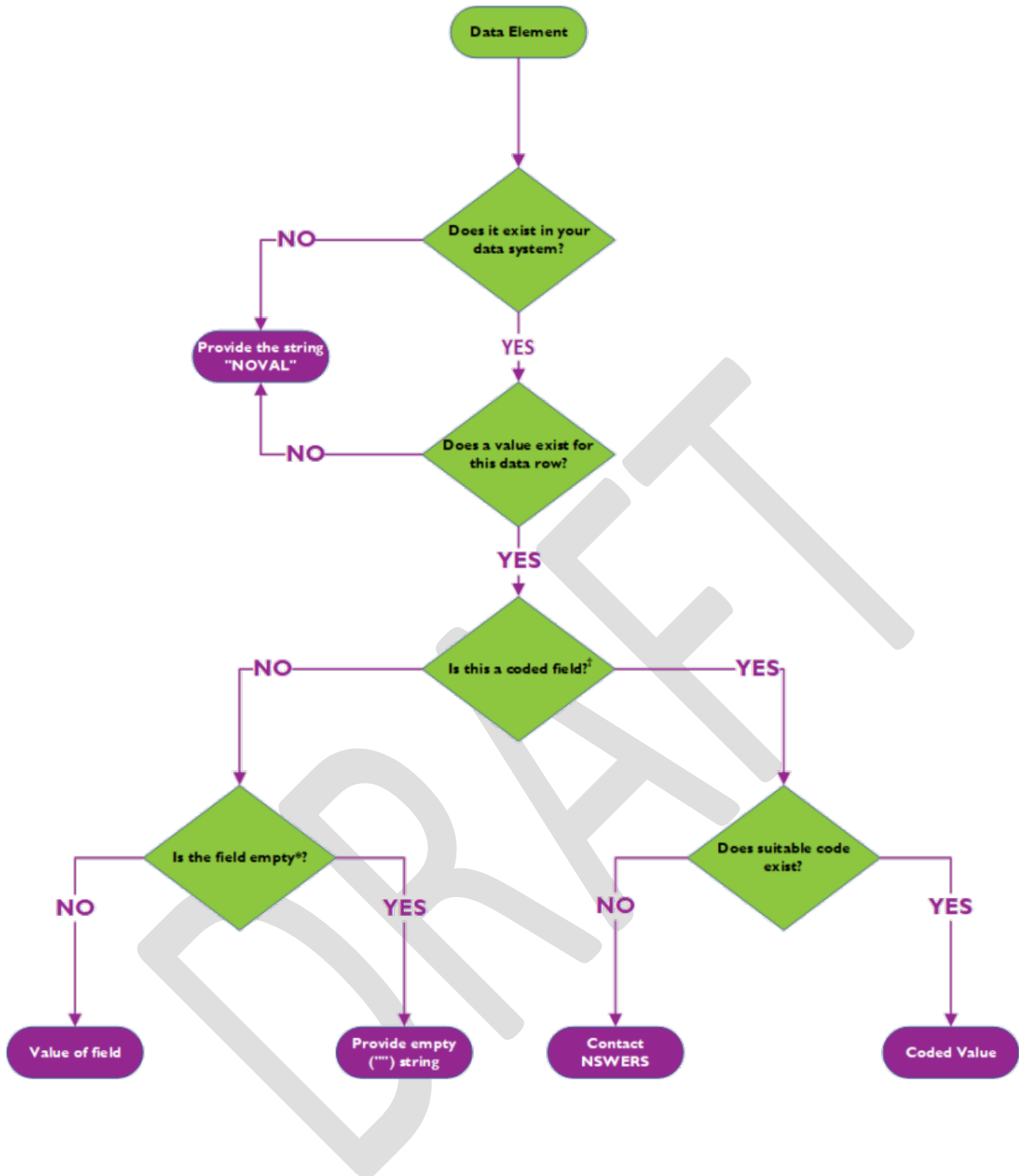
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Decision Tree: Reporting for Nonmandatory Data Elements



†The field is represented by a code in the data specifications (e.g. gender, GED Status, etc)

*The field is blank or represented by a blank placeholder in your data system

K12 Statewide Assessment

The K12 Statewide Assessment file collects standardized educational assessment results for students. A K12 Student record must be submitted for each student appearing in the K12 Statewide Assessment file or the data loading process will reject the record.

Additional details can be found on our website at

<https://nswers.orgs/insights/data-dictionary-and-elements/>

*County District Number [K12 Statewide Assessment:District Code (1)]

Provide the number assigned to the school district/system by NDE and should include a hyphen (“-”) between county number and district number. The number is based on the county in which the district/system headquarters is located and an assigned district number.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

##-####

*School Number [K12 Statewide Assessment:Location Code (2)]

Provide the primary school number for the student or staff.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

###

*School Year Ending [K12 Statewide Assessment:School Year Ending (3)]

Provide the literal school year ending in the format “YYYY”. The school year is understood as July 1 - June 30. For example, the value of the School Year Ending field for July 1, 2020 – June 30, 2021, would simply read: “2021”.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

yyyy

*NDE Student ID [K12 Statewide Assessment:Student ID (4)]

Provide the 10-digit Nebraska Department of Education Student Identifier.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

#####

***Assessment Target Grade Level [K12 Statewide Assessment:Assessed Grade Level (5)]**

Provide the grade level for which an assessment is designed to test.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Assessment Date [K12 Statewide Assessment:Assessment Date (6)]

Provide the date when the assessment was completed

Format

Use the ISO date format (YYYY-MM

yyyy-MM-dd

Assessment Name [K12 Statewide Assessment:Assessment Name (7)]

Name of the assessment (e.g. NESAS, NSCAS, or ACT).

***Subject Name [K12 Statewide Assessment:Subject Name (8)]**

Provide the assessment subject, e.g. math, reading/ELA, or writing. For composite assessment scores, provide "composite".

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Assessment Score [K12 Statewide Assessment:Assessment Score (9)]**

Provide a numeric value representing the score obtained by the student.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Proficiency Level [K12 Statewide Assessment:Proficiency Level**

(10)]

Provide a code indicating proficiency in meeting state standards.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Reason Not Tested [K12 Statewide Assessment:Reason Not Tested (11)]

~~Provide the reason a student was not tested, if applicable.~~

Provide the code from the table below that best corresponds to the reason the student did not participate in the assessment.

Code	Description	Explanation of use
ALT	Alternate Assessment	Student took the NSCAS Alternate assessment and is not included in results from this testing vendor
COV	COVID-19 Waiver	Student did not test because of an ongoing and continued concern about exposure to COVID-19. NDE approved waiver needed.
EMW	Emergency Medical Waiver	Student was not tested because of a medical emergency. NDE approved waiver needed.
EXP	Exempt	Student exempt from testing due to certain circumstances such as a student requiring an unavailable accommodation; student attending an out-of-state facility; or testing irregularities. NDE verification needed.
FTE	Full-Time Equivalency	Full-Time Equivalency is less than 51% so the student is excluded from testing.
GEN	General Assessment	Student was originally coded ALT but district administered the General Assessment or the ACT.
INV	Invalid	Student's assessment was invalidated; such as security breach or student refuses to finish test. NDE verification needed.
MIS	Student Misclassified	Student misclassified/No longer ELL.
NCE	Not Currently Enrolled	Student was not enrolled in the district/school during testing windows.
OTH	Other	Student was not tested for reasons not covered by other descriptions. For example, occurrence of a natural disaster. NDE approval needed.
PAR	Parent Refusal	Student was not tested because of a formal request from the parent/guardian.
RMV	Remove	Student left the district before the test window; student is a full-time home-schooled student; or there are duplicate student records. NDE verification needed.

SAT	Summative test taken in another state	Student identified as EL and took summative in another ELPA21 district this testing window.
STR	Student Refusal	Student was not tested due to student refusal to participate.
SSO	State Score Only	ACT deemed as invalid or misadministered; but NDE is including scores for state reporting accept scores.
UTT	District Unable to Test	District was unable to test the student during the testing windows due to excessive absences or suspension/expulsion.
WSR	Waived Score Replacement	Previous ACT scores that met qualifications and were approved by NDE.
NOR	NonResponsive	Student is unable to interact and respond to any item on the test.

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K12 Statewide Assessment

Key	Position	Name	Type	Length	Format
	1	County District Number	String	7	##-####
	2	School Number	String	3	###
	3	School Year Ending	Date	4	yyyy
	4	NDE Student ID	String	10	#####
	5	Assessment Target Grade Level	String	25	
	6	Assessment Date	Date	10	yyyy-MM-dd
	7	Assessment Name	String	25	
	8	Subject Name	String	25	
	9	Assessment Score	String		
	10	Proficiency Level	String		
	11	Reason Not Tested	String		

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K12 FILE SPECIFICATIONS

K12 College Board

DRAFT



Version 1.3.0

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General Information

This document describes the data elements collected by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS). Valid values and data validation rules that can be performed prior to data submission are listed where appropriate.

High-Level Data Collection Workflow

Scope

All students enrolled in courses (for credit AND/OR noncredit) at the institution for given academic year.

File Names

<i>File Specification</i>	<i>File Name</i>
K12 Statewide College Board	#####_k12_collegeboard_YYYY_##.csv

Where	Represents
#####	IPEDS Institution ID
YYYY	Academic Year Ending
##	Optional sequence Number

Data Element Names

The following syntax is used throughout this document when referencing data elements.

Format: *NSWERS Field Name [File Specification: Field Name (Field Number)]
where:

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- **NSWERS Field Name** represents the name of the data element commonly used by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS).
- **File Specification** indicates the formal name of the file specification.
- **Field Name** indicates the formal name of the field within the file specification.
- **Field Number** indicates the position of the field within the file specification.

Academic Year Ending

The academic year is understood as July 1 – June 30. Postsecondary data will be organized by academic year using Academic Year Ending. For example, the Academic Year Ending field for 2020 – 2021 will simply read: “2021”.

Notes of Importance

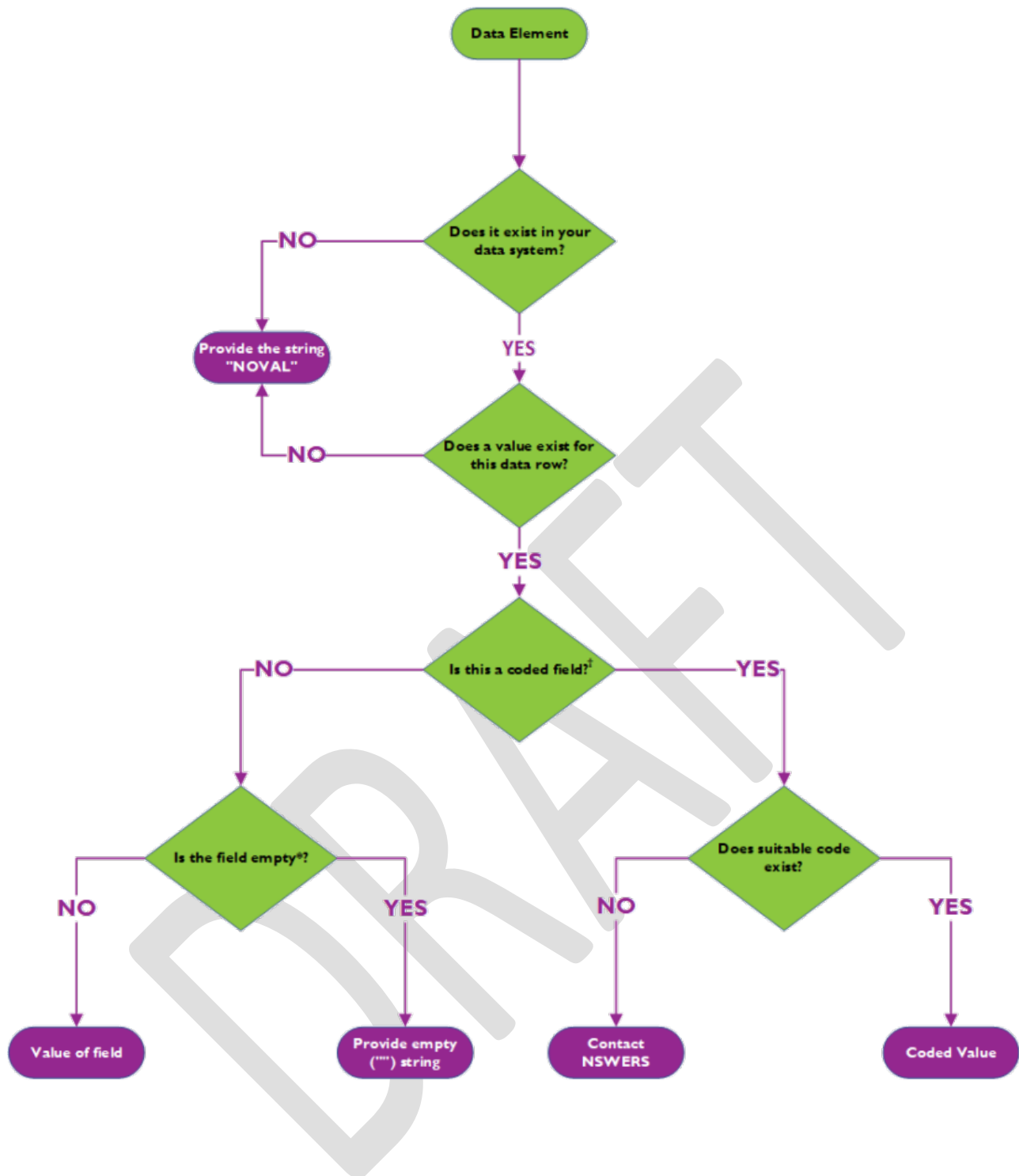
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DRAFT

Decision Tree: Reporting for Nonmandatory Data Elements



†The field is represented by a code in the data specifications (e.g. gender, GED Status, etc)

*The field is blank or represented by a blank placeholder in your data system

K12 Statewide College Board

The K12 Statewide College Board file collects data for assessments administered by the College Board, including PSAT, SAT, and Advanced Placement (AP) Exams for all students enrolled in Nebraska's public school districts for the requested school year(s).

Additional details can be found on our website at <https://nswers.orgs/insights/data-dictionary-and-elements/>

NDE Student ID [K12 College Board: NDE Student ID ()]

Provide the NDE Student ID for the associated record in this report.

Format

#####

Last Name [K12 College Board: Last Name ()]

Provide the Last or Surname for the associated record in this report

First Name [K12 College Board: First Name ()]

Provide the First Name for the associated record in this report

Middle Initial [K12 College Board: Middle Initial ()]

Provide the Middle Initial for the associated record in this report

Student Identifier [K12 College Board: Student Identifier ()]

Provide the Secondary School Student ID for the associated record in this report

Format

CB will include Student or Institution supplied student identifier

Student Street Address 1 [K12 College Board: Student Street Address 1 ()]

Provide the Address Street Number and Name for the associated record in this report

Student Street Address 2 [K12 College Board: Student Street Address 2 ()]

Provide the Address Line 2 Text for the associated record in this report

Student City [K12 College Board: Student City ()]

Provide the Address City for the associated record in this report

Student State [K12 College Board: Student State ()]

Provide the Address State Abbreviation for the associated record in this report

Student Zip Code [K12 College Board: Student Zip Code ()]

Provide the U.S. ZIP or International Postal Code for the associated record in this report

Gender [K12 College Board: Gender ()]

Provide the Gender for the associated record in this report

Format
M = Male
F = Female
A = Another
U = Unknown

Date Of Birth [K12 College Board: Date Of Birth ()]

Provide the Birth Date for the associated record in this report

Format
YYYY-MM-DD

Filler [K12 College Board: Filler ()]

Provide the Intentionally Left Blank for the associated record in this report

Format
Intentionally Left Blank

Graduation Date [K12 College Board: Graduation Date ()]

Provide the Projected Graduation Date for the associated record in this report

Format
YYYY-MM-DD

Ethnic Responses [K12 College Board: Ethnic Responses ()]

Provide the Race/Ethnicity Student Response for the associated record in this report

Format
Student-entered response to the two-part Race/Ethnicity question; each of the 11 positions represents the responses below with a Y or N.

Y = Student selected the referenced Race/Ethnicity

One, multiple, or none may be checked with a Y.

Note: Other is maintained if a student answered “Other” on the prior version of the question:

Position 1 = Cuban

Position 2 = Mexican

Position 3 = Puerto Rican

Position 4 = Other Hispanic, Latino or Spanish origin

Position 5 = not of Hispanic, Latino or Spanish origin

Position 6 = American Indian or Alaska Native

Position 7 = Asian

Position 8 = Black or African American

Position 9 = Native Hawaiian or other Pacific Islander

Position 10 = White

Position 11 = Other

Ethnic Derived [K12 College Board: Ethnic Derived ()]

Provide the Derived Aggregate Race

Ethnicity for the associated record in this report

Format

A derived race/ethnicity aggregation aligned to federal guidelines. The derived aggregate field will contain one of the below values, based on the student’s response(s).

0 = No Response

1 = American Indian or Alaska Native

2 = Asian (including Indian subcontinent and Philippines origin)

3 = Black or African American

4 = Hispanic or Latino (including Spanish origin)

8 = Native Hawaiian or Other Pacific Islander

9 = White (including Middle Eastern origin)

10 = Other

12 = Two or more races, non-Hispanic

Best Language [K12 College Board: Best Language ()]

Provide the Best Language for the associated record in this report

Format

1 = English Only

3 = English and Another language

4 = Another language

0 = No Response

Ai Code [K12 College Board: Ai Code ()]

Provide the Attending Institution (AI) Code - School for the associated record in this report

Format

Most recently provided high school code

Institution Name [K12 College Board: Institution Name ()]

Provide the Institution Name - School Name for the associated record in this report

Format
Corresponding high school name

Psat 8 9 Test Dt [K12 College Board: Psat 8 9 Test Dt ()]

Provide the Latest PSAT 8/9: Assessment Date for the associated record in this report

Format
YYYY-MM-DD

Psat 8 9 Total [K12 College Board: Psat 8 9 Total ()]

Provide the Latest PSAT 8/9: Total Score for the associated record in this report

Format
240 to 1440

Psat 8 9 Erw [K12 College Board: Psat 8 9 Erw ()]

Provide the Latest PSAT 8/9: Section score, Evidence-Based Reading and Writing for the associated record in this report

Format
120 to 720

Psat 8 9 Math [K12 College Board: Psat 8 9 Math ()]

Provide the Latest PSAT 8/9: Section score, Math for the associated record in this report

Format
120 to 720

Psat 8 9 Test Score Reading [K12 College Board: Psat 8 9 Test Score Reading ()]

Provide the Latest PSAT 8/9: Test score, Reading for the associated record in this report

Format
6 to 36

Psat 8 9 Test Score Writing [K12 College Board: Psat 8 9 Test Score Writing ()]

Provide the Latest PSAT 8/9: Test score, Writing for the associated record in this report

**Format
6 to 36**

Psat 8 9 Test Score Math [K12 College Board: Psat 8 9 Test Score Math ()]

Provide the Latest PSAT 8/9: Test score, Math for the associated record in this report

**Format
6 to 36; increments of 0.5**

Psat 8 9 Subscore Evidence [K12 College Board: Psat 8 9 Subscore Evidence ()]

Provide the Latest PSAT 8/9: Subscore, Command of Evidence for the associated record in this report

**Format
1 to 15**

Psat 8 9 Subscore Context [K12 College Board: Psat 8 9 Subscore Context ()]

Provide the Latest PSAT 8/9: Subscore, Words In Context for the associated record in this report

**Format
1 to 15**

Psat 8 9 Subscore Expressideas [K12 College Board: Psat 8 9 Subscore Expressideas ()]

Provide the Latest PSAT 8/9: Subscore, Expression of Ideas for the associated record in this report

**Format
1 to 15**

Psat 8 9 Subscore Conventions [K12 College Board: Psat 8 9 Subscore Conventions ()]

Provide the Latest PSAT 8/9: Subscore, Standard English Conventions for the associated record in this report

**Format
1 to 15**

Psat 8 9 Subscore Algebra [K12 College Board: Psat 8 9 Subscore Algebra ()]

Provide the Latest PSAT 8/9: Subscore, Heart of Algebra for the associated record in this report

Format
1 to 15

Psat 8 9 Subscore Problemsolving [K12 College Board: Psat 8 9 Subscore Problemsolving ()]

Provide the Latest PSAT 8/9: Subscore, Problem Solving and Data Analysis for the associated record in this report

Format
1 to 15

Psat 8 9 Cross Test Score History Socialstudies [K12 College Board: Psat 8 9 Cross Test Score History Socialstudies ()]

Provide the Latest PSAT 8/9: Cross-Test score, History and Social Studies for the associated record in this report

Format
6 to 36

Psat 8 9 Cross Test Score Science [K12 College Board: Psat 8 9 Cross Test Score Science ()]

Provide the Latest PSAT 8/9: Cross-Test score, Analysis in Science for the associated record in this report

Format
6 to 36

Psat Nmsqt Test Dt [K12 College Board: Psat Nmsqt Test Dt ()]

Provide the Latest PSAT/NMSQT: Assessment Date for the associated record in this report

Format
YYYY-MM-DD

Psat Nmsqt Total [K12 College Board: Psat Nmsqt Total ()]

Provide the Latest PSAT/NMSQT: Total Score for the associated record in this report

Format
320 to 1520

Psat Nmsqt Erw [K12 College Board: Psat Nmsqt Erw ()]

Provide the Latest PSAT/NMSQT: Section score, Evidence-Based Reading and Writing for the associated record in this report

Format
160 to 760

Psat Nmsqt Math [K12 College Board: Psat Nmsqt Math ()]

Provide the Latest PSAT/NMSQT: Section score, Math for the associated record in this report

Format
160 to 760

Psat Nmsqt Test Score Reading [K12 College Board: Psat Nmsqt Test Score Reading ()]

Provide the Latest PSAT NMSQT: Test score, Reading for the associated record in this report

Format
8 to 38

Psat Nmsqt Test Score Writing [K12 College Board: Psat Nmsqt Test Score Writing ()]

Provide the Latest PSAT NMSQT: Test score, Writing for the associated record in this report

Format
8 to 38

Psat Nmsqt Test Score Math [K12 College Board: Psat Nmsqt Test Score Math ()]

Provide the Latest PSAT NMSQT: Test score, Math for the associated record in this report

Format
8 to 38; increments of 0.5

Psat Nmsqt Subscore Evidence [K12 College Board: Psat Nmsqt Subscore Evidence ()]

Provide the Latest PSAT NMSQT: Subscore, Command of Evidence for the associated record in this report

Format
1 to 15

Psat Nmsqt Subscore Context [K12 College Board: Psat Nmsqt Subscore Context ()]

Provide the Latest PSAT NMSQT: Subscore, Words In Context for the associated record in this report

Format
1 to 15

Psat Nmsqt Subscore Expressideas [K12 College Board: Psat Nmsqt Subscore Expressideas ()]

Provide the Latest PSAT NMSQT: Subscore, Expression of Ideas for the associated record in this report

**Format
1 to 15**

Psat Nmsqt Subscore Conventions [K12 College Board: Psat Nmsqt Subscore Conventions ()]

Provide the Latest PSAT NMSQT: Subscore, Standard English Conventions for the associated record in this report

**Format
1 to 15**

Psat Nmsqt Subscore Algebra [K12 College Board: Psat Nmsqt Subscore Algebra ()]

Provide the Latest PSAT NMSQT: Subscore, Heart of Algebra for the associated record in this report

**Format
1 to 15**

Psat Nmsqt Subscore Problemsolving [K12 College Board: Psat Nmsqt Subscore Problemsolving ()]

Provide the Latest PSAT NMSQT: Subscore, Problem Solving and Data Analysis for the associated record in this report

**Format
1 to 15**

Psat Nmsqt Subscore Advancedmath [K12 College Board: Psat Nmsqt Subscore Advancedmath ()]

Provide the Latest PSAT NMSQT: Subscore, Passport to Advanced Math for the associated record in this report

**Format
1 to 15**

Psat Nmsqt Cross Test Score History Socialstudies [K12 College Board: Psat Nmsqt Cross Test Score History Socialstudies ()]

Provide the Latest PSAT NMSQT: Cross-Test score, History and Social Studies for the associated record in this report

**Format
8 to 38**

Psat Nmsqt Cross Test Score Science [K12 College Board: Psat Nmsqt Cross Test Score Science ()]

Provide the Latest PSAT NMSQT: Cross-Test score, Analysis in Science for the associated record in this report

Format
8 to 38

Psat 10 Test Dt [K12 College Board: Psat 10 Test Dt ()]

Provide the Latest PSAT 10: Assessment Date for the associated record in this report

Format
YYYY-MM-DD

Psat 10 Total [K12 College Board: Psat 10 Total ()]

Provide the Latest PSAT 10: Total Score for the associated record in this report

Format
320 to 1520

Psat 10 Erw [K12 College Board: Psat 10 Erw ()]

Provide the Latest PSAT 10: Section score, Evidence-Based Reading and Writing for the associated record in this report

Format
160 to 760

Psat 10 Math [K12 College Board: Psat 10 Math ()]

Provide the Latest PSAT 10: Section score, Math for the associated record in this report

Format
160 to 760

Psat 10 Test Score Reading [K12 College Board: Psat 10 Test Score Reading ()]

Provide the Latest PSAT 10: Test score, Reading for the associated record in this report

Format
8 to 38

Psat 10 Test Score Writing [K12 College Board: Psat 10 Test Score Writing ()]

Provide the Latest PSAT 10: Test score, Writing for the associated record in this report

Format
8 to 38

Psat 10 Test Score Math [K12 College Board: Psat 10 Test Score Math ()]

Provide the Latest PSAT 10: Test score, Math for the associated record in this report

Format

8 to 38; increments of 0.5

Psat 10 Subscore Evidence [K12 College Board: Psat 10 Subscore Evidence ()]

Provide the Latest PSAT 10: Subscore, Command of Evidence for the associated record in this report

Format

1 to 15

Psat 10 Subscore Context [K12 College Board: Psat 10 Subscore Context ()]

Provide the Latest PSAT 10: Subscore, Words In Context for the associated record in this report

Format

1 to 15

Psat 10 Subscore Expressideas [K12 College Board: Psat 10 Subscore Expressideas ()]

Provide the Latest PSAT 10: Subscore, Expression of Ideas for the associated record in this report

Format

1 to 15

Psat 10 Subscore Conventions [K12 College Board: Psat 10 Subscore Conventions ()]

Provide the Latest PSAT 10: Subscore, Standard English Conventions for the associated record in this report

Format

1 to 15

Psat 10 Subscore Algebra [K12 College Board: Psat 10 Subscore Algebra ()]

Provide the Latest PSAT 10: Subscore, Heart of Algebra for the associated record in this report

Format

1 to 15

Psat 10 Subscore Problemsolving [K12 College Board: Psat 10 Subscore Problemsolving ()]

Provide the Latest PSAT 10: Subscore, Problem Solving and Data Analysis for the associated record in this report

Format
1 to 15

Psat 10 Subscore Advancedmath [K12 College Board: Psat 10 Subscore Advancedmath ()]

Provide the Latest PSAT 10: Subscore, Passport to Advanced Math for the associated record in this report

Format
1 to 15

Psat 10 Cross Test Score History Socialstudies [K12 College Board: Psat 10 Cross Test Score History Socialstudies ()]

Provide the Latest PSAT 10: Cross-Test score, History and Social Studies for the associated record in this report

Format
8 to 38

Psat 10 Cross Test Score Science [K12 College Board: Psat 10 Cross Test Score Science ()]

Provide the Latest PSAT 10: Cross-Test score, Analysis in Science for the associated record in this report

Format
8 to 38

Sat Asmt Dt Mr [K12 College Board: Sat Asmt Dt Mr ()]

Provide the Latest SAT: Assessment Date for the associated record in this report

Format
YYYY-MM-DD

Sat Total Score Mr [K12 College Board: Sat Total Score Mr ()]

Provide the Latest SAT: Total Score for the associated record in this report

Format
400 to 1600

Sat Erw Score Mr [K12 College Board: Sat Erw Score Mr ()]

Provide the Latest SAT: Evidence-Based Reading and Writing Section Score for the associated record in this report

Format
200 to 800

Sat Math Score Mr [K12 College Board: Sat Math Score Mr ()]

Provide the Latest SAT: Math Section Score for the associated record in this report

Format
200 to 800

Sat Essay Reading Mr [K12 College Board: Sat Essay Reading Mr ()]

Provide the Latest SAT: Essay, Reading Score for the associated record in this report

Format
0, 2 to 8

Sat Essay Analysis Mr [K12 College Board: Sat Essay Analysis Mr ()]

Provide the Latest SAT: Essay, Analysis Score for the associated record in this report

Format
0, 2 to 8

Sat Essay Writing Mr [K12 College Board: Sat Essay Writing Mr ()]

Provide the Latest SAT: Essay, Writing Score for the associated record in this report

Format
0, 2 to 8

Sat Test Score Reading Mr [K12 College Board: Sat Test Score Reading Mr ()]

Provide the Latest SAT: Test score, Reading for the associated record in this report

Format
10 to 40; Blank for Digital SAT

Sat Test Score Writing Mr [K12 College Board: Sat Test Score Writing Mr ()]

Provide the Latest SAT: Test score, Writing for the associated record in this report

Format
10 to 40; Blank for Digital SAT

Sat Test Score Math Mr [K12 College Board: Sat Test Score Math Mr ()]

Provide the Latest SAT: Test score, Math for the associated record in this report

Format
10 to 40; increments of 0.5; Blank for Digital SAT

Sat Subscore Evidence Mr [K12 College Board: Sat Subscore Evidence Mr ()]

Provide the Latest SAT: Subscore, Command of Evidence for the associated record in this report

Format

1 to 15; Blank for Digital SAT

Sat Subscore Context Mr [K12 College Board: Sat Subscore Context Mr ()]

Provide the Latest SAT: Subscore, Words In Context for the associated record in this report

Format

1 to 15; Blank for Digital SAT

Sat Subscore Expressideas Mr [K12 College Board: Sat Subscore Expressideas Mr ()]

Provide the Latest SAT: Subscore, Expression of Ideas for the associated record in this report

Format

1 to 15; Blank for Digital SAT

Sat Subscore Conventions Mr [K12 College Board: Sat Subscore Conventions Mr ()]

Provide the Latest SAT: Subscore, Standard English Conventions for the associated record in this report

Format

1 to 15; Blank for Digital SAT

Sat Subscore Algebra Mr [K12 College Board: Sat Subscore Algebra Mr ()]

Provide the Latest SAT: Subscore, Heart of Algebra for the associated record in this report

Format

1 to 15; Blank for Digital SAT

Sat Subscore Problemsolving Mr [K12 College Board: Sat Subscore Problemsolving Mr ()]

Provide the Latest SAT: Subscore, Problem Solving and Data Analysis for the associated record in this report

Format

1 to 15; Blank for Digital SAT

Sat Subscore Advancedmath Mr [K12 College Board: Sat Subscore Advancedmath Mr ()]

Provide the Latest SAT: Subscore, Passport to Advanced Math for the associated record in this report

Format

1 to 15; Blank for Digital SAT

Sat Cross Test Score History Socialstudies Mr [K12 College Board: Sat Cross Test Score History Socialstudies Mr ()]

Provide the Latest SAT: Cross-Test score, History and Social Studies for the associated record in this report

Format

10 to 40; Blank for Digital SAT

Sat Cross Test Score Science Mr [K12 College Board: Sat Cross Test Score Science Mr ()]

Provide the Latest SAT: Cross-Test score, Analysis in Science for the associated record in this report

Format

10 to 40; Blank for Digital SAT

Sat Asmt Dt Hc [K12 College Board: Sat Asmt Dt Hc ()]

Provide the Highest Composite SAT: Assessment Date for the associated record in this report

Format

YYYY-MM-DD

Sat Total Score Hc [K12 College Board: Sat Total Score Hc ()]

Provide the Highest Composite SAT: Total Score for the associated record in this report

Format

400 to 1600

Sat Erw Score Hc [K12 College Board: Sat Erw Score Hc ()]

Provide the Highest Composite SAT: Evidence-Based Reading and Writing Section Score for the associated record in this report

Format

200 to 800

Sat Math Score Hc [K12 College Board: Sat Math Score Hc ()]

Provide the Highest Composite SAT: Math Section Score for the associated record in this report

Format

200 to 800

Sat Essay Reading Hc [K12 College Board: Sat Essay Reading Hc ()]

Provide the Highest Composite SAT: Essay, Reading Score for the associated record in this report

Format
0, 2 to 8

Sat Essay Analysis Hc [K12 College Board: Sat Essay Analysis Hc ()]

Provide the Highest Composite SAT: Essay, Analysis Score for the associated record in this report

Format
0, 2 to 8

Sat Essay Writing Hc [K12 College Board: Sat Essay Writing Hc ()]

Provide the Highest Composite SAT: Essay, Writing Score for the associated record in this report

Format
0, 2 to 8

Sat Test Score Reading Hc [K12 College Board: Sat Test Score Reading Hc ()]

Provide the Highest Composite SAT: Test score, Reading for the associated record in this report

Format
10 to 40; Blank for Digital SAT

Sat Test Score Writing Hc [K12 College Board: Sat Test Score Writing Hc ()]

Provide the Highest Composite SAT: Test score, Writing for the associated record in this report

Format
10 to 40; Blank for Digital SAT

Sat Test Score Math Hc [K12 College Board: Sat Test Score Math Hc ()]

Provide the Highest Composite SAT: Test score, Math for the associated record in this report

Format
10 to 40; increments of 0.5; Blank for Digital SAT

Sat Subscore Evidence Hc [K12 College Board: Sat Subscore Evidence Hc ()]

Provide the Highest Composite SAT: Subscore, Command of Evidence for the associated record in this report

Format
1 to 15; Blank for Digital SAT

Sat Subscore Context Hc [K12 College Board: Sat Subscore Context Hc ()]

Provide the Highest Composite SAT: Subscore, Words In Context for the associated record in this report

Format

1 to 15; Blank for Digital SAT

Sat Subscore Expressideas Hc [K12 College Board: Sat Subscore Expressideas Hc ()]

Provide the Highest Composite SAT: Subscore, Expression of Ideas for the associated record in this report

Format

1 to 15; Blank for Digital SAT

Sat Subscore Conventions Hc [K12 College Board: Sat Subscore Conventions Hc ()]

Provide the Highest Composite SAT: Subscore, Standard English Conventions for the associated record in this report

Format

1 to 15; Blank for Digital SAT

Sat Subscore Algebra Hc [K12 College Board: Sat Subscore Algebra Hc ()]

Provide the Highest Composite SAT: Subscore, Heart of Algebra for the associated record in this report

Format

1 to 15; Blank for Digital SAT

Sat Subscore Problemsolving Hc [K12 College Board: Sat Subscore Problemsolving Hc ()]

Provide the Highest Composite SAT: Subscore, Problem Solving and Data Analysis for the associated record in this report

Format

1 to 15; Blank for Digital SAT

Sat Subscore Advancedmath Hc [K12 College Board: Sat Subscore Advancedmath Hc ()]

Provide the Highest Composite SAT: Subscore, Passport to Advanced Math for the associated record in this report

Format

1 to 15; Blank for Digital SAT

Sat Cross Test Score History Socialstudies Hc [K12 College Board: Sat Cross Test Score History Socialstudies Hc ()]

Provide the Highest Composite SAT: Cross-Test score, History and Social Studies for the associated record in this report

Format

10 to 40; Blank for Digital SAT

Sat Cross Test Score Science Hc [K12 College Board: Sat Cross Test Score Science Hc ()]

Provide the Highest Composite SAT: Cross-Test score, Analysis in Science for the associated record in this report

Format

10 to 40; Blank for Digital SAT

Arthisgr [K12 College Board: Arthisgr ()]

Provide the Art History: Exam Score for the associated record in this report

Format

1,2,3,4,5

Arthisyr [K12 College Board: Arthisyr ()]

Provide the Art History: Year for the associated record in this report

Format

YY

Artstdgr [K12 College Board: Artstdgr ()]

Provide the Drawing: Exam Score for the associated record in this report

Format

1,2,3,4,5

Artstdyr [K12 College Board: Artstdyr ()]

Provide the Drawing: Year for the associated record in this report

Format

YY

Artst2gr [K12 College Board: Artst2gr ()]

Provide the 2-D Art and Design: Exam Score for the associated record in this report

Format

1,2,3,4,5

Artst2yr [K12 College Board: Artst2yr ()]

Provide the 2-D Art and Design: Year for the associated record in this report

Format

YY

Art3dgr [K12 College Board: Art3dgr ()]

Provide the 3-D Art and Design: Exam Score for the associated record in this report

Format

1,2,3,4,5

Art3dyr [K12 College Board: Art3dyr ()]

Provide the 3-D Art and Design: Year for the associated record in this report

Format
YY

Biolgr [K12 College Board: Biolgr ()]

Provide the Biology: Exam Score for the associated record in this report

Format
1,2,3,4,5

Biolyr [K12 College Board: Biolyr ()]

Provide the Biology: Year for the associated record in this report

Format
YY

Calcabgr [K12 College Board: Calcabgr ()]

Provide the Calculus AB: Exam Score for the associated record in this report

Format
1,2,3,4,5

Calcabyr [K12 College Board: Calcabyr ()]

Provide the Calculus AB: Year for the associated record in this report

Format
YY

Calcbcgr [K12 College Board: Calcbcgr ()]

Provide the Calculus BC: Exam Score for the associated record in this report

Format
1,2,3,4,5

Calcbcyr [K12 College Board: Calcbcyr ()]

Provide the Calculus BC: Year for the associated record in this report

Format
YY

Chemgr [K12 College Board: Chemgr ()]

Provide the Chemistry: Exam Score for the associated record in this report

Format
1,2,3,4,5

Chemyr [K12 College Board: Chemyr ()]

Provide the Chemistry: Year for the associated record in this report

Format
YY

Chinesgr [K12 College Board: Chinesgr ()]

Provide the Chinese Language and Culture: Exam Score for the associated record in this report

Format
1,2,3,4,5

Chinesyr [K12 College Board: Chinesyr ()]

Provide the Chinese Language and Culture: Year for the associated record in this report

Format
YY

Comscagr [K12 College Board: Comscagr ()]

Provide the Computer Science A: Exam Score for the associated record in this report

Format
1,2,3,4,5

Comscayr [K12 College Board: Comscayr ()]

Provide the Computer Science A: Year for the associated record in this report

Format
YY

Econmagr [K12 College Board: Econmagr ()]

Provide the Macroeconomics: Exam Score for the associated record in this report

Format
1,2,3,4,5

Econmayr [K12 College Board: Econmayr ()]

Provide the Macroeconomics: Year for the associated record in this report

Format
YY

Econmigr [K12 College Board: Econmigr ()]

Provide the Microeconomics: Exam Score for the associated record in this report

Format
1,2,3,4,5

Econmiyr [K12 College Board: Econmiyr ()]

Provide the Microeconomics: Year for the associated record in this report

Format
YY

Englangr [K12 College Board: Englangr ()]

Provide the English Language and Composition: Exam Score for the associated record in this report

Format
1,2,3,4,5

Englanyr [K12 College Board: Englanyr ()]

Provide the English Language and Composition: Year for the associated record in this report

Format
YY

Englitgr [K12 College Board: Englitgr ()]

Provide the English Literature and Composition: Exam Score for the associated record in this report

Format
1,2,3,4,5

Englityr [K12 College Board: Englityr ()]

Provide the English Literature and Composition: Year for the associated record in this report

Format
YY

Envscigr [K12 College Board: Envscigr ()]

Provide the Environmental Science: Exam Score for the associated record in this report

Format
1,2,3,4,5

Envsciyr [K12 College Board: Envsciyr ()]

Provide the Environmental Science: Year for the associated record in this report

Format
YY

Eurhisgr [K12 College Board: Eurhisgr ()]

Provide the European History: Exam Score for the associated record in this report

Format
1,2,3,4,5

Eurhisyr [K12 College Board: Eurhisyr ()]

Provide the European History: Year for the associated record in this report

Format
YY

Frnlangr [K12 College Board: Frnlangr ()]

Provide the French Language and Culture: Exam Score for the associated record in this report

Format
1,2,3,4,5

Frnlanyr [K12 College Board: Frnlanyr ()]

Provide the French Language and Culture: Year for the associated record in this report

Format
YY

Gerlagr [K12 College Board: Gerlagr ()]

Provide the German Language and Culture: Exam Score for the associated record in this report

Format
1,2,3,4,5

Gerlayr [K12 College Board: Gerlayr ()]

Provide the German Language and Culture: Year for the associated record in this report

Format
YY

Govcomgr [K12 College Board: Govcomgr ()]

Provide the Comparative Government and Politics: Exam Score for the associated record in this report

Format
1,2,3,4,5

Govcomyr [K12 College Board: Govcomyr ()]

Provide the Comparative Government and Politics: Year for the associated record in this report

**Format
YY**

Govusgr [K12 College Board: Govusgr ()]

Provide the United States Government and Politics: Exam Score for the associated record in this report

**Format
1,2,3,4,5**

Govusyr [K12 College Board: Govusyr ()]

Provide the United States Government and Politics: Year for the associated record in this report

**Format
YY**

Humgeogr [K12 College Board: Humgeogr ()]

Provide the Human Geography: Exam Score for the associated record in this report

**Format
1,2,3,4,5**

Humgeoyr [K12 College Board: Humgeoyr ()]

Provide the Human Geography: Year for the associated record in this report

**Format
YY**

Italgr [K12 College Board: Italgr ()]

Provide the Italian Language and Culture: Exam Score for the associated record in this report

**Format
1,2,3,4,5**

Italyr [K12 College Board: Italyr ()]

Provide the Italian Language and Culture: Year for the associated record in this report

**Format
YY**

Japangr [K12 College Board: Japangr ()]

Provide the Japanese Language and Culture: Exam Score for the associated record in this report

Format
1,2,3,4,5

Japanyr [K12 College Board: Japanyr ()]

Provide the Japanese Language and Culture: Year for the associated record in this report

Format
YY

Latinvgr [K12 College Board: Latinvgr ()]

Provide the Latin: Exam Score for the associated record in this report

Format
1,2,3,4,5

Latinvyr [K12 College Board: Latinvyr ()]

Provide the Latin: Year for the associated record in this report

Format
YY

Musictgr [K12 College Board: Musictgr ()]

Provide the Music Theory: Exam Score for the associated record in this report

Format
1,2,3,4,5

Musictyr [K12 College Board: Musictyr ()]

Provide the Music Theory: Year for the associated record in this report

Format
YY

Physmgr [K12 College Board: Physmgr ()]

Provide the Physics C: Mechanics: Exam Score for the associated record in this report

Format
1,2,3,4,5

Physmyr [K12 College Board: Physmyr ()]

Provide the Physics C: Mechanics: Year for the associated record in this report

Format
YY

Physemgr [K12 College Board: Physemgr ()]

Provide the Physics C: Electricity and Magnetism: Exam Score for the associated record in this report

Format
1,2,3,4,5

Physemyr [K12 College Board: Physemyr ()]

Provide the Physics C: Electricity and Magnetism: Year for the associated record in this report

Format
YY

Psychgr [K12 College Board: Psychgr ()]

Provide the Psychology: Exam Score for the associated record in this report

Format
1,2,3,4,5

Psychyr [K12 College Board: Psychyr ()]

Provide the Psychology: Year for the associated record in this report

Format
YY

Spanlgr [K12 College Board: Spanlgr ()]

Provide the Spanish Language: Exam Score for the associated record in this report

Format
1,2,3,4,5

Spanlayr [K12 College Board: Spanlayr ()]

Provide the Spanish Language: Year for the associated record in this report

Format
YY

Spanltgr [K12 College Board: Spanltgr ()]

Provide the Spanish Literature and Culture: Exam Score for the associated record in this report

Format
1,2,3,4,5

Spanltyr [K12 College Board: Spanltyr ()]

Provide the Spanish Literature and Culture: Year for the associated record in this report

Format
YY

Statgr [K12 College Board: Statgr ()]

Provide the Statistics: Exam Score for the associated record in this report

Format
1,2,3,4,5

Statyr [K12 College Board: Statyr ()]

Provide the Statistics: Year for the associated record in this report

Format
YY

Ushistgr [K12 College Board: Ushistgr ()]

Provide the United States History: Exam Score for the associated record in this report

Format
1,2,3,4,5

Ushistyr [K12 College Board: Ushistyr ()]

Provide the United States History: Year for the associated record in this report

Format
YY

Wdhistgr [K12 College Board: Wdhistgr ()]

Provide the World History: Modern: Exam Score for the associated record in this report

Format
1,2,3,4,5

Wdhistyr [K12 College Board: Wdhistyr ()]

Provide the World History: Modern: Year for the associated record in this report

Format
YY

Phys1gr [K12 College Board: Phys1gr ()]

Provide the Physics 1: Exam Score for the associated record in this report

Format
1,2,3,4,5

Phys1yr [K12 College Board: Phys1yr ()]

Provide the Physics 1: Year for the associated record in this report

Format
YY

Phys2gr [K12 College Board: Phys2gr ()]

Provide the Physics 2: Exam Score for the associated record in this report

Format
1,2,3,4,5

Phys2yr [K12 College Board: Phys2yr ()]

Provide the Physics 2: Year for the associated record in this report

Format
YY

Cpstnsgr [K12 College Board: Cpstnsgr ()]

Provide the AP Capstone Seminar: Exam Score for the associated record in this report

Format
1,2,3,4,5

Cpstnsyr [K12 College Board: Cpstnsyr ()]

Provide the AP Capstone Seminar: Year for the associated record in this report

Format
YY

Cpstnrgr [K12 College Board: Cpstnrgr ()]

Provide the AP Capstone Research: Exam Score for the associated record in this report

Format
1,2,3,4,5

Cpstnryr [K12 College Board: Cpstnryr ()]

Provide the AP Capstone Research: Year for the associated record in this report

Format
YY

Comscpgr [K12 College Board: Comscpgr ()]

Provide the Computer Science Principles: Exam Score for the associated record in this report

Format
1,2,3,4,5

Comscpyr [K12 College Board: Comscpyr ()]

Provide the Computer Science Principles: Year for the associated record in this report

Format
YY

Date Of This Report [K12 College Board: Date Of This Report ()]

Provide the Date of this report for the associated record in this report

Format
YYYY-MM-DD

DRAFT

2-YEAR POSTSECONDARY FILE SPECIFICATIONS

2-Year Postsecondary Addresses

DRAFT



Version 1.3.0

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General Information

This document describes the data elements collected by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS). Valid values and data validation rules that can be performed prior to data submission are listed where appropriate.

High-Level Data Collection Workflow

Scope

All students enrolled in courses (for credit AND/OR noncredit) at the institution for given academic year.

File Names

<i>File Specification</i>	<i>File Name</i>
2-Year Postsecondary Addresses	#####_ps2_addresses_YYYY_##.csv

Where	Represents
#####	IPEDS Institution ID
YYYY	Academic Year Ending
##	Optional sequence Number

Data Element Names

The following syntax is used throughout this document when referencing data elements.

Format: *NSWERS Field Name [File Specification: Field Name (Field Number)]
where:

- An asterisk (*) indicates the data element is a mandatory field. A non-blank or non-null value must be supplied in all mandatory fields for each record, or the data loading process will reject the record.
- **NSWERS Field Name** represents the name of the data element commonly used by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS).
- **File Specification** indicates the formal name of the file specification.
- **Field Name** indicates the formal name of the field within the file specification.
- **Field Number** indicates the position of the field within the file specification.

Academic Year Ending

The academic year is understood as July 1 - June 30. Postsecondary data will

be organized by academic year using Academic Year Ending. For example, the Academic Year Ending field for 2020 – 2021 will simply read: “2021”.

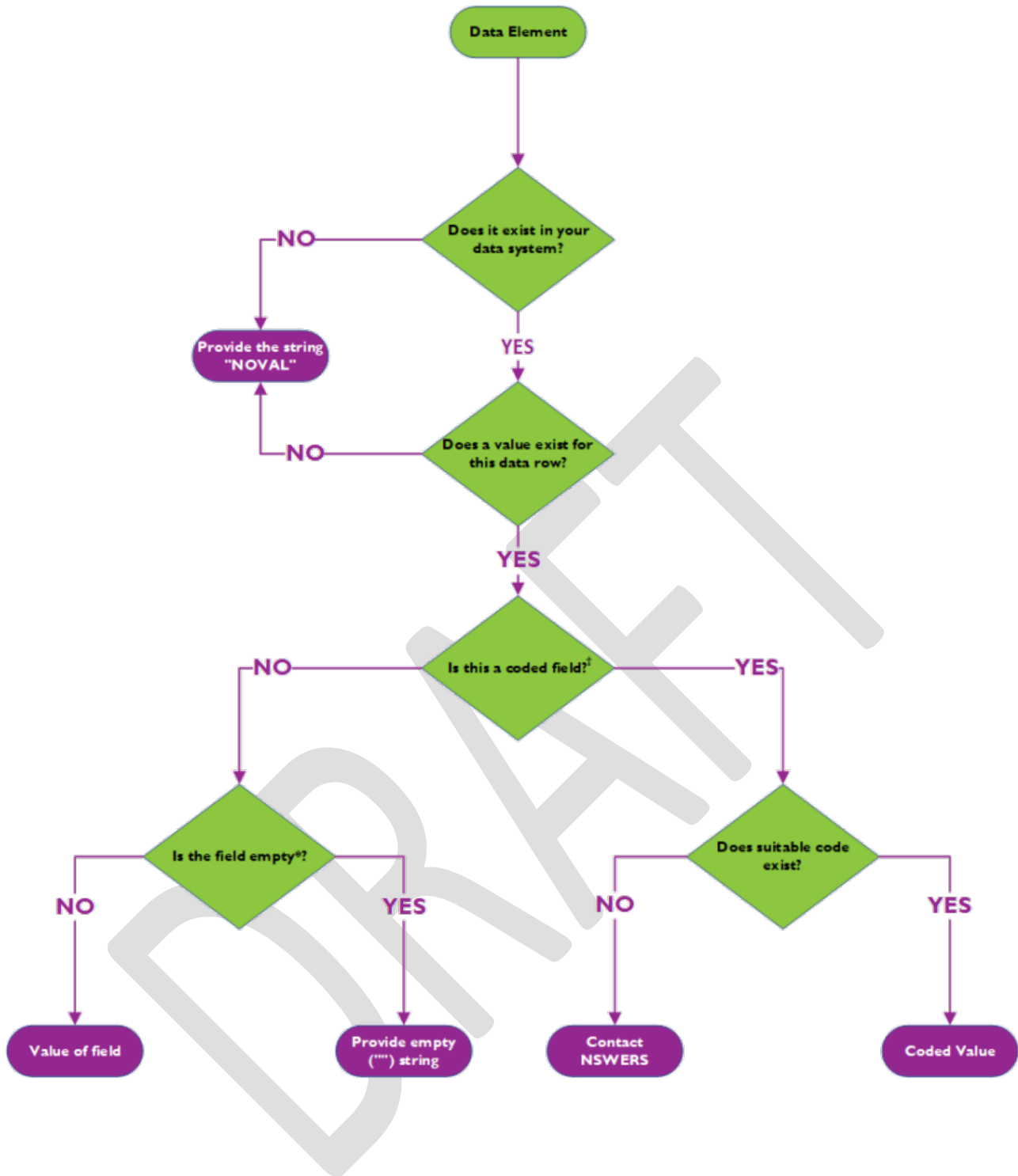
Notes of Importance

- Any values that contain a comma must be enclosed with quotes.
- Data fields should be ordered in the same sequence as identified in this document.

All files should be submitted in .csv format.

To maintain data privacy and security, and to preserve the informational chain of custody, NSWERS staff cannot edit original source data files. It is the responsibility of each data contributing partner to resolve errors discovered during data submission, validation, and certification processes. Corrected data files should be re-uploaded by partners into the NSWERS data system.

Decision Tree: Reporting for Nonmandatory Data Elements



†The field is represented by a code in the data specifications (e.g. gender, GED Status, etc)

*The field is blank or represented by a blank placeholder in your data system

2-Year Postsecondary Addresses

The 2-Year Postsecondary Addresses file collects data on the addresses for enrolled students. Entries are not required for students without address records within institutional data systems.

Additional details can be found on our website at <https://nswers.orgs/insights/data-dictionary-and-elements/>

***Institution ID [2-Year Postsecondary Addresses:Institution ID (1)]**

Provide the institution identifier (IPEDS Institution ID) in the format “#####”.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

#####

Postsecondary Student ID [2-Year Postsecondary Addresses:Postsecondary Student ID (2)]

Provide the unique number used to identify an individual student at the institution.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Address Street Number Name [2-Year Postsecondary Addresses:Address Street Number Name (3)]

Provide the street number and street name of the address.

Address Apartment Room Suite Number [2-Year Postsecondary Addresses:Address Apartment Room Suite Number (4)]

Provide the apartment, room, or suite number of the address.

Address City [2-Year Postsecondary Addresses:Address City (5)]

Provide the address city name.

Address State Abbreviation [2-Year Postsecondary Addresses:State Abbreviation (6)]

Provide the abbreviation for the state (within the United States) or outlying area in which an address is located.

Address Postal Code [2-Year Postsecondary Addresses:Postal Code (7)]

The five- or nine-digit zip code or overseas postal code portion of an address.

Address Date [2-Year Postsecondary Addresses:Address Date (8)]

Provide the first date that the address was provided.

Use the ISO date format (YYYY-MM-DD)

Address Type [2-Year Postsecondary Addresses:Address Type (9)]

Provide the code that best corresponds to the type of address provided.

Code	Description	Explanation of use
01	Application	The source of the address is the student's application information.
02	Permanent	Student has listed an off-campus address corresponding to a permanent address, such as that of a parent or guardian.
03	Local	Student has provided an address local to the institution for official correspondence.
04	Mailing	
05	Other	Student has provided an address for correspondence and institutional data systems do not distinguish between address types.

2-Year Postsecondary Addresses

Key	Position	Name	Type	Length	Format
	1	Institution ID			
	2	Postsecondary Student ID			
	3	Address Street Number Name			
	4	Address Apartment Room Suite Number			
	5	Address City			
	6	Address State Abbreviation			
	7	Address Postal Code			
	8	Address Date			
	9	Address type			

DRAFT

2-YEAR POSTSECONDARY FILE SPECIFICATIONS

2-Year Postsecondary Courses

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Version 1.3.0

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General Information

This document describes the data elements collected by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS). Valid values and data validation rules that can be performed prior to data submission are listed where appropriate.

High-Level Data Collection Workflow

Scope

All students enrolled in courses (for credit AND/OR noncredit) at the institution for given academic year.

File Names

<i>File Specification</i>	<i>File Name</i>
2-Year Postsecondary Courses	#####_ps2_courses_YYYY_##.csv

Where	Represents
#####	IPEDS Institution ID
YYYY	Academic Year Ending
##	Optional sequence Number

Data Element Names

The following syntax is used throughout this document when referencing data elements.

Format: *NSWERS Field Name [File Specification: Field Name (Field Number)]
where:

- An asterisk (*) indicates the data element is a mandatory field. A non-blank or non-null value must be supplied in all mandatory fields for each record, or the data loading process will reject the record.
- **NSWERS Field Name** represents the name of the data element commonly used by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS).
- **File Specification** indicates the formal name of the file specification.
- **Field Name** indicates the formal name of the field within the file specification.
- **Field Number** indicates the position of the field within the file specification.

Academic Year Ending

The academic year is understood as July 1 - June 30. Postsecondary data will

be organized by academic year using Academic Year Ending. For example, the Academic Year Ending field for 2020 – 2021 will simply read: “2021”.

Notes of Importance

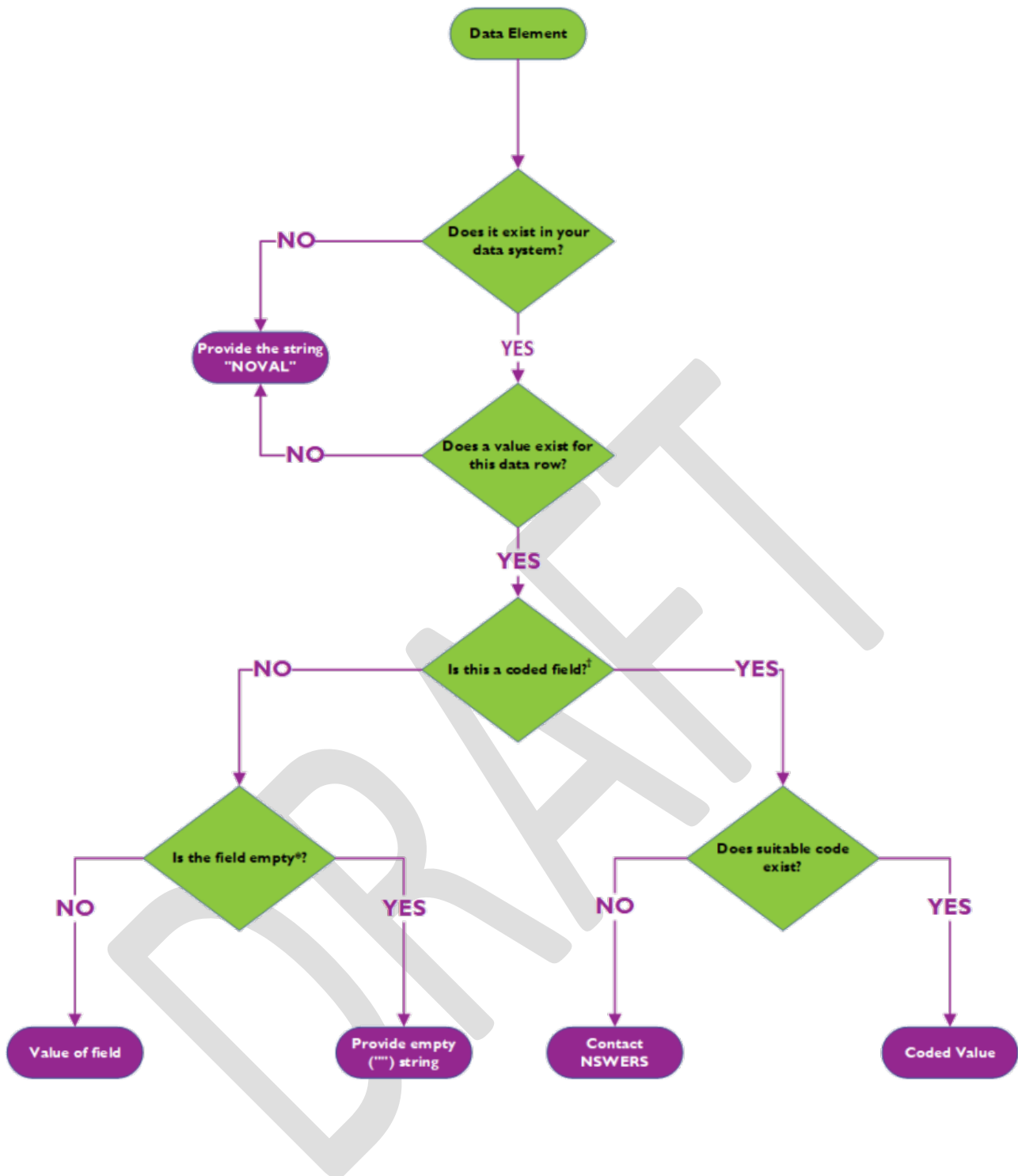
- Any values that contain a comma must be enclosed with quotes.
- Data fields should be ordered in the same sequence as identified in this document.

All files should be submitted in .csv format.

To maintain data privacy and security, and to preserve the informational chain of custody, NSWERS staff cannot edit original source data files. It is the responsibility of each data contributing partner to resolve errors discovered during data submission, validation, and certification processes. Corrected data files should be re-uploaded by partners into the NSWERS data system.

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Decision Tree: Reporting for Nonmandatory Data Elements



†The field is represented by a code in the data specifications (e.g. gender, GED Status, etc)

*The field is blank or represented by a blank placeholder in your data system

2-Year Postsecondary Courses

The Postsecondary Courses file identifies the complete set of courses offered with students enrolled and were not cancelled during the requested academic year(s).

Additional details can be found on our website at <https://nswers.orgs/insights/data-dictionary-and-elements/>

*Institution ID [2-Year Postsecondary Courses:Institution ID (1)]

Provide the institution identifier (IPEDS Institution ID) in the format “#####”.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

#####

*Academic Year Ending [2-Year Postsecondary Courses:Academic Year Ending (2)]

Provide the literal academic year ending in the format “YYYY”. The academic year is understood as July 1 - June 30. For example, the value of the Academic Year Ending field for July 1, 2020 – June 30, 2021, would simply read: “2021”.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

yyyy

*Postsecondary Term Code [2-Year Postsecondary Courses:Postsecondary Term Code (3)]

Provide the institution-selected value representing the term during which this student was enrolled. Ignore session information, i.e., 2022 Summer Session 1 and 2022 Summer Session 2 would both be listed under the 2022 Summer term.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Verification Details

Valid values are specified via the Postsecondary Terms file [Postsecondary Terms: Postsecondary Term Code (3)].

*Course Code Subject [2-Year Postsecondary Courses:Course Code

Subject (4)]

Provide the institution's own unique course code subject.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

*Course Code Number [2-Year Postsecondary Courses:Course Code Number (5)]

Provide the institution's own unique course code number.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Course Section [2-Year Postsecondary Courses:Course Section (6)]

Provide the institution's own unique course section.

Course Location [2-Year Postsecondary Courses:Course Location (7)]

Provide the institution's own course location (city/campus) specific to the identified course, as listed in the course catalog.

Course Instruction Mode [2-Year Postsecondary Courses:Course Instruction Mode (8)]

Provide the code indicating the course instruction mode.

Code	Description	Explanation of Use
1	Hybrid (Face-to-Face and Online)	A course offering that depends on both academic technology and face-to-face contact as significant components of communication between student and instructor, and among students. One-third to two-thirds of the student/faculty and student/student contact time is online. The remaining communication is face-to-face - similar to a traditional class.

Code	Description	Explanation of Use
2	Online Only	A course offering in which the majority of the instruction occurs when the student and instructor are not in the same place. An online course uses academic technology to mediate most teaching and learning, but it may require up to two hours of face-to-face meetings within the term. These face-to-face class meetings may be used for activities such as orientation, special in-class presentations, or exams.
3	Traditional (Face-to-Face)	A course offering that depends on face-to-face contact such as lecture, discussion, demonstration, and direct exchange of materials as the primary method of communication. Face-to-face courses usually have a fixed day and time and are scheduled in a classroom, laboratory, or studio. However, courses with a TBA pattern, such as supervision, can also have an instruction mode of face-to-face. The majority of classes are scheduled in a face-to-face format.

***Course Type [2-Year Postsecondary Courses:Course Type (9)]**

Provide the code for course type specific to the identified course.

Code	Description
0	Other
1	Lecture
2	Lab
3	Seminar
4	Activity
5	Independent Study
6	Practicum
7	Recitation
8	Clinical
9	Internship

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Course Name [2-Year Postsecondary Courses:Course Name (10)]**

Provide the institution's own course name specific to the identified course.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Secondary Course Name [2-Year Postsecondary Courses:Course Name (11)]

Provide the secondary name specific to the identified course. This may be used to identify the content of a special topics course. For example, "History of Science" for the course: HIST 398 (Special Topics).

*Course Description [2-Year Postsecondary Courses:Course Description (12)]

Provide the institution's own description for the course section (up to 1000 characters).

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Course Weight/REU Factor [2-Year Postsecondary Courses:Course Weight/REU Factor (13)]

Provide a decimal indicating the course weighting used for this course in the format #.##.

Format
#.##

*Instructor ID [2-Year Postsecondary Courses:Instructor ID (14)]

Provide the unique number used to identify an individual instructor at the institution. If multiple instructors are listed, provide the "primary" instructor for the course. The Instructor ID will be included in verification reports to assist institution staff research and resolve data issues.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Dual Credit Flag [2-Year Postsecondary Courses:Dual Credit Flag (15)]

Provide the code that indicates if the course section is associated with a dual credit program.

Code	Description
1	Dual Credit
2	Not Dual Credit

Associated High School [2-Year Postsecondary Courses:Associated High School (16)]

Provide the name of the high school that is associated with the course.

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2-Year Postsecondary Courses

Key	Position	Name	Type	Length	Format
	1	Institution ID	String	6	#####
	2	Academic Year Ending	Date	4	yyyy
	3	Postsecondary Term Code	Foreign Key	10	
	4	Course Code Subject	String	20	
	5	Course Code Number	String	20	
	6	Course Section	String	20	
	7	Course Location	String	50	
	8	Course Instruction Mode	String	1	(one of set)
	9	Course Type	String	1	(one of set)
	10	Course Name	String		
	11	Secondary Course Name	String	50	
	12	Course Description	String	1000	
	13	Course Weight/REU Factor	Float	4	###
	14	Instructor ID	String	20	
	15	Dual Credit Flag	String		
	16	Associated High School	String		

2-YEAR POSTSECONDARY FILE SPECIFICATIONS

2-Year Postsecondary Enrollment

DRAFT



Version 1.3.0

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General Information

This document describes the data elements collected by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS). Valid values and data validation rules that can be performed prior to data submission are listed where appropriate.

High-Level Data Collection Workflow

Scope

All students enrolled in courses (for credit AND/OR noncredit) at the institution for given academic year.

File Names

<i>File Specification</i>	<i>File Name</i>
2-Year Postsecondary Enrollment	#####_ps2_enrollment_YYYY_##.csv

Where	Represents
#####	IPEDS Institution ID
YYYY	Academic Year Ending
##	Optional sequence Number

Data Element Names

The following syntax is used throughout this document when referencing data elements.

Format: *NSWERS Field Name [File Specification: Field Name (Field Number)]
where:

- An asterisk (*) indicates the data element is a mandatory field. A non-blank or non-null value must be supplied in all mandatory fields for each record, or the data loading process will reject the record.
- **NSWERS Field Name** represents the name of the data element commonly used by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS).
- **File Specification** indicates the formal name of the file specification.
- **Field Name** indicates the formal name of the field within the file specification.
- **Field Number** indicates the position of the field within the file specification.

Academic Year Ending

The academic year is understood as July 1 - June 30. Postsecondary data will

be organized by academic year using Academic Year Ending. For example, the Academic Year Ending field for 2020 – 2021 will simply read: “2021”.

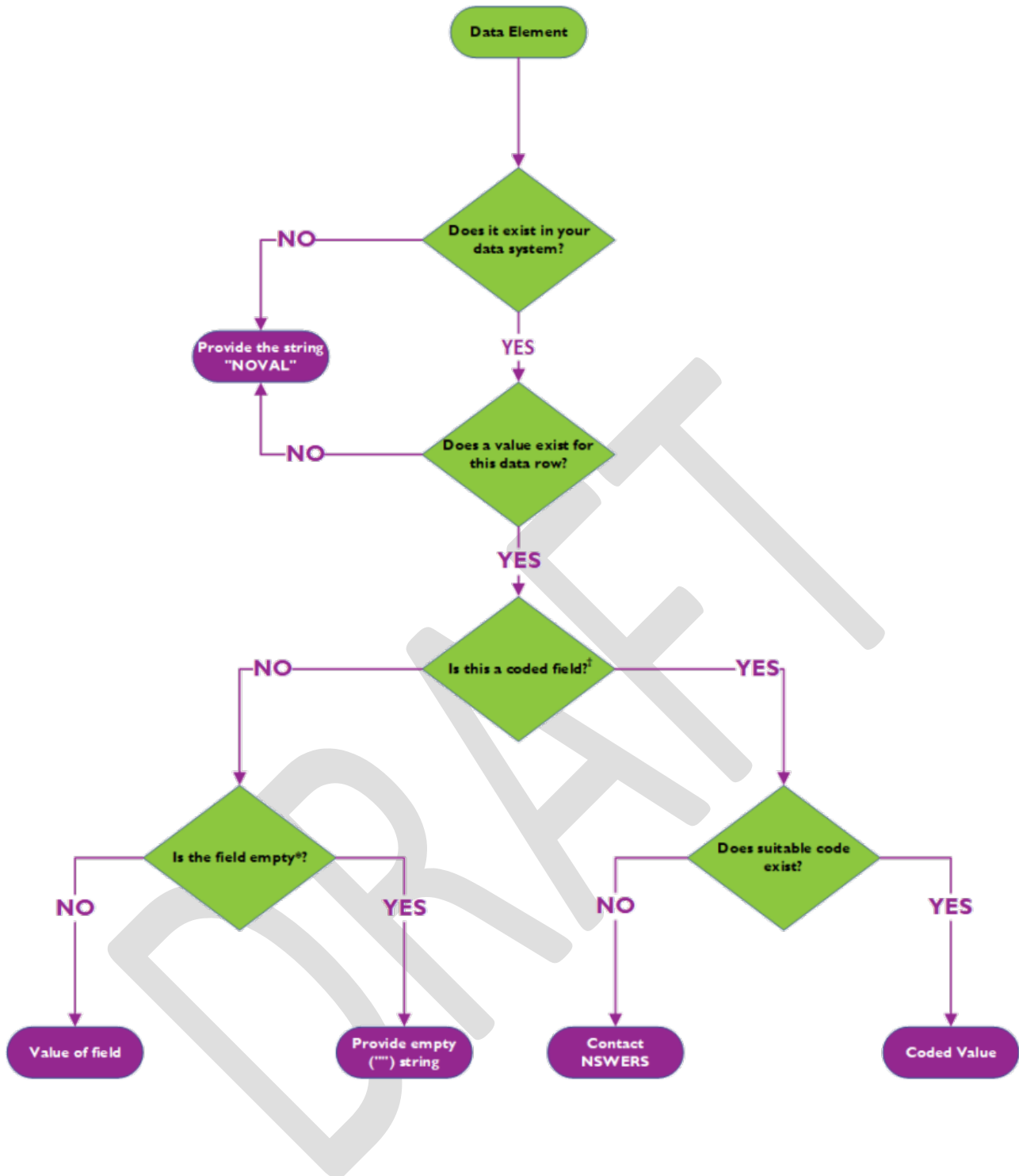
Notes of Importance

- Any values that contain a comma must be enclosed with quotes.
- Data fields should be ordered in the same sequence as identified in this document.

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Decision Tree: Reporting for Nonmandatory Data Elements



†The field is represented by a code in the data specifications (e.g. gender, GED Status, etc)

*The field is blank or represented by a blank placeholder in your data system

2-Year Postsecondary Enrollment

The Postsecondary Enrollment file collects demographic data for all students enrolled in courses (both credit and noncredit included) during a particular term for the requested academic year(s).

NOTE: Multiple records for an individual student will appear if the student was enrolled in more than one term – one record per term.

Additional details can be found on our website at
<https://nswers.orgs/insights/data-dictionary-and-elements/>

*Institution ID [2-Year Postsecondary Enrollment:Institution ID (1)]

Provide the institution identifier (IPEDS Institution ID) in the format “#####”.
This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format
#####

NDE Student ID [2-Year Postsecondary Enrollment:NDE Student ID (2)]

Provide the 10-digit Nebraska Department of Education Student Identifier.

Format
#####

Verification Details
While this field is not mandatory, it must be unique.

SSN [2-Year Postsecondary Enrollment:SSN (3)]

Provide the student’s Social Security Number or Individual Taxpayer Identification Number (9 digits, no dashes, #####).

Format
#####

Verification Details
SSN or ITIN is mandatory if Degree Seeking Flag = 1.

*Postsecondary Student ID [2-Year Postsecondary

Enrollment:Postsecondary Student ID (4)]

Provide the unique number used to identify an individual student at the institution.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Verification Details

The Postsecondary Student ID will be included in verification reports to assist institution staff research and resolve data issues.

***Term [2-Year Postsecondary Enrollment:Term (5)]**

Provide the institution-selected value representing the term during which this student was enrolled. Ignore session information, i.e., 2022 Summer Session 1 and 2022 Summer Session 2 would both be listed under the 2022 Summer term.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Verification Details

Valid values are specified via the Postsecondary Terms file
[Postsecondary Terms: Postsecondary Term Code (3)].

***Last Name [2-Year Postsecondary Enrollment>Last Name (6)]**

Provide this student's surname or name borne in common by members of a family.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Verification Details

Names must be alpha (a-z) and single quote ('), dash/hyphen(-), and period (.).

***First Name [2-Year Postsecondary Enrollment:First Name (7)]**

Provide this student's name given to this individual at birth, baptism, or during another naming ceremony, or through legal change.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Verification Details

First name cannot be "NULL". Names must be alpha (a-z) and single

quote (‘), dash/hyphen(-), and period (.).

Middle Name [2-Year Postsecondary Enrollment:Middle Name (8)]

Provide the middle name of this student. If full middle name is not available, provide middle initial, where possible.

Verification Details

Names must be alpha (a-z) and single quote (‘), dash/hyphen(-), and period (.).

Last Name Alias [2-Year Postsecondary Enrollment:Last Name Alias (9)]

Provide the alternate surname if the student has an alternate name.

Verification Details

Names must be alpha (a-z) and single quote (‘), dash/hyphen(-), and period (.).

First Name Alias [2-Year Postsecondary Enrollment:First Name Alias (10)]

Provide an additional first name used by this student as an alias. This field can be used to submit a student nickname or commonly used name that is different from their formal name.

Verification Details

Names must be alpha (a-z) and single quote (‘), dash/hyphen(-), and period (.).

Middle Name Alias [2-Year Postsecondary Enrollment:Middle Name Alias (11)]

Provide the alternate middle name if the student has an alternate name.

Verification Details

Names must be alpha (a-z) and single quote (‘), dash/hyphen(-), and period (.).

Birthdate [2-Year Postsecondary Enrollment:Birthdate (12)]

Provide the birthdate of this student.
Use the ISO date format (YYYY-MM-DD)

Format

yyyy-MM-dd

Verification Details

The data loading process will check for valid dates (e.g., values of 2004-02-30 and 2004-13-01 would be rejected as invalid). Future dates for birthdates are not allowed. Years in the birthdate more than 100 years in the past are not allowed.

***Gender [2-Year Postsecondary Enrollment:Gender (13)]**

Provide the code indicating the gender of this student.

Code	Description
F	Female
M	Male
X	Intersex and/or non-binary
U	Unknown/Undeclared

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Hispanic Indicator [2-Year Postsecondary Enrollment:Hispanic Indicator (14)]

Provide the code indicating if this student is identified with an ethnicity of Hispanic/Latino - a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Code	Description
1	Yes
2	No

Race 1 Code [2-Year Postsecondary Enrollment:Race 1 Code (15)]

Race codes of students with multiple races can be provided in any order but those codes must be provided as described below

- If two races are identified:
 - Race 1 Code [Postsecondary Enrollment: Race 1 Code (15)] and Race 2 Code [Postsecondary Enrollment: Race 2 Code (16)].
- If three races are identified:
 - Race 1 Code [Postsecondary Enrollment: Race 1 Code (15)], Race 2 Code [Postsecondary Enrollment: Race 2 Code (16)] and Race 3 Code [Postsecondary Enrollment: Race 3 Code (17)].
- If four races are identified:
 - Race 1 Code [Postsecondary Enrollment: Race 1 Code (15)], Race 2 Code [Postsecondary Enrollment: Race 2 Code (16)], Race 3 Code [Postsecondary Enrollment: Race 3 Code (17)], and Race 4 Code [Postsecondary Enrollment: Race 4 Code (18)].
- If five races are identified:
 - In all five fields.

Code	Description	Explanation of Use
DC	Declined to Identify	A person who has not self-identified their race.
AM	American Indian/Alaska Native	A person having origins in any of the original peoples of North and South American (including Central America), and who maintains tribal affiliation or community attachment.
AS	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
BL	Black or African American	A person having origins in any of the black racial groups of Africa.
PI	Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
WH	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
MTO	More than one	A special category for designating that the student has specified having origins in more than one of the above races, but did not specify which. This category can only be used for Race 1, and if it is used the remaining fields Race 2 through Race 5 must be blank.

Verification Details

Records containing the same race code value in more than one race

field will be rejected by the data loading process.

Race 2 Code [2-Year Postsecondary Enrollment:Race 2 Code (16)]

Provide the code indicating this student's second identified race, otherwise leave blank. Refer to the codes listed in [Postsecondary Enrollment: Race 1 Code (15)].

Verification Details

Records containing the same race code value in more than one race field will be rejected by the data loading process.

Race 3 Code [2-Year Postsecondary Enrollment:Race 3 Code (17)]

Provide the code indicating this student's third identified race, otherwise leave blank. Refer to the codes listed in [Postsecondary Enrollment: Race 1 Code (15)].

Verification Details

Records containing the same race code value in more than one race field will be rejected by the data loading process.

Race 4 Code [2-Year Postsecondary Enrollment:Race 4 Code (18)]

Provide the code indicating this student's fourth identified race, otherwise leave blank. Refer to the codes listed in [Postsecondary Enrollment: Race 1 Code (15)].

Verification Details

Records containing the same race code value in more than one race field will be rejected by the data loading process.

Race 5 Code [2-Year Postsecondary Enrollment:Race 5 Code (19)]

Provide the code indicating this student's fifth identified race, otherwise leave blank. Refer to the codes listed in [Postsecondary Enrollment: Race 1 Code (15)].

Verification Details

Records containing the same race code value in more than one race field will be rejected by the data loading process.

Marital Status [2-Year Postsecondary Enrollment:Marital Status (20)]

Provide the code indicating the student's marital status.

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Code	Description
S	Single
M	Married
E	Separated
W	Widowed
D	Divorced

First Generation Student [2-Year Postsecondary Enrollment:First Generation Student (21)]

Provide the code indicating the student's status as a first-generation postsecondary student.

Code	Description
1	Yes
2	No

High School Class Rank [2-Year Postsecondary Enrollment:High School Class Rank (22)]

Provide the student's high school class rank.

High School Class Size [2-Year Postsecondary Enrollment:High School Class Size (23)]

Provide the student's high school class size.

Cumulative High School GPA [2-Year Postsecondary Enrollment:HS GPA (24)]

The student's cumulative high school grade point average.

Format

####.##

State of High School Graduation [2-Year Postsecondary Enrollment:State of High School Graduation (25)]

The code corresponding to the state in which this student graduated high school. For students still enrolled in high school, provide the code corresponding to the state in which the student's current high school is located.

The following "State of High School Graduation" codes were adapted from the United States Postal Services abbreviation for states and possessions.

Code	Description
10	Unknown
20	Outside of United States
AL	Alabama
AK	Alaska
AS	American Samoa
AZ	Arizona
AR	Arkansas
CA	California
CO	Colorado
CT	Connecticut
DE	Delaware
DC	District of Columbia
FM	Federated States of Micronesia
FL	Florida
GA	Georgia
GU	Guam
HI	Hawaii
ID	Idaho
IL	Illinois
IN	Indiana
IA	Iowa
KS	Kansas
KY	Kentucky
LA	Louisiana
ME	Maine
MH	Marshall Islands
MD	Maryland

Code	Description
MA	Massachusetts
MI	Michigan
MN	Minnesota
MS	Mississippi
MO	Missouri
MT	Montana
NE	Nebraska
NV	Nevada
NH	New Hampshire
NJ	New Jersey
NM	New Mexico
NY	New York
NC	North Carolina
ND	North Dakota
MP	North Mariana Islands
OH	Ohio
OK	Oklahoma
OR	Oregon
PW	Palau
PA	Pennsylvania
PR	Puerto Rico
RI	Rhode Island
SC	South Carolina
SD	South Dakota
TN	Tennessee
TX	Texas
UT	Utah
VT	Vermont
VI	Virgin Islands
VA	Virginia
WA	Washington
WV	West Virginia
WI	Wisconsin

Code	Description
WY	Wyoming

GED Status [2-Year Postsecondary Enrollment:GED Status (26)]

Provide the code indicating if this student completed a GED.

Code	Description
1	Yes
2	No

Census Flag [2-Year Postsecondary Enrollment:Census Flag (27)]

Provide the code indicating if this student was enrolled on the Census Date during the term used for IPEDS reporting applicable to this academic year. Provide the code indicating “Yes” if this student was enrolled on the IPEDS Census Date. Provide the code indicating “No” if the student was NOT enrolled during the IPEDS Census Date.

Code	Description
1	Yes
2	No

Full-Time Student Flag [2-Year Postsecondary Enrollment:Full-Time Student Flag (28)]

Provide the code indicating if this student met the definition of a full-time student during this term. Full-time/part-time indicator based on number of credit hours student is enrolled for the semester.

IPEDS definition:

- Undergraduate – a student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term.
- Graduate—A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full time by the institution.
- Doctor’s degree – Professional practice – as defined by the institution.

Code	Description
1	Yes
2	No

First-Time Student Flag [2-Year Postsecondary Enrollment:First

Time Student Flag (29)]

Provide the code indicating if this student met the definition of a first-time student during this term.

IPEDS definition: A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

Code	Description
1	Yes
2	No

Degree Seeking Flag [2-Year Postsecondary Enrollment:Degree Seeking Flag (30)]

Provide the code indicating if this student met the definition of a degree-seeking student during this term, for the purposes of IPEDS reporting.

IPEDS definition: Students enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award. High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking. Note: all students eligible to receive federal student financial aid are considered degree/certificate seeking.

Code	Description
1	Yes
2	No

Primary Program One (major) [2-Year Postsecondary Enrollment:Primary Program (31)]

Provide the CIP code for the student's primary program (major). Provide the six-digit CIP (Classification of Instructional Programs) code in the format **##.####** that identifies the student's primary instructional program (major). Refer to IPEDS reporting requirements for a list of valid CIP codes.

Format

##.####

Verification Details

CIP codes must be six-digits long in format ##.#### - leading and terminal zeros must be included, where applicable.

Primary Program One Level [2-Year Postsecondary Enrollment:Primary Program One Level (32)]

Provide the code that indicates the program level for the primary academic program of the student, as recorded at census date.

Code	Description	Explanation of Use
1	Under1Yr	Postsecondary award, certificate, or diploma of less than 1 academic year: • Less than 900 contact or clock hours • Less than 30 SEMESTER or TRIMESTER credit hours, or • Less than 45 QUARTER credit hours
2	1-2Yr	Postsecondary award, certificate, or diploma of at least 1 but less than 2 academic years • At least 900, but less than 1800 contact or clock hours, or • At least 30, but less than 60 SEMESTER or TRIMESTER credit hours • At least 45, but less than 90 QUARTER hours
3	Associate	Associate’s Degree
4	2-4Yr	Between 2- and 4-Years Awards Postsecondary award, certificate, or diploma of (at least 2 but less than 4 academic years) • 1800 contact or clock hours, or • 60 or more SEMESTER or TRIMESTER credit hours, or • 90 or more QUARTER credit hours
5	Bachelor	Bachelor’s Degree
6	Postbaccalaureate Certificate	
7	Master’s Degree	
8	Post-master’s Certificate	
17	Doctor’s Degree – Research/Scholarship	
18	Doctor’s Degree – Professional Practice	
19	Doctor’s Degree - Other	

Primary Program Two (major) [2-Year Postsecondary Enrollment:Primary Program (32 33)]

If applicable, provide the CIP code for the student’s second primary program (major). Provide the six-digit CIP (Classification of Instructional Programs) code in the format ##.#### that identifies the student’s second primary instructional program (major). Refer to IPEDS reporting requirements for a list of valid CIP codes.

Format

##.####

Verification Details

CIP codes must be six-digits long in format ##.#### - leading and terminal zeros must be included, where applicable.

Primary Program Two Level [2-Year Postsecondary Enrollment:Primary Program Two Level (34)]

Provide the code that indicates the program level for the second primary academic program of the student, as recorded at census date.

Code	Description	Explanation of Use
1	Under1Yr	Postsecondary award, certificate, or diploma of less than 1 academic year: • Less than 900 contact or clock hours • Less than 30 SEMESTER or TRIMESTER credit hours, or • Less than 45 QUARTER credit hours
2	1-2Yr	Postsecondary award, certificate, or diploma of at least 1 but less than 2 academic years • At least 900, but less than 1800 contact or clock hours, or • At least 30, but less than 60 SEMESTER or TRIMESTER credit hours • At least 45, but less than 90 QUARTER hours
3	Associate	Associate's Degree
4	2-4Yr	Between 2- and 4-Years Awards Postsecondary award, certificate, or diploma of (at least 2 but less than 4 academic years) • 1800 contact or clock hours, or • 60 or more SEMESTER or TRIMESTER credit hours, or • 90 or more QUARTER credit hours
5	Bachelor	Bachelor's Degree
6	Postbaccalaureate Certificate	
7	Master's Degree	
8	Post-master's Certificate	
17	Doctor's Degree – Research/Scholarship	
18	Doctor's Degree – Professional Practice	
19	Doctor's Degree - Other	

Term Credit Hours Attempted [2-Year Postsecondary Enrollment:Term Credit Hours Attempted (33 35)]

Provide the total number of credit hours this student attempted during this term in the format ## or ##.#. Term Credit Hours Attempted supports up to one decimal position. If more than one decimal position is provided, records will be rejected.

Format

##.#

Verification Details

Term Credit Hours Earned cannot exceed Term Credit Hours Attempted.

**Term Credit Hours Earned [2-Year Postsecondary Enrollment:Term
Credit Hours Earned (~~34~~ 36)]**

Provide the total number of credit hours this student earned during this term in the format ## or ##.#. Term Credit Hours Earned supports up to one decimal position. If more than one decimal position is provided, records will be rejected

Format

##.#

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Verification Details

Term Credit Hours Earned cannot exceed Term Credit Hours Attempted.

Term GPA [2-Year Postsecondary Enrollment:Term GPA (35 37)]

Provide the grade point average (GPA) earned by this student calculated based only on courses during this term. This field accepts up to 2 decimals places.

Format

##.#

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2-Year Postsecondary Enrollment

Key	Position	Name	Type	Length	Format
	1	Institution ID	String	6	#####
	2	NDE Student ID	String	10	#####
	3	SSN	String	9	#####
	4	Postsecondary Student ID	String	20	
	5	Term	Foreign Key	10	
	6	Last Name	String	50	
	7	First Name	String	25	
	8	Middle Name	String	25	
	9	Last Name Alias	String	25	
	10	First Name Alias	String	25	
	11	Middle Name Alias	String	25	
	12	Birthdate	Date	10	yyyy-MM-dd
	13	Gender	String	1	(one of set)
	14	Hispanic Indicator	String	1	(one of set)
	15	Race 1 Code	String	3	(one of set)
	16	Race 2 Code	Set	3	(one of set)
	17	Race 3 Code	Set	3	(one of set)
	18	Race 4 Code	Set	3	(one of set)
	19	Race 5 Code	Set	3	(one of set)
	20	Marital Status	String	1	(one of set)
	21	First Generation Student	Integer	1	(one of set)
	22	High School Class Rank	Integer		
	23	High School Class Size	Integer		
	24	Cumulative High School GPA	Float	7	####.##
	25	State of High School Graduation	String	2	(one of set)
	26	GED Status	Integer	1	(one of set)
	27	Census Flag	Integer	1	(one of set)
	28	Full-Time Student Flag	Integer	1	(one of set)
	29	First-Time Student Flag	Integer	1	(one of set)
	30	Degree Seeking Flag	Integer	1	(one of set)

Key	Position	Name	Type	Length	Format
	31	Primary Program One (major)	String	7	##.####
	32	Primary Program One Level	String		
	32 33	Primary Program Two (major)	String	7	##.####
	34	Primary Program Two Level	String		
	33 35	Term Credit Hours Attempted	Float	4	##.#
	34 36	Term Credit Hours Earned	Float	4	##.#
	35 37	Term GPA	Float	4	##.#

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2-YEAR POSTSECONDARY FILE SPECIFICATIONS

2-Year Postsecondary Transcript

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Version 1.3.0

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General Information

This document describes the data elements collected by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS). Valid values and data validation rules that can be performed prior to data submission are listed where appropriate.

High-Level Data Collection Workflow

Scope

All students enrolled in courses (for credit AND/OR noncredit) at the institution for given academic year.

File Names

<i>File Specification</i>	<i>File Name</i>
2-Year Postsecondary Transcript	#####_ps2_transcript_YYYY_##.csv

Where	Represents
#####	IPEDS Institution ID
YYYY	Academic Year Ending
##	Optional sequence Number

Data Element Names

The following syntax is used throughout this document when referencing data elements.

Format: *NSWERS Field Name [File Specification: Field Name (Field Number)]
where:

- An asterisk (*) indicates the data element is a mandatory field. A non-blank or non-null value must be supplied in all mandatory fields for each record, or the data loading process will reject the record.
- **NSWERS Field Name** represents the name of the data element commonly used by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS).
- **File Specification** indicates the formal name of the file specification.
- **Field Name** indicates the formal name of the field within the file specification.
- **Field Number** indicates the position of the field within the file specification.

Academic Year Ending

The academic year is understood as July 1 - June 30. Postsecondary data will

be organized by academic year using Academic Year Ending. For example, the Academic Year Ending field for 2020 – 2021 will simply read: “2021”.

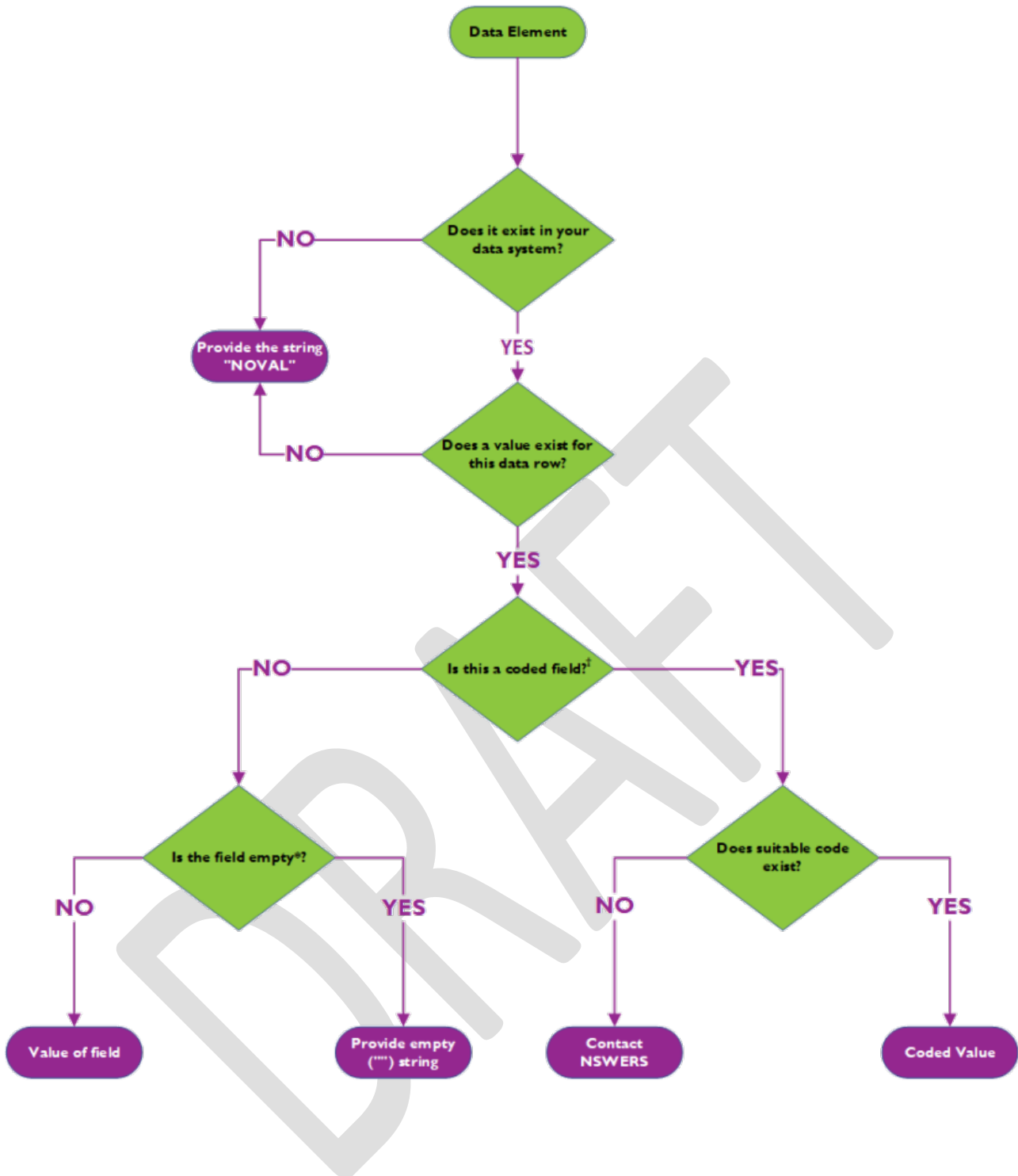
Notes of Importance

- Any values that contain a comma must be enclosed with quotes.
- Data fields should be ordered in the same sequence as identified in this document.

All files should be submitted in .csv format.

To maintain data privacy and security, and to preserve the informational chain of custody, NSWERS staff cannot edit original source data files. It is the responsibility of each data contributing partner to resolve errors discovered during data submission, validation, and certification processes. Corrected data files should be re-uploaded by partners into the NSWERS data system.

Decision Tree: Reporting for Nonmandatory Data Elements



†The field is represented by a code in the data specifications (e.g. gender, GED Status, etc)

*The field is blank or represented by a blank placeholder in your data system

2-Year Postsecondary Transcript

The Postsecondary Transcript file collects the course history for each student submitted in the Postsecondary Enrollment file during a particular term for the requested academic year(s).

Note:

- A Postsecondary Enrollment record must first be submitted for each student appearing in the Postsecondary Transcript file or the data loading process will reject the record.
- A Postsecondary Course record must first be submitted for each course appearing in the Postsecondary Transcript file or the data loading process will reject the record.
- A Postsecondary Terms record must first be submitted for each term appearing in the Postsecondary Transcript file or the data loading process will reject the record.

Additional details can be found on our website at

<https://nswers.orgs/insights/data-dictionary-and-elements/>

*Institution ID [2-Year Postsecondary Transcript:Institution ID (1)]

Provide the institution identifier (IPEDS Institution ID) in the format “#####”.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

#####

*Postsecondary Student ID [2-Year Postsecondary Transcript:Postsecondary Student ID (2)]

Provide the unique number used to identify an individual student at the institution.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Verification Details

The Postsecondary Student ID will be included in verification reports to assist institution staff research and resolve data issues.

*Academic Year Ending [2-Year Postsecondary

Transcript:Academic Year Ending (3)]

Provide the literal academic year ending in the format “YYYY”. The academic year is understood as July 1 - June 30. For example, the value of the Academic Year Ending field for July 1, 2020 – June 30, 2021, would simply read: “2021”.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format
yyyy

***Postsecondary Term Code [2-Year Postsecondary Transcript:Postsecondary Term Code (4)]**

Provide the institution-selected value representing the term during which this student was enrolled. Ignore session information, i.e., 2022 Summer Session 1 and 2022 Summer Session 2 would both be listed under the 2022 Summer term.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Course Code Subject [2-Year Postsecondary Transcript:Course Code Subject (5)]**

Provide the institution’s own unique course code subject.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Course Code Number [2-Year Postsecondary Transcript:Course Code Number (6)]**

Provide the institution’s own unique course code number.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Course Section [2-Year Postsecondary Transcript:Course Section (7)]

Provide the institution’s own unique course section.

***Remedial Course Math Flag [2-Year Postsecondary Transcript:Remedial Course Math Flag (8)]**

Provide the code indicating “Yes” if the student is taking the course to gain remedial mathematics instruction during this term. Indicate “No” for all others.

Note: This is an attribute of the student – not just course.

Code	Description
1	Yes
2	No

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Remedial Course English Flag [2-Year Postsecondary Transcript:Remedial Course English Flag (9)]**

Provide the code indicating “Yes” if the student is taking the course to gain remedial English instruction during this term. Indicate “No” for all others.

Note: This is an attribute of the student – not just course.

Code	Description
1	Yes
2	No

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Course Credit Hours [2-Year Postsecondary Transcript:Course Credit Hours (10)]**

Provide “-1.0” for a continuing education course.

Provide a decimal indicating the number the specified course in the format #.## . not offer credit.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format
####.##

***Course Grade Points [2-Year Postsecondary Transcript:Course Grade Points (11)]**

~~Provide a decimal indicating the number of grade points the student earned for completing this course in the format #.##.~~

Provide the student's grade as a decimal indicating the number of grade points according to your institutions grade scale (E.g., A = 4.0, A- = 3.67, B+ = 3.33) the student earned for completing this course in the format #.##. For students that withdrew from the course or otherwise would not have a grade, provide NOVAL.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

####.##

***Grade Mode [2-Year Postsecondary Transcript:Grade Mode (12)]**

Provide the code indicating the course grade mode. Option 1 ("Graded") should be selected if the course would typically (i.e. ignoring withdrawal and incomplete information) contribute to the student's GPA calculation.

Code	Description
1	Graded
2	Pass/Not Pass
3	Audit
4	Other Ungraded
5	Non-Credit

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Course Completion [2-Year Postsecondary Transcript:Course Completion (13)]**

Provide the code indicating the course completion status.

Code	Description
1	Completed
2	Withdraw
3	Incomplete

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

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2-Year Postsecondary Transcript

Key	Position	Name	Type	Length	Format
	1	Institution ID	String	6	#####
	2	Postsecondary Student ID	String	20	
	3	Academic Year Ending	Date	4	yyyy
	4	Postsecondary Term Code	String	10	
	5	Course Code Subject	String	20	
	6	Course Code Number	String	20	
	7	Course Section	String	20	
	8	Remedial Course Math Flag	Integer	1	(one of set)
	9	Remedial Course English Flag	Integer	1	(one of set)
	10	Course Credit Hours	Float	7	####.##
	11	Course Grade Points	Float	7	####.##
	12	Grade Mode	Integer	1	(one of set)
	13	Course Completion	Integer	1	(one of set)

4-YEAR POSTSECONDARY FILE SPECIFICATIONS

4-Year Postsecondary Addresses

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Version 1.3.0

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General Information

This document describes the data elements collected by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS). Valid values and data validation rules that can be performed prior to data submission are listed where appropriate.

High-Level Data Collection Workflow

Scope

All students enrolled in courses (for credit AND/OR noncredit) at the institution for given academic year.

File Names

<i>File Specification</i>	<i>File Name</i>
4-Year Postsecondary Addresses	#####_ps4_addresses_YYYY_##.csv

Where	Represents
#####	IPEDS Institution ID
YYYY	Academic Year Ending
##	Optional sequence Number

Data Element Names

The following syntax is used throughout this document when referencing data elements.

Format: *NSWERS Field Name [File Specification: Field Name (Field Number)]
where:

- An asterisk (*) indicates the data element is a mandatory field. A non-blank or non-null value must be supplied in all mandatory fields for each record, or the data loading process will reject the record.
- **NSWERS Field Name** represents the name of the data element commonly used by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS).
- **File Specification** indicates the formal name of the file specification.
- **Field Name** indicates the formal name of the field within the file specification.
- **Field Number** indicates the position of the field within the file specification.

Academic Year Ending

The academic year is understood as July 1 - June 30. Postsecondary data will

be organized by academic year using Academic Year Ending. For example, the Academic Year Ending field for 2020 – 2021 will simply read: “2021”.

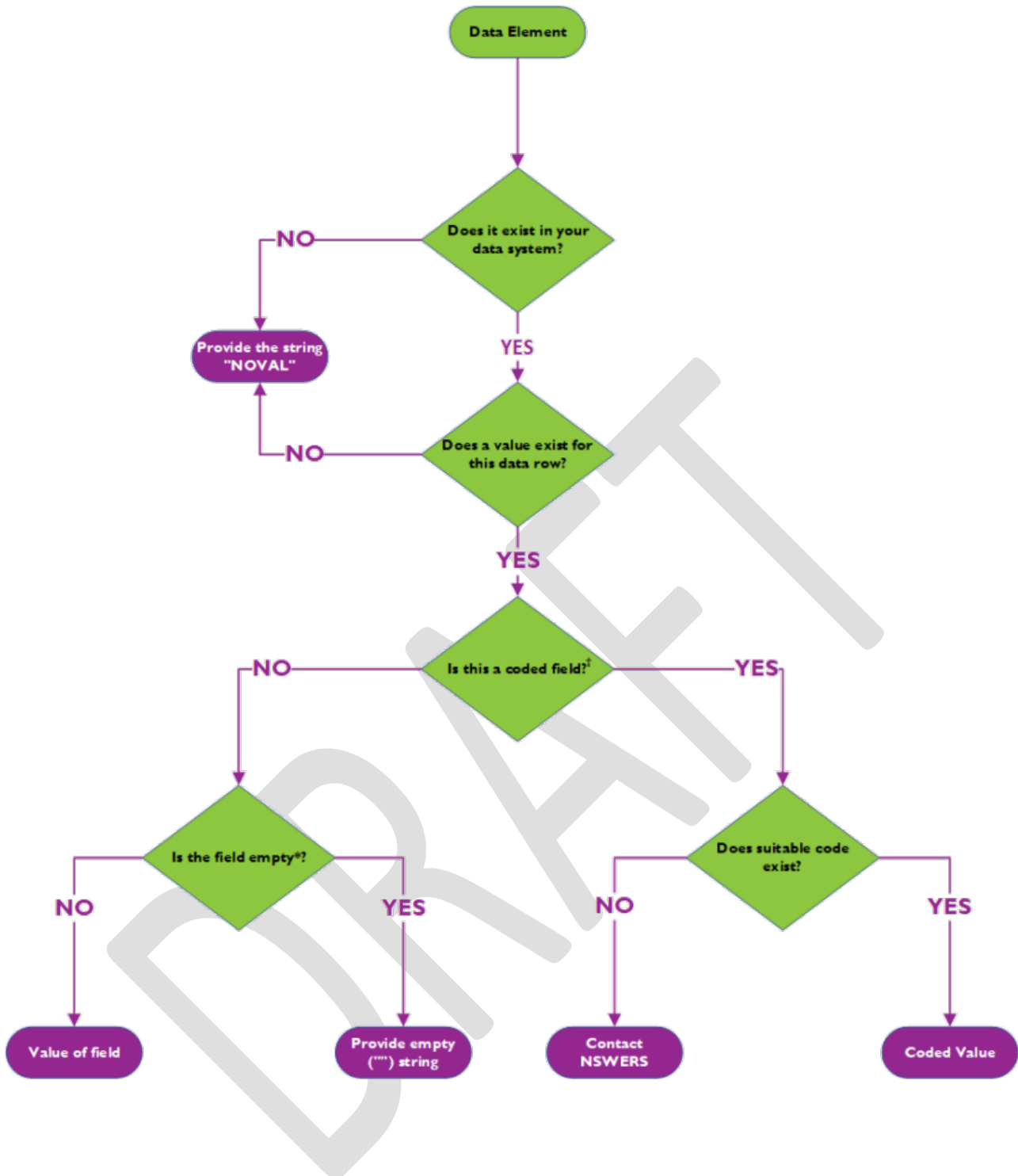
Notes of Importance

- Any values that contain a comma must be enclosed with quotes.
- Data fields should be ordered in the same sequence as identified in this document.

All files should be submitted in .csv format.

To maintain data privacy and security, and to preserve the informational chain of custody, NSWERS staff cannot edit original source data files. It is the responsibility of each data contributing partner to resolve errors discovered during data submission, validation, and certification processes. Corrected data files should be re-uploaded by partners into the NSWERS data system.

Decision Tree: Reporting for Nonmandatory Data Elements



†The field is represented by a code in the data specifications (e.g. gender, GED Status, etc)

*The field is blank or represented by a blank placeholder in your data system

4-Year Postsecondary Addresses

The 4-Year Postsecondary Addresses file collects data on the addresses for enrolled students. Entries are not required for students without address records within institutional data systems.

Additional details can be found on our website at <https://nswers.orgs/insights/data-dictionary-and-elements/>

***Institution ID [4-Year Postsecondary Addresses:Institution ID (1)]**

Provide the institution identifier (IPEDS Institution ID) in the format “#####”.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

#####

Postsecondary Student ID [4-Year Postsecondary Addresses:Postsecondary Student ID (2)]

Provide the unique number used to identify an individual student at the institution.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Address Street Number Name [4-Year Postsecondary Addresses:Address Street Number Name (3)]

Provide the street number and street name of the address.

Address Apartment Room Suite Number [4-Year Postsecondary Addresses:Address Apartment Room Suite Number (4)]

Provide the apartment, room, or suite number of the address.

Address City [4-Year Postsecondary Addresses:Address City (5)]

Provide the address city name.

Address State Abbreviation [4-Year Postsecondary Addresses:State Abbreviation (6)]

Provide the abbreviation for the state (within the United States) or outlying area in which an address is located.

Address Postal Code [4-Year Postsecondary Addresses:Postal Code (7)]

The five- or nine-digit zip code or overseas postal code portion of an address.

Address Date [4-Year Postsecondary Addresses:Address Date (8)]

Provide the first date that the address was provided.

Use the ISO date format (YYYY-MM-DD)

Address Type [4-Year Postsecondary Addresses:Address Type (9)]

Provide the code that best corresponds to the type of address provided.

Code	Description	Explanation of use
01	Application	The source of the address is the student's application information.
02	Permanent	Student has listed an off-campus address corresponding to a permanent address, such as that of a parent or guardian.
03	Local	Student has provided an address local to the institution for official correspondence.
04	Mailing	
05	Other	Student has provided an address for correspondence and institutional data systems do not distinguish between address types.

4-Year Postsecondary Addresses

Key	Position	Name	Type	Length	Format
	1	Institution ID			
	2	Postsecondary Student ID			
	3	Address Street Number Name			
	4	Address Apartment Room Suite Number			
	5	Address City			
	6	Address State Abbreviation			
	7	Address Postal Code			
	8	Address Date			
	9	Address type			

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4-YEAR POSTSECONDARY FILE SPECIFICATIONS

4-Year Postsecondary Courses

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General Information

This document describes the data elements collected by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS). Valid values and data validation rules that can be performed prior to data submission are listed where appropriate.

High-Level Data Collection Workflow

Scope

All students enrolled in courses (for credit AND/OR noncredit) at the institution for given academic year.

File Names

<i>File Specification</i>	<i>File Name</i>
4-Year Postsecondary Courses	#####_ps4_courses_YYYY_##.csv

Where	Represents
#####	IPEDS Institution ID
YYYY	Academic Year Ending
##	Optional sequence Number

Data Element Names

The following syntax is used throughout this document when referencing data elements.

Format: *NSWERS Field Name [File Specification: Field Name (Field Number)]
where:

- An asterisk (*) indicates the data element is a mandatory field. A non-blank or non-null value must be supplied in all mandatory fields for each record, or the data loading process will reject the record.
- **NSWERS Field Name** represents the name of the data element commonly used by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS).
- **File Specification** indicates the formal name of the file specification.
- **Field Name** indicates the formal name of the field within the file specification.
- **Field Number** indicates the position of the field within the file specification.

Academic Year Ending

The academic year is understood as July 1 - June 30. Postsecondary data will

be organized by academic year using Academic Year Ending. For example, the Academic Year Ending field for 2020 – 2021 will simply read: “2021”.

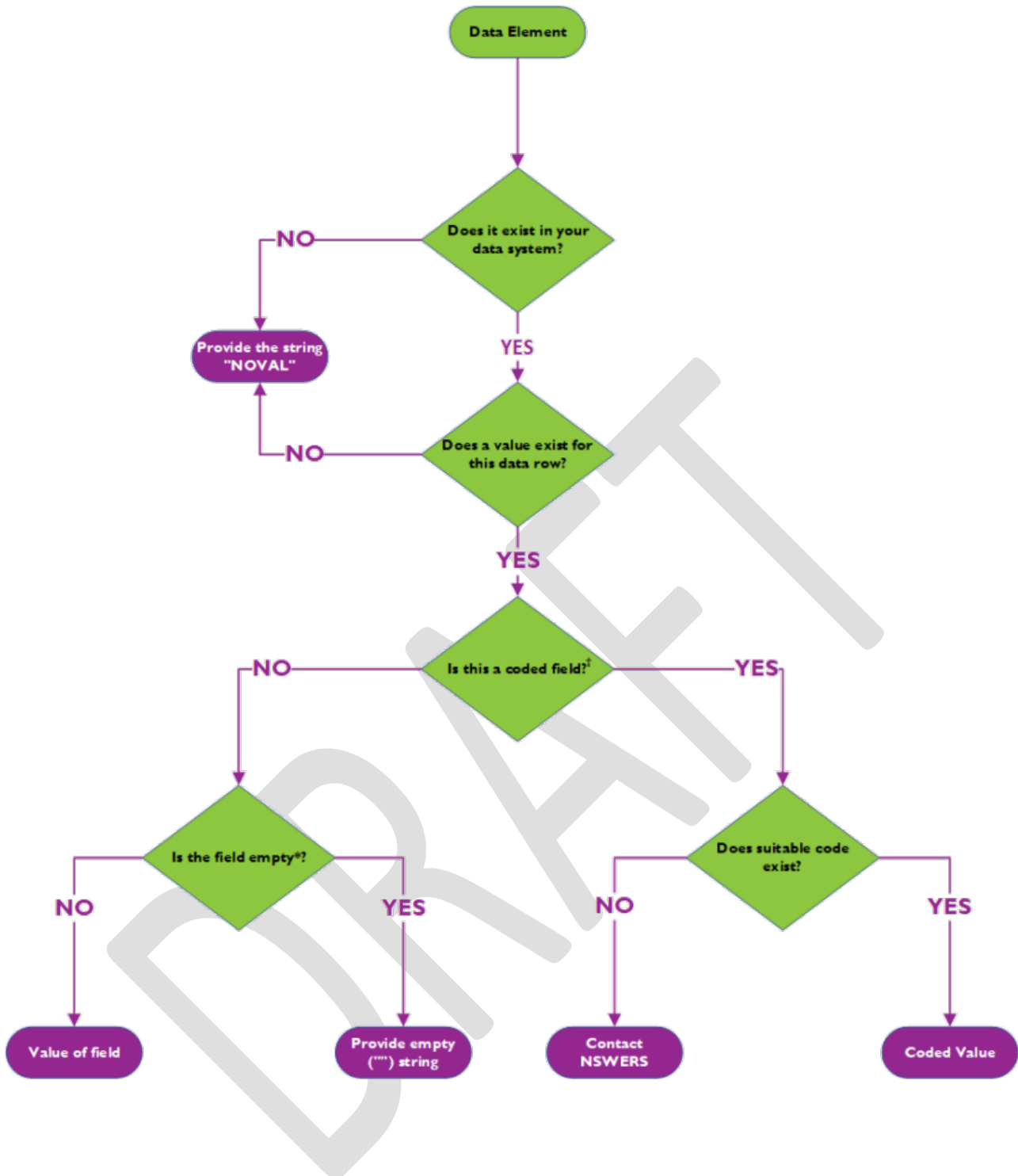
Notes of Importance

- Any values that contain a comma must be enclosed with quotes.
- Data fields should be ordered in the same sequence as identified in this document.

All files should be submitted in .csv format.

To maintain data privacy and security, and to preserve the informational chain of custody, NSWERS staff cannot edit original source data files. It is the responsibility of each data contributing partner to resolve errors discovered during data submission, validation, and certification processes. Corrected data files should be re-uploaded by partners into the NSWERS data system.

Decision Tree: Reporting for Nonmandatory Data Elements



†The field is represented by a code in the data specifications (e.g. gender, GED Status, etc)

*The field is blank or represented by a blank placeholder in your data system

4-Year Postsecondary Courses

The Postsecondary Courses file identifies the complete set of courses offered during the requested academic year(s).

Additional details can be found on our website at

<https://nswers.orgs/insights/data-dictionary-and-elements/>

*Institution ID [4-Year Postsecondary Courses:Institution ID (1)]

Provide the institution identifier (IPEDS Institution ID) in the format “#####”.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

#####

*Academic Year Ending [4-Year Postsecondary Courses:Academic Year Ending (2)]

Provide the literal academic year ending in the format “YYYY”. The academic year is understood as July 1 - June 30. For example, the value of the Academic Year Ending field for July 1, 2020 – June 30, 2021, would simply read: “2021”.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

YYYY

*Postsecondary Term Code [4-Year Postsecondary Courses:Postsecondary Term Code (3)]

Provide the institution-selected value representing the term during which this student was enrolled. Ignore session information, i.e., 2022 Summer Session 1 and 2022 Summer Session 2 would both be listed under the 2022 Summer term.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Verification Details

**Valid values are specified via the Postsecondary Terms file
[Postsecondary Terms: Postsecondary Term Code (3)].**

*Course Code Subject [4-Year Postsecondary Courses:Course Code

Subject (4)]

Provide the institution's own unique course code subject.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

*Course Code Number [4-Year Postsecondary Courses:Course Code Number (5)]

Provide the institution's own unique course code number.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Course Section [4-Year Postsecondary Courses:Course Section (6)]

Provide the institution's own unique course code number.

Course Location [4-Year Postsecondary Courses:Course Location (7)]

Provide the institution's own course location (city/campus) specific to the identified course, as listed in the course catalog.

Course Instruction Mode [4-Year Postsecondary Courses:Course Instruction Mode (8)]

Provide the code indicating the course instruction mode.

Code	Description	Explanation of Use
1	Hybrid (Face-to-Face and Online)	A course offering that depends on both academic technology and face-to-face contact as significant components of communication between student and instructor, and among students. One-third to two-thirds of the student/faculty and student/student contact time is online. The remaining communication is face-to-face - similar to a traditional class.

Code	Description	Explanation of Use
2	Online Only	A course offering in which the majority of the instruction occurs when the student and instructor are not in the same place. An online course uses academic technology to mediate most teaching and learning, but it may require up to two hours of face-to-face meetings within the term. These face-to-face class meetings may be used for activities such as orientation, special in-class presentations, or exams.
3	Traditional (Face-to-Face)	A course offering that depends on face-to-face contact such as lecture, discussion, demonstration, and direct exchange of materials as the primary method of communication. Face-to-face courses usually have a fixed day and time and are scheduled in a classroom, laboratory, or studio. However, courses with a TBA pattern, such as supervision, can also have an instruction mode of face-to-face. The majority of classes are scheduled in a face-to-face format.

***Course Type [4-Year Postsecondary Courses:Course Type (9)]**

Provide the code for course type specific to the identified course.

Code	Description
0	Other
1	Lecture
2	Lab
3	Seminar
4	Activity
5	Independent Study
6	Practicum
7	Recitation
8	Clinical
9	Internship

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Course Name [4-Year Postsecondary Courses:Course Name (10)]**

Provide the institution's own course name specific to the identified course.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Secondary Course Name [4-Year Postsecondary Courses:Course Name (11)]

Provide the secondary name specific to the identified course. This may be used to identify the content of a special topics course. For example, "History of Science" for the course: HIST 398 (Special Topics).

***Course Description [4-Year Postsecondary Courses:Course Description (12)]**

Provide the institution's own description for the course section (up to 1000 characters).

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Instructor ID [4-Year Postsecondary Courses:Instructor ID (13)]**

Provide the unique number used to identify an individual instructor at the institution. If multiple instructors are listed, provide the "primary" instructor for the course. The Instructor ID will be included in verification reports to assist institution staff research and resolve data issues.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Dual Credit Flag [4-Year Postsecondary Courses:Dual Credit Flag (14)]

Provide the code that indicates if the course section is associated with a dual credit program.

Code	Description
1	Dual Credit
2	Not Dual Credit

Associated High School [4-Year Postsecondary Courses:Associated High School (15)]

Provide the name of the high school that is associated with the course.

4-Year Postsecondary Courses

Key	Position	Name	Type	Length	Format
	1	Institution ID	String	6	#####
	2	Academic Year Ending	Date	4	yyyy
	3	Postsecondary Term Code	Foreign Key	10	
	4	Course Code Subject	String	20	
	5	Course Code Number	String	20	
	6	Course Section	String	20	
	7	Course Location	String	50	
	8	Course Instruction Mode	String	1	(one of set)
	9	Course Type	String	1	(one of set)
	10	Course Name	String		
	11	Secondary Course Name	String	50	
	12	Course Description	String	1000	
	13	Instructor ID	String	20	
	14	Dual Credit Flag	String		
	15	Associated High School	String		

4-YEAR POSTSECONDARY FILE SPECIFICATIONS

4-Year Postsecondary Enrollment

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Version 1.3.0

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General Information

This document describes the data elements collected by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS). Valid values and data validation rules that can be performed prior to data submission are listed where appropriate.

High-Level Data Collection Workflow

Scope

All students enrolled in courses (for credit AND/OR noncredit) at the institution for given academic year.

File Names

<i>File Specification</i>	<i>File Name</i>
4-Year Postsecondary Enrollment	#####_ps4_enrollment_YYYY_###.csv

Where	Represents
#####	IPEDS Institution ID
YYYY	Academic Year Ending
##	Optional sequence Number

Data Element Names

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Academic Year Ending

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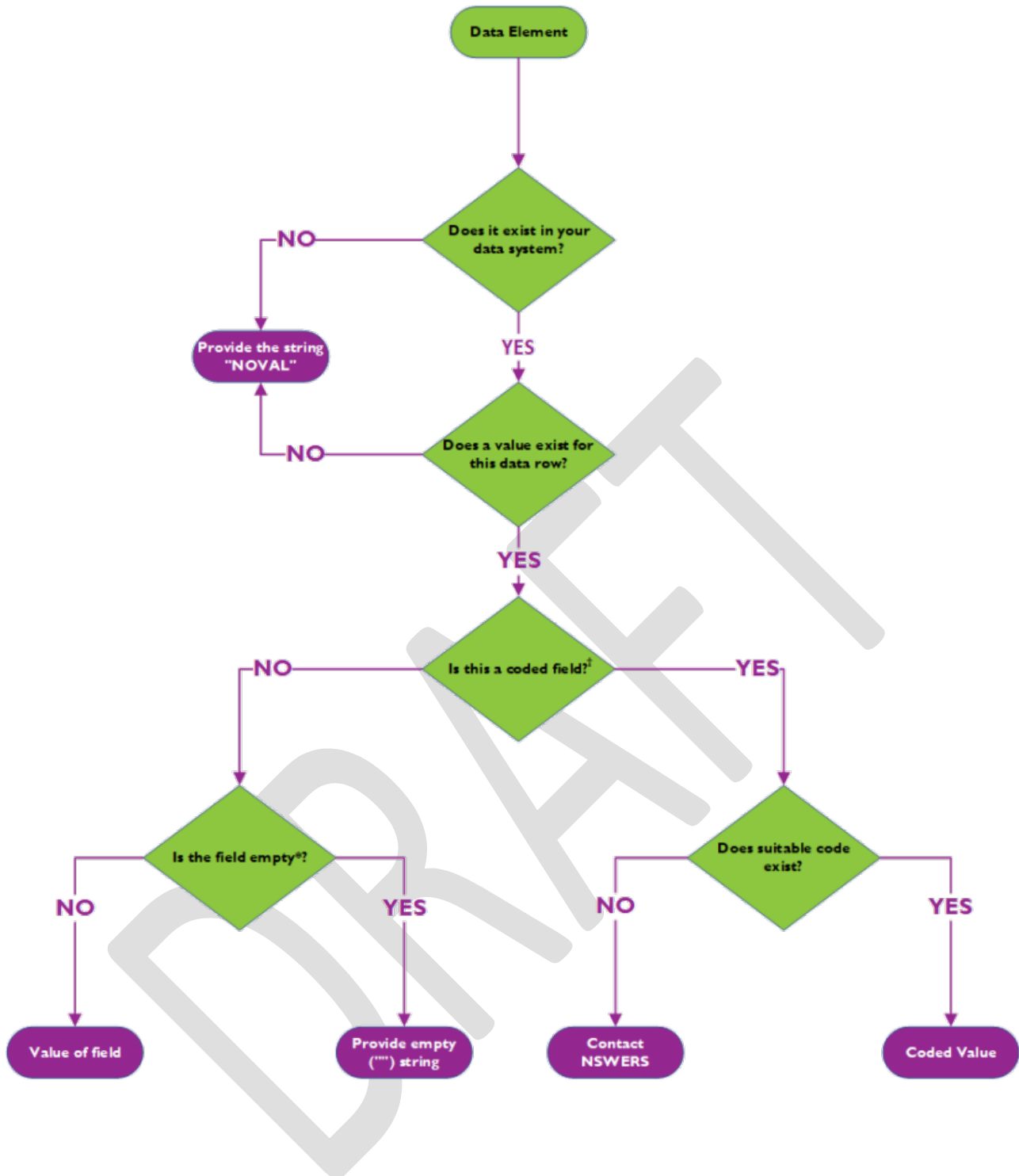
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Decision Tree: Reporting for Nonmandatory Data Elements



†The field is represented by a code in the data specifications (e.g. gender, GED Status, etc)

*The field is blank or represented by a blank placeholder in your data system

4-Year Postsecondary Enrollment

The Postsecondary Enrollment file collects demographic data for all students enrolled in courses (both credit and noncredit included) during a particular term for the requested academic year(s).

NOTE: Multiple records for an individual student will appear if the student was enrolled in more than one term – one record per term.

Additional details can be found on our website at
<https://nswers.orgs/insights/data-dictionary-and-elements/>

*Institution ID [4-Year Postsecondary Enrollment:Institution ID (1)]

Provide the institution identifier (IPEDS Institution ID) in the format “#####”.
This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format
#####

NDE Student ID [4-Year Postsecondary Enrollment:NDE Student ID (2)]

Provide the 10-digit Nebraska Department of Education Student Identifier.

Format
#####

Verification Details
While this field is not mandatory, it must be unique for those values provided.

SSN [4-Year Postsecondary Enrollment:SSN (3)]

Provide the student’s Social Security Number or Individual Taxpayer Identification Number (9 digits, no dashes, #####).

Format
#####

Verification Details
SSN or ITIN is mandatory if Degree Seeking Flag = 1

*Postsecondary Student ID [4-Year Postsecondary

Enrollment:Postsecondary Student ID (4)]

Provide the unique number used to identify an individual student at the institution.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Verification Details

The Postsecondary Student ID will be included in verification reports to assist institution staff research and resolve data issues.

***Postsecondary Term Code [4-Year Postsecondary Enrollment:Term Code (5)]**

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Last Name [4-Year Postsecondary Enrollment:Last Name (6)]**

Provide this student's surname or name borne in common by members of a family.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Verification Details

Names must be alpha (a-z) and single quote ('), dash/hyphen(-), and period (.).

***First Name [4-Year Postsecondary Enrollment:First Name (7)]**

Provide this student's name given to this individual at birth, baptism, or during another naming ceremony, or through legal change.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Verification Details

First name cannot be "NULL". Names must be alpha (a-z) and single quote ('), dash/hyphen(-), and period (.).

Middle Name [4-Year Postsecondary Enrollment:Middle Name (8)]

Provide the middle name of this student. If full middle name is not available, provide middle initial, where possible.

Verification Details

Names must be alpha (a-z) and single quote (‘), dash/hyphen(-), and period (.).

Last Name Alias [4-Year Postsecondary Enrollment:Last Name Alias (9)]

Provide the alternate surname if the student has an alternate name.

Verification Details

Names must be alpha (a-z) and single quote (‘), dash/hyphen(-), and period (.).

First Name Alias [4-Year Postsecondary Enrollment:First Name Alias (10)]

Provide an additional first name used by this student as an alias. This field can be used to submit a student nickname or commonly used name that is different from their formal name.

Verification Details

Names must be alpha (a-z) and single quote (‘), dash/hyphen(-), and period (.).

Middle Name Alias [4-Year Postsecondary Enrollment:Middle Name Alias (11)]

Provide the alternate middle name if the student has an alternate name.

Verification Details

Names must be alpha (a-z) and single quote (‘), dash/hyphen(-), and period (.).

*Birthdate [4-Year Postsecondary Enrollment:Birthdate (12)]

Provide the birthdate of this student.
Use the ISO date format (YYYY-MM-DD)

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

yyyy-MM-dd

Verification Details

The data loading process will check for valid dates (e.g., values of 2004-02-30 and 2004-13-01 would be rejected as invalid). Future dates for birthdates are not allowed. Years in the birthdate more than 100 years in the past are not allowed.

***Gender [4-Year Postsecondary Enrollment:Gender Code (13)]**

Provide the code indicating the gender of this student.

Code	Description
F	Female
M	Male
X	Intersex and/or non-binary
U	Unknown/Undeclared

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Hispanic Indicator [4-Year Postsecondary Enrollment:Hispanic Ethnicity Indicator (14)]**

Provide the code indicating if this student is identified with an ethnicity of Hispanic/Latino - a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Code	Description
1	Yes
2	No

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Race 1 Code [4-Year Postsecondary Enrollment:Race 1 Code (15)]**

Race codes of students with multiple races can be provided in any order but those codes must be provided as described below

- If two races are identified:
 - Race 1 Code [Postsecondary Enrollment: Race 1 Code (15)] and Race 2 Code [Postsecondary Enrollment: Race 2 Code (16)].
- If three races are identified:
 - Race 1 Code [Postsecondary Enrollment: Race 1 Code (15)], Race 2 Code [Postsecondary Enrollment: Race 2 Code (16)] and Race 3 Code [Postsecondary Enrollment: Race 3 Code (17)].
- If four races are identified:
 - Race 1 Code [Postsecondary Enrollment: Race 1 Code (15)], Race 2 Code [Postsecondary Enrollment: Race 2 Code (16)], Race 3 Code [Postsecondary Enrollment: Race 3 Code (17)], and Race 4 Code [Postsecondary Enrollment: Race 4 Code (18)].
- If five races are identified:
 - In all five fields.

Code	Description	Explanation of Use
DC	Declined to Identify	A person who has not self-identified their race.
AM	American Indian/Alaska Native	A person having origins in any of the original peoples of North and South American (including Central America), and who maintains tribal affiliation or community attachment.
AS	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
BL	Black or African American	A person having origins in any of the black racial groups of Africa.
PI	Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
WH	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
MTO	More than one	A special category for designating that the student has specified having origins in more than one of the above races, but did not specify which. This category can only be used for Race 1, and if it is used the remaining fields Race 2 through Race 5 must be blank.

This is a mandatory field; a value must be supplied for each record or the data

loading process will reject the record.

Verification Details

Records containing the same race code value in more than one race field will be rejected by the data loading process.

Records containing the same race code value in more than one race field will be rejected by the data loading process.

Race 2 Code [4-Year Postsecondary Enrollment:Race 2 Code (16)]

Provide the code indicating this student's second identified race, otherwise leave blank. Refer to the codes listed in [Postsecondary Enrollment: Race 1 Code (5)].

Verification Details

Records containing the same race code value in more than one race field will be rejected by the data loading process.

Race 3 Code [4-Year Postsecondary Enrollment:Race 3 Code (17)]

Provide the code indicating this student's second identified race, otherwise leave blank. Refer to the codes listed in [Postsecondary Enrollment: Race 1 Code (5)].

Verification Details

Records containing the same race code value in more than one race field will be rejected by the data loading process.

Race 4 Code [4-Year Postsecondary Enrollment:Race 4 Code (18)]

Provide the code indicating this student's second identified race, otherwise leave blank. Refer to the codes listed in [Postsecondary Enrollment: Race 1 Code (5)].

Verification Details

Records containing the same race code value in more than one race field will be rejected by the data loading process.

Race 5 Code [4-Year Postsecondary Enrollment:Race 5 Code (19)]

Provide the code indicating this student's second identified race, otherwise leave blank. Refer to the codes listed in [Postsecondary Enrollment: Race 1

Code (5)].

Verification Details

Records containing the same race code value in more than one race field will be rejected by the data loading process.

Marital Status [4-Year Postsecondary Enrollment:Marital Status (20)]

Provide the code indicating the student's marital status.

Code	Description
S	Single
M	Married
E	Separated
W	Widowed
D	Divorced

First Generation Student [4-Year Postsecondary Enrollment:First Generation Flag (21)]

Provide the code indicating the student's status as a first-generation postsecondary student.

Code	Description
1	Yes
2	No

High School Class Rank [4-Year Postsecondary Enrollment:HS Class Rank (22)]

Provide the student's high school class rank.

High School Class Size [4-Year Postsecondary Enrollment:HS Class Size (23)]

Provide the student's high school class size.

Cumulative High School GPA [4-Year Postsecondary Enrollment:HS GPA (24)]

The student's cumulative high school grade point average.

Format

####.##

State of High School Graduation [4-Year Postsecondary Enrollment:State of High School Graduation (25)]

The code corresponding to the state in which this student graduated high school. For students still enrolled in high school, provide the code corresponding to the state in which the student's current high school is located.

The following "State of High School Graduation" codes were adapted from the United States Postal Services abbreviation for states and possessions.

Code	Description
10	Unknown
20	Outside of United States
AL	Alabama
AK	Alaska
AS	American Samoa
AZ	Arizona
AR	Arkansas
CA	California
CO	Colorado
CT	Connecticut
DE	Delaware
DC	District of Columbia
FM	Federated States of Micronesia
FL	Florida
GA	Georgia
GU	Guam
HI	Hawaii
ID	Idaho
IL	Illinois
IN	Indiana
IA	Iowa
KS	Kansas
KY	Kentucky

Code	Description
LA	Louisiana
ME	Maine
MH	Marshall Islands
MD	Maryland
MA	Massachusetts
MI	Michigan
MN	Minnesota
MS	Mississippi
MO	Missouri
MT	Montana
NE	Nebraska
NV	Nevada
NH	New Hampshire
NJ	New Jersey
NM	New Mexico
NY	New York
NC	North Carolina
ND	North Dakota
MP	North Mariana Islands
OH	Ohio
OK	Oklahoma
OR	Oregon
PW	Palau
PA	Pennsylvania
PR	Puerto Rico
RI	Rhode Island
SC	South Carolina
SD	South Dakota
TN	Tennessee
TX	Texas
UT	Utah
VT	Vermont
VI	Virgin Islands

Code	Description
VA	Virginia
WA	Washington
WV	West Virginia
WI	Wisconsin
WY	Wyoming

GED Status [4-Year Postsecondary Enrollment:GED Status (26)]

Provide the code indicating if this student completed a GED.

Code	Description
1	Yes
2	No

Education Level at Admission [4-Year Postsecondary Enrollment:Education at Admission (27)]

Provide the code indicating the student's level of education at admission to the postsecondary institution.

Code	Description
1	Never attended college and 1st year undergraduate
2	Never attended college and 1st year undergraduate
3	2nd year undergraduate/sophomore
4	3rd year undergraduate/junior
5	4th year undergraduate/senior
6	5th year/other undergraduate
7	1st year graduate/professional
8	Continuing graduate/professional or beyond

*Census Flag [4-Year Postsecondary Enrollment:Census Flag (28)]

Provide the code indicating if this student was enrolled on the Census Date during the term used for IPEDS reporting applicable to this academic year. Provide the code indicating “Yes” if this student was enrolled on the IPEDS Census Date. Provide the code indicating “No” if the student was NOT enrolled during the IPEDS Census Date.

Code	Description
1	Yes
2	No

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Full-Time Student Flag [4-Year Postsecondary Enrollment:Full-Time Student Flag (29)]

Provide the code indicating if this student met the definition of a full-time student during this term. Full-time/part-time indicator based on number of credit hours student is enrolled for the semester.

IPEDS definition:

- Undergraduate – a student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term.
- Graduate—A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full time by the institution.
- Doctor’s degree – Professional practice – as defined by the institution.

Code	Description
1	Yes
2	No

First-Time Student Flag [4-Year Postsecondary Enrollment:First-Time Student Flag (30)]

Provide the code indicating if this student met the definition of a first-time student during this term.

IPEDS definition: A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

Code	Description
1	Yes
2	No

Degree Seeking Flag [4-Year Postsecondary Enrollment: Degree Seeking Flag (31)]

Provide the code indicating if this student met the definition of a degree-seeking student during this term, for the purposes of IPEDS reporting.

IPEDS definition: Students enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award. High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking. Note: all students eligible to receive federal student financial aid are considered degree/certificate seeking.

Code	Description
1	Yes
2	No

Primary Program One (major) [4-Year Postsecondary Enrollment: Primary Program (32)]

Provide the CIP code for the student's primary program (major). Provide the six-digit CIP (Classification of Instructional Programs) code in the format **##.####** that identifies the student's primary instructional program (major). Refer to IPEDS reporting requirements for a list of valid CIP codes.

Format

##.####

Verification Details

CIP codes must be six-digits long in format ##.#### - leading and terminal zeros must be included, where applicable.

Primary Program One Level [4-Year Postsecondary Enrollment:Primary Program One Level (33)]

Provide the code that indicates the program level for the primary academic program of the student, as recorded at census date.

Code	Description	Explanation of Use
1	Under1Yr	Postsecondary award, certificate, or diploma of less than 1 academic year: • Less than 900 contact or clock hours • Less than 30 SEMESTER or TRIMESTER credit hours, or • Less than 45 QUARTER credit hours
2	1-2Yr	Postsecondary award, certificate, or diploma of at least 1 but less than 2 academic years • At least 900, but less than 1800 contact or clock hours, or • At least 30, but less than 60 SEMESTER or TRIMESTER credit hours • At least 45, but less than 90 QUARTER hours
3	Associate	Associate’s Degree
4	2-4Yr	Between 2- and 4-Years Awards Postsecondary award, certificate, or diploma of (at least 2 but less than 4 academic years) • 1800 contact or clock hours, or • 60 or more SEMESTER or TRIMESTER credit hours, or • 90 or more QUARTER credit hours
5	Bachelor	Bachelor’s Degree
6	Postbaccalaureate Certificate	
7	Master’s Degree	
8	Post-master’s Certificate	
17	Doctor’s Degree – Research/Scholarship	
18	Doctor’s Degree – Professional Practice	
19	Doctor’s Degree - Other	

Primary Program Two (major) [4-Year Postsecondary Enrollment:Primary Program (33 34)]

If applicable, provide the CIP code for the student’s second primary program (major). Provide the six-digit CIP (Classification of Instructional Programs) code in the format ##.#### that identifies the student’s second primary instructional program (major). Refer to IPEDS reporting requirements for a list of valid CIP codes.

Format
##.####

Verification Details

CIP codes must be six-digits long in format ##.#### - leading and terminal zeros must be included, where applicable.

Primary Program Two Level [4-Year Postsecondary Enrollment:Primary Program Two Level (35)]

Provide the code that indicates the program level for the second primary academic program of the student, as recorded at census date.

Code	Description	Explanation of Use
1	Under1Yr	Postsecondary award, certificate, or diploma of less than 1 academic year: • Less than 900 contact or clock hours • Less than 30 SEMESTER or TRIMESTER credit hours, or • Less than 45 QUARTER credit hours
2	1-2Yr	Postsecondary award, certificate, or diploma of at least 1 but less than 2 academic years • At least 900, but less than 1800 contact or clock hours, or • At least 30, but less than 60 SEMESTER or TRIMESTER credit hours • At least 45, but less than 90 QUARTER hours
3	Associate	Associate's Degree
4	2-4Yr	Between 2- and 4-Years Awards Postsecondary award, certificate, or diploma of (at least 2 but less than 4 academic years) • 1800 contact or clock hours, or • 60 or more SEMESTER or TRIMESTER credit hours, or • 90 or more QUARTER credit hours
5	Bachelor	Bachelor's Degree
6	Postbaccalaureate Certificate	
7	Master's Degree	
8	Post-master's Certificate	
17	Doctor's Degree – Research/Scholarship	
18	Doctor's Degree – Professional Practice	
19	Doctor's Degree - Other	

Secondary Program One (minor) [4-Year Postsecondary Enrollment:Secondary Program (34 36)]

Provide the CIP code for the student's secondary program (minor).

The [Classification of Instructional Programs \(CIP\) codes \(2020 version\)](#) are provided by IPEDS.

Format

##.####

Verification Details

CIP codes must be six-digits long in format ##.#### - leading and terminal zeros must be included, where applicable.

Secondary Program Two (minor) [4-Year Postsecondary Enrollment:Secondary Program (~~35~~ 37)]

Provide the CIP code for the student's second secondary program (minor).

The [Classification of Instructional Programs \(CIP\) codes \(2020 version\)](#) are provided by IPEDS.

Format

##.####

Verification Details

CIP codes must be six-digits long in format ##.#### - leading and terminal zeros must be included, where applicable.

Term Credit Hours Attempted [4-Year Postsecondary Enrollment:Term Credit Hours Attempted (~~36~~ 38)]

Provide the total number of credit hours this student attempted during this term in the format ## or ##.#. Term Credit Hours Attempted supports up to one decimal position. If more than one decimal position is provided, records will be rejected.

Format

##.#

Verification Details

Term Credit Hours Earned cannot exceed Term Credit Hours Attempted.

Term Credit Hours Earned [4-Year Postsecondary Enrollment:Term Credit Hours Earned (~~37~~ 38)]

Provide the total number of credit hours this student earned during this term in the format ## or ##.#. Term Credit Hours Earned supports up to one decimal position. If more than one decimal position is provided, records will be rejected

Format

##.#

Verification Details

Term Credit Hours Earned cannot exceed Term Credit Hours Attempted.

Term GPA [4-Year Postsecondary Enrollment:Term GPA (~~38~~ 39)]

Provide the grade point average (GPA) earned by this student calculated based only on courses during this term. This field accepts up to 2 decimals places.

Format

##.##

DRAFT

4-Year Postsecondary Enrollment

Key	Position	Name	Type	Length	Format
	1	Institution ID	String	6	#####
	2	NDE Student ID	String	10	#####
	3	SSN	String	9	#####
	4	Postsecondary Student ID	String	20	
	5	Postsecondary Term Code	String	10	
	6	Last Name	String	50	
	7	First Name	String	25	
	8	Middle Name	String	25	
	9	Last Name Alias	String	25	
	10	First Name Alias	String	25	
	11	Middle Name Alias	String	25	
	12	Birthdate	Date	10	yyyy-MM-dd
	13	Gender	String	1	(one of set)
	14	Hispanic Indicator	Integer	1	(one of set)
	15	Race 1 Code	String	3	(one of set)
	16	Race 2 Code	Set	3	(one of set)
	17	Race 3 Code	Set	3	(one of set)
	18	Race 4 Code	Set	3	(one of set)
	19	Race 5 Code	Set	3	(one of set)
	20	Marital Status	String	1	(one of set)
	21	First Generation Student	Integer	1	(one of set)
	22	High School Class Rank	Integer		
	23	High School Class Size	Integer		
	24	Cumulative High School GPA	Float	7	####.##
	25	State of High School Graduation	String	2	(one of set)
	26	GED Status	Integer	1	(one of set)
	27	Education Level at Admission	String	1	(one of set)
	28	Census Flag	Integer	1	(one of set)
	29	Full-Time Student Flag	Integer	1	(one of set)
	30	First-Time Student Flag	Integer	1	(one of set)

Key	Position	Name	Type	Length	Format
	31	Degree Seeking Flag	Integer	1	(one of set)
	31 32	Primary Program One (major)	String	7	##.####
	32 33	Primary Program One Level	String		
	33 34	Primary Program Two (major)	String	7	##.####
	34 35	Primary Program Two Level	String		
	35 36	Secondary Program One (minor)	String	7	##.####
	36 37	Secondary Program Two (minor)	String	7	##.####
	37 38	Term Credit Hours Attempted	Float	4	##.#
	38 39	Term Credit Hours Earned	Float	4	##.#
	39 40	Term GPA	Float	4	##.#

DRAFT

4-YEAR POSTSECONDARY FILE SPECIFICATIONS

4-Year Postsecondary Transcript

DRAFT



Version 1.3.0

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General Information

This document describes the data elements collected by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS). Valid values and data validation rules that can be performed prior to data submission are listed where appropriate.

High-Level Data Collection Workflow

Scope

All students enrolled in courses (for credit AND/OR noncredit) at the institution for given academic year.

File Names

<i>File Specification</i>	<i>File Name</i>
4-Year Postsecondary Transcript	#####_ps4_transcript_YYYY_##.csv

Where	Represents
#####	IPEDS Institution ID
YYYY	Academic Year Ending
##	Optional sequence Number

Data Element Names

The following syntax is used throughout this document when referencing data elements.

Format: *NSWERS Field Name [File Specification: Field Name (Field Number)]
where:

- An asterisk (*) indicates the data element is a mandatory field. A non-blank or non-null value must be supplied in all mandatory fields for each record, or the data loading process will reject the record.
- **NSWERS Field Name** represents the name of the data element commonly used by the Nebraska Statewide Workforce & Educational Reporting System (NSWERS).
- **File Specification** indicates the formal name of the file specification.
- **Field Name** indicates the formal name of the field within the file specification.
- **Field Number** indicates the position of the field within the file specification.

Academic Year Ending

The academic year is understood as July 1 - June 30. Postsecondary data will

be organized by academic year using Academic Year Ending. For example, the Academic Year Ending field for 2020 – 2021 will simply read: “2021”.

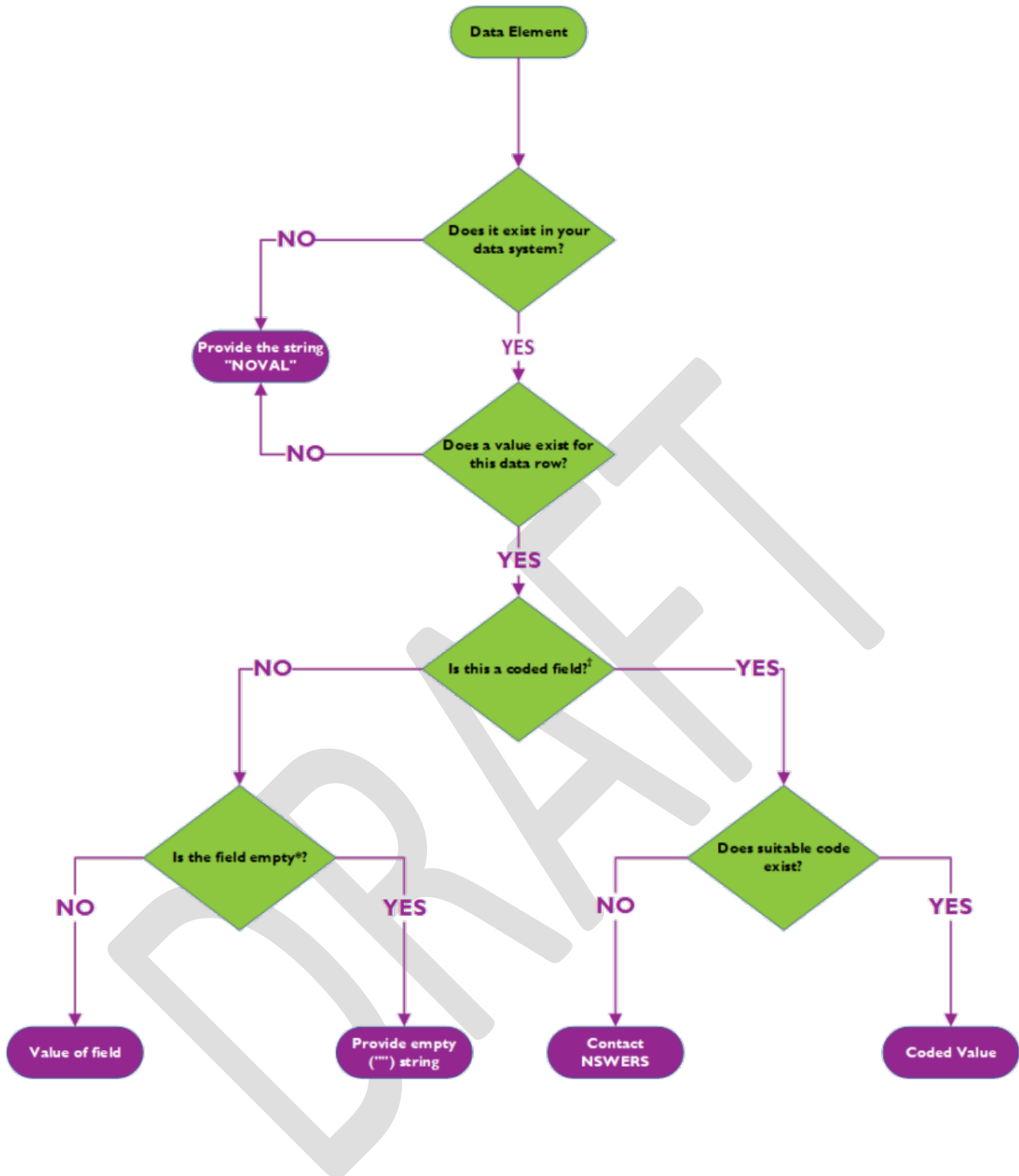
Notes of Importance

- Any values that contain a comma must be enclosed with quotes.
- Data fields should be ordered in the same sequence as identified in this document.

All files should be submitted in .csv format.

To maintain data privacy and security, and to preserve the informational chain of custody, NSWERS staff cannot edit original source data files. It is the responsibility of each data contributing partner to resolve errors discovered during data submission, validation, and certification processes. Corrected data files should be re-uploaded by partners into the NSWERS data system.

Decision Tree: Reporting for Nonmandatory Data Elements



†The field is represented by a code in the data specifications (e.g. gender, GED Status, etc)

*The field is blank or represented by a blank placeholder in your data system

4-Year Postsecondary Transcript

The Postsecondary Transcript file collects the course history for each student submitted in the Postsecondary Enrollment file during a particular term for the requested academic year(s).

Note:

- A Postsecondary Enrollment record must first be submitted for each student appearing in the Postsecondary Transcript file or the data loading process will reject the record.
- A Postsecondary Course record must first be submitted for each course appearing in the Postsecondary Transcript file or the data loading process will reject the record.
- A Postsecondary Terms record must first be submitted for each term appearing in the Postsecondary Transcript file or the data loading process will reject the record.

Additional details can be found on our website at
<https://nswers.orgs/insights/data-dictionary-and-elements/>

*Institution ID [4-Year Postsecondary Transcript:Institution ID (1)]

Provide the institution identifier (IPEDS Institution ID) in the format “#####”.
This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format
#####

*Postsecondary Student ID [4-Year Postsecondary Transcript:Postsecondary Student ID (2)]

Provide the unique number used to identify an individual student at the institution.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Verification Details

The Postsecondary Student ID will be included in verification reports to assist institution staff research and resolve data issues.

***Academic Year Ending [4-Year Postsecondary Transcript:Academic Year Ending (3)]**

Provide the literal academic year ending in the format “YYYY”. The academic year is understood as July 1 - June 30. For example, the value of the Academic Year Ending field for July 1, 2020 – June 30, 2021, would simply read: “2021”.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

yyyy

***Postsecondary Term Code [4-Year Postsecondary Transcript:Course Term (4)]**

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Course Code Subject [4-Year Postsecondary Transcript:Course Code Subject (5)]**

Provide the institution’s own unique course code subject.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Course Code Number [4-Year Postsecondary Transcript:Course Code Number (6)]**

Provide the institution’s own unique course code number.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Course Section [4-Year Postsecondary Transcript:Course Section (7)]

Provide the institution’s own unique course section.

***Course Credit Hours [4-Year Postsecondary Transcript:Course Credit Hours (8)]**

Provide a decimal indicating the number of credit hours earned for completing the specified course in the format **###.###** . Provide “0.0” for a course that does not offer credit.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

####.##

***Course Grade Points [4-Year Postsecondary Transcript:Course Grade Points (9)]**

~~Provide a decimal indicating the number of grade points the student earned for completing this course in the format **###.###**.~~

Provide the student’s grade as a decimal indicating the number of grade points according to your institutions grade scale (E.g., A = 4.0, A- = 3.67, B+ = 3.33) the student earned for completing this course in the format **###.###**. For students that withdrew from the course or otherwise would not have a grade, provide **NOVAL**.

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

Format

####.##

***Grade Mode [4-Year Postsecondary Transcript:Grade Mode (10)]**

Provide the code indicating the course grade mode. Option 1 (“Graded”) should be selected if the course would typically (i.e. ignoring withdrawal and incomplete information) contribute to the student’s GPA calculation.

Code	Description
1	Graded
2	Pass/Not Pass
3	Audit
4	Other Ungraded
5	Non-Credit

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

***Course Completion [4-Year Postsecondary Transcript:Course Completion (11)]**

Provide the code indicating the course completion status.

Code	Description
1	Completed

Code	Description
2	Withdraw
3	Incomplete

This is a mandatory field; a value must be supplied for each record or the data loading process will reject the record.

4-Year Postsecondary Transcript

Key	Position	Name	Type	Length	Format
	1	Institution ID	String	6	#####
	2	Postsecondary Student ID	String	20	
	3	Academic Year Ending	Date	4	yyyy
	4	Postsecondary Term Code	String	10	
	5	Course Code Subject	String	20	
	6	Course Code Number	String	20	
	7	Course Section	String	20	
	8	Course Credit Hours	Float	7	####.##
	9	Course Grade Points	Float	7	####.##
	10	Grade Mode	Integer	1	(one of set)
	11	Course Completion	Integer	1	(one of set)

DATA ACCESS AND USE

Access to, and use of, the NSWERS data system and the information contained therein is restricted to authorized individuals only.

DATA ACCESS BY NSWERS STAFF

NSWERS staff exercise due care in accessing NSWERS data to protect it from unauthorized access, use, disclosure, release, alteration, or destruction. Accordingly, the NSWERS data system shall only be accessed for the legitimate business of NSWERS and as required in the performance of role-based job functions.

NSWERS staff are granted privileges consistent with their responsibilities to access NSWERS data and only after completing the NSWERS-required privacy and security trainings. All NSWERS staff are trained on both NSWERS and NU data privacy, confidentiality, and security policies and procedures. NSWERS staff are required to have knowledge of, and adhere to, the regulations of these policies and procedures as well as the Family Educational Rights and Privacy Act (FERPA). Additionally, all NSWERS staff are required to have on file an active Human Subject's Research Certificate from the Collaborative Institute Training Initiative (CITI Program).

Level 1 Data Access

Only authorized NSWERS staff may access Level 1 data, including:

- Executive Director
 - Requires access to Level 1 data to perform his or her job responsibilities: to fulfill oversight/supervisory expectations.
- Assistant Director for IT Applications Development
 - Requires access to Level 1 data to perform his or her job responsibilities: to import and link data as well as to validate the matching process.
- Assistant Director for Research & Evaluation
 - Requires access to Level 1 data to perform their job responsibilities: to prepare data for import, to develop, test, and improve record linkage algorithms.

NSWERS

Statement of Net Position

March 31, 2024 and June 30, 2023

Unaudited

Assets	3/31/2024	6/30/2023
Assets:		
Cash & Investments (Note A)	\$ -	\$ -
Accounts Receivable	214,726	670,403
Prepaid Expenses	3,296	41,086
Capital Assets	481,204	349,779
Total Assets	<u>699,227</u>	<u>1,061,268</u>
 Liabilities		
Liabilities:		
Accounts Payable	24,158	30,899
Due to the University of Nebraska	165,057	261,076
Accrued Compensated Absences	62,414	62,414
Total Liabilities	<u>251,629</u>	<u>354,389</u>
 Net Position		
Net investment in capital assets	481,204	349,779
Unrestricted	(33,607)	357,100
Total Net Position	<u>\$ 447,597</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>

NSWERS

Change in Net Position

For the Quarter Ended March 31, 2024

Unaudited

Operating Revenues	FY24 Budget	Fiscal YTD 3/31/2024	Fiscal YTD Budget Variance
Foundation contributions	\$ 991,496	\$ 259,925	\$ (731,571)
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		28,176	28,176
Total Operating Revenues	1,345,982	706,662	(639,320)
Operating Expenses			
Wages	915,345	571,025	(344,320)
Benefits	294,836	137,352	(157,484)
Total Personal Services	1,210,181	708,378	(501,803)
Operating expenses	34,910	82,752	47,842
Rent	-	-	-
Travel	32,565	3,343	(29,222)
Insurance	60,000	29,667	(30,333)
Legal services	25,000	10,675	(14,325)
Auditing services	25,000	20,000	(5,000)
Business services	85,000	63,441	(21,559)
Other contractual services	377,000	47,689	(329,311)
Software	80,300	-	(80,300)
Equipment	12,250	-	(12,250)
Total Operating Expenses	1,942,206	965,944	(976,262)
Increase in Net Position	(596,224)	(259,282)	336,942
Net Position			
Net position, beginning of year	-	706,879	-
Net position, end of year	\$ (596,224)	\$ 447,597	\$ 336,942

NSWERS

Supplemental Information

March 31, 2024

Unaudited

Contractual Services:	Contract Amount	Paid as of March 31, 2024	Remaining Contract Amount
Magnolia Consulting	129,936	132,136	(2,200)
University of Nebraska (Annual)	84,588	63,441	21,147
University of Nebraska IT	Billable Rate	85,589	N/A
KSB School Law	Billable Rate	67,310	N/A
Don't Panic Labs	386,440	385,258	1,182