Nebraska Statewide Workforce & Educational Reporting System (NSWERS)
Executive Council Business Meeting Notification and Agenda
April 29, 2026 • 1:30 p.m.
Nebraska Department of Education, Room 204
500 S. 84th Street, Lincoln, NE 68510

AGENDA

1. **CALL TO ORDER**
   1.1. Roll Call
   1.2. Announcement of the placement of the Open Meetings Act information

2. **APPROVAL OF MEETING AGENDA**
   2.1. PUBLIC COMMENT PERIOD (5 minutes)
   2.2. APPROVAL OF MEETING AGENDA
   2.3. APPROVAL OF MINUTES
   - January 28, 2026, Meeting

3. **ITEMS FOR DISCUSSION AND/OR ACTION**

   3.1 Discuss, consider, and take all necessary action with respect to the NSWERS interlocal agreement.

   3.2 Discuss, consider, and take all necessary action with respect to the proposed budget for NSWERS for the fiscal year 2027.

   3.3 Discuss, consider, and take all necessary action with respect to the proposed revisions to the NSWERS Data specifications (version 1.5).

   3.4 Discuss, consider, and take all necessary action with respect to the proposed revisions to the NSWERS Information & Research Agenda (version 2.1).

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

   3.6 Discuss, consider, and take all necessary action with respect to the proposed revisions to the NSWERS Business & Finance policies: 6002, 6006, 6016, 6101, 6104, 6400, 6401, and 6801.

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

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

3.9 Discuss, consider, and take all necessary action with respect to the Avenue Scholars evaluation proposal.

3.10 Discuss, consider, and take all necessary action with respect to the Sixpence evaluation proposal.

3.11 Discuss, consider, and take all necessary action with respect to the Student Tuition and Transparency System and Workforce Outcomes for Northeast Community Collee data request.

3.12 Discuss, consider, and take all necessary action with respect to a lease for office space with Nebraska Nova at Nebraska Innovation Campus.

3.13 Discuss, consider, and take all necessary action with respect to a teaming agreement with Mathematica, Inc. for the United States Department of Education *Regional Education Laboratory Program (REL) 2027-2031 Central*.

4. **EXECUTIVE DIRECTOR'S REPORT**
   4.1. Executive Director’s Report (Dr. Matt Hastings)

5. **INFORMATION ITEMS AND REPORTS**
   5.1. Treasurer’s Report (Chancellor Paul Turman and Dr. Matt Hastings)
   5.2. Nebraska Math Readiness Partnership Evaluation (Dr. Alex Brodersen)

6. **ADJOURNMENT**

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

January 28, 2026, 1:30 p.m.
University of Nebraska-Varner Hall, 3835 Holdrege Street, Lincoln, NE 68583

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 Leah Barrett called the meeting to order at 1:30 p.m.

   Roll Call

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

   President Leah Barrett, NSWERS President
   Dr. David Jackson, NSWERS Member
   Commissioner Brian Maher, NSWERS Vice President

   Jordan Johnson, NSWERS Legal Counsel via Zoom

   Announcement of the placement of the Open Meetings Act information

   Dr. Barrett announced that information regarding the Open Meetings Act is available at the meeting room entrance and on the NSWERS.org website.

2. **APPROVAL OF MEETING AGENDA**

   2.1 PUBLIC COMMENT PERIOD

   No public comment.

   Chancellor Paul Turman, NSWERS Secretary/Treasurer, arrived at 1:42 p.m.

   2.2 APPROVAL OF MEETING AGENDA

   No agenda items were removed, added, or corrected; however, the order was adjusted. Items 3.2 and 3.4 were moved to the end of the Items for Discussion and/or Action.

   Approval of the agenda as presented passed with a motion by Dr. Maher, seconded by Dr. Jackson.

Dr. Jackson	Yea
Dr. Turman	Yea
Dr. Barrett	Yea

Dr. Maher	Yea

2.3 Approval of Minutes from NSWERS business meeting, October 27, 2025

Motion to approve the minutes of October 27, 2025, NSWERS Executive Council Business meeting passed with a motion by Dr. Maher, seconded by Dr. Jackson.

Dr. Turman	Yea
Dr. Maher	Yea
Dr. Jackson	Abstain
Dr. Barrett	Yea

3. ITEMS FOR DISCUSSION AND/OR ACTION

3.1 Discuss, consider, and take all necessary action with respect to the proposed partner contribution commitment agreement with NSWERS. (Support Document-Draft Contribution Commitment Agreement)

- Dr. Matt Hastings explained that as NSWERS was going through their public audit, one of the questions they asked was about the budget and projected budgets for the future. The Executive Council discussed the contributions the partners suggested they would make to NSWERS; however, there is no written commitment.
- At the Auditors' recommendation, a draft MOU Agreement was created by Dr. Hastings and Jordan Johnson, legal counsel. The goal is to execute the MOUs with the partners before the fiscal year-end and then invoice for the current fiscal year's resources.
- It was proposed that the draft agreement be circulated for review by partner legal and business officers for additional input.

No Action was taken.

3.2 Discuss, consider, and take all necessary action with respect to the fiscal year 2025 independent auditor report. (Support Document-Forvis Mazars Report)

- Dr. Hastings briefly summarized the 2025 independent audit report since it has already been given to the board along with the financial audit. The audit was clean, with no issues. The audit was submitted electronically to the Nebraska State Auditor's Office on November 4, 2025, to meet the required deadline.

Motion to accept the fiscal year 2025 independent auditor's report.
passed with a motion by Dr. Maher and seconded by Dr. Jackson.

Dr. Turman	Yea
Dr. Barrett	Yea
Dr. Maher	Yea
Dr. Jackson	Yea

3.3 Discuss, consider, and take all necessary action with respect to the NSWERS 2030 Strategic Plan. (Support Document-NSWERS 2030 Strategic Plan & Community Engagement Workshops)

- Special guest, Langdon Morris, serves as our technical lead and consultant, shared what he saw, and the processes that we went through to establish the Goals & Objectives. The world is changing at an accelerated pace, and that affects Nebraska and NSWERS as much as everyone else.
- NSWERS conducted three Community Workshops: Scottsbluff, Kearney, and Omaha. All were well received. People were enthusiastic about participating; they contributed and engaged very well at both global and very local levels, voicing their concerns.
- The Executive Council and the Partners participated in a day-long workshop to guide NSWERS planning, helping to prioritize and understand what they think is the most important going forward from a strategic perspective.
- The NSWERS staff participated in a half-day workshop to translate the Goals and Objectives into Strategies and Tactics. It's internal thinking around: if these are the Goals and Objectives, what does this mean for us in terms of work over the next five years?
- The goal of the strategic plan is to balance two very different perspectives, which are important and complementary. One is a global process that accelerates change, and Nebraska has its own specific concerns and objectives at the educational level and as an employer. NSWERS must serve immediate needs and be prepared to serve a broader perspective of change.
- Dr. Matt Hastings presented the Engagement Process, Plan Development, and the Alignment with Stakeholder Feedback that led to the Strategic Goals and Objectives of the NSWERS 2030 Strategic Plan.
- The Strategic Goals and Objectives:
  - Organizational Sustainability
    - 1.1 Stability & Resilience
    - 1.2 Funding Resilience
    - 1.3 Brand & Awareness
  - System Intelligence
    - 2.1 Evaluation & Learning
    - 2.2 Predictive & Foresight Analytics
    - 2.3 Decision Alignment
    - 2.4 Analytic Trust
  - Pathway Visibility
    - 3.1 Data Expansion
    - 3.2 Pathway Connectivity
    - 3.3 Governance & Quality
    - 3.4 Technical Adaptability
  - Activation and Use
    - 4.1 Actionable Partner Insights

- 4.2 Capacity Building
- 4.3 System Efficiency
- 4.4 Trust, Transparency, and Public Understanding

Motion to adopt the NSWERS 2030 Strategic Plan passed, with a motion by Dr. Turman and a second by Dr. Maher.

Dr. Maher	Yea
Dr. Turman	Yea
Dr. Barrett	Yea
Dr. Jackson	Yea

3.4 Discuss, consider, and take all necessary action with respect to procurement of public officials, cyber liability, and other insurance products.

Motion 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' cyber liability and other insurance coverage determined essential for operation. There's been a motion to approve by Dr. Turman and seconded by Dr. Maher.

Dr. Jackson	Yea
Dr. Maher	Yea
Dr. Barrett	Yea
Dr. Turman	Yea

3.5 Discuss, consider, and take all necessary action with respect to a data request from Metropolitan Community College. (Support Document-Memo Supporting Metropolitan Community College Data Sharing Request)

- Metropolitan Community College is doing an analysis of its data in support of compliance with the U.S. Department of Education's value transparency and gainful employment regulations, which are coming online.
- Dr. Alex Brodersen reviewed and explained Metro's application request to the NSWERS Management Committee earlier this month. They are fully supportive of granting Metro's data request.

Motion to approve the data request from Metropolitan Community College passed with a motion by Dr. Jackson and seconded by Dr. Turman.

Dr. Maher	Yea
Dr. Barrett	Yea
Dr. Turman	Yea
Dr. Jackson	Yea

3.6 Discuss, consider, and take all necessary action with respect to legislative activity in the Nebraska Unicameral, LB 1247-Career Scholarship Act.

- Dr. Matt Hastings informed the Council that this is a revision to the bill dealing with the Career Scholarship Act. The purpose of this bill is to ensure that all Nebraska postsecondary institutions participating in the Career Scholarship Program contribute data to NSWERS to support transparency, accountability, and informed decision-making.

- The NSWERS Executive Council discussed the implications of this bill.

No Action was taken.

3.7 Discuss, consider, and take all necessary action with respect to the proposed revisions to NSWERS Business and Finance Policies: 6002, 6400, 6401, 6006, 6016, 6101, 6103, 6104, 6105, 6801, and 6800. (Support Document-NSWERS Business & Finance)

- Dr. Matt Hastings recalled how back in July 2025, the NSWERS Executive Council put into place the first round of business and finance policies & procedures with the expectation they would need to be edited and refined as new use cases presented themselves. Thus, the reason for these changes is to clarify and streamline.
- The main issue is the signature authority for the processing of payments. The policy requires two signatures for every payment. Authorized to sign are the Executive Director, the NSWERS Executive Council President, and the Treasurer.

Motion to lay on the table the proposed revisions to NSWERS Business and Finance Policies: 6002, 6400, 6401, 6006, 6016, 6101, 6103, 6104, 6105, 6801, and 6800 was moved by Dr. Turman and seconded by Dr. Jackson.

Dr. Maher	Yea
Dr. Barrett	Yea
Dr. Jackson	Yea
Dr. Turman	Yea

4. EXECUTIVE DIRECTOR'S REPORT

4.1 Dr. Matt Hastings, Executive Director of NSWERS, provided a brief report to the NSWERS Executive Council.

- Staffing update: Jennifer Schrodt and Michael Grantham have joined our team. We are currently looking to hire a Project Manager, Assistant Director for Education & Training, Database Administrator, and Web Developer.

- The Education Data Fellowship with Harvard is in motion; the Workforce Pell project is coming soon, and a couple of great evaluations are happening with the Nebraska Department of Education related to CTE.
- Discussions have taken place with the Governor's Office and Health Human Services regarding data expansion to include state licensure data and with the IRS to include employment outcomes outside Nebraska.
- NSWERS Executive Council Officer Election will take place at the April 29, 2026, meeting.

5. INFORMATION ITEMS AND REPORT

In the interest of time, President Barret requested that NSWERS provide an electronic update to the Executive Council following the meeting for the following information items and/or reports.

5.1 Treasurer's Report – Dr. Paul Turman and Dr. Matt Hastings

5.2 NSWERS organizational structure discussions – Dr. Leah Barrett and Dr. Paul Turman

5.3 Updates regarding NSWERS Data Specifications and NSWERS Information and Research Agenda – Dr. Alex Brodersen

5.4 Proposed Study: Landscape Scan of "Some College, No Degree" - Dr. Paul Turman

5.5 Nebraska Children & Families Foundation: Sixpence Longitudinal Evaluation – Dr. Alex Brodersen

6. ADJOURNMENT

Motion to adjourn the NSWERS Executive Council Business Meeting passed with a motion from Dr. Turman and seconded by Dr. Jackson.

Dr. Turman	Yea
Dr. Barrett	Yea
Dr. Maher	Yea
Dr. Jackson	Yea

President Barrett adjourned the meeting at 3:47 p.m.

The next NSWERS Executive Council Meeting is scheduled for April 29, 2026, 1:30 PM, The Nebraska Department of Education, Room 204, 500 S 84th Street, Lincoln, NE 68510

Nebraska Statewide Workforce Educational Reporting System (NSWERS)
Proposed Budget - Fiscal Year 2026-27

TOTALS

Proposed for Consideration on April 29, 2026	Fiscal Year 2026-2027	Fiscal Year 2025-2026 (Previous)	Difference
Expenses	**Cost**	**Cost**	**% Change**
TOTAL WAGES	$ 1,651,087.56	$ 1,602,997.64	3.00%
TOTAL BENEFITS	$ 548,331.79	$ 532,360.96	3.00%
TOTAL PERSONAL SERVICES	$ 2,199,419.35	$ 2,135,358.60	3.00%
TOTAL OPERATING EXPENSES	$ 228,495.80	$ 175,090.00	30.50%
TOTAL TRAVEL	$ 69,115.20	$ 67,760.00	2.00%
TOTAL EQUIPMENT	$ 24,000.00	$ 44,000.00	-45.45%
TOTAL SOFTWARE	$ 93,114.40	$ 90,720.00	2.64%
TOTAL CONTRACTUAL SERVICES	$ 931,500.00	$ 1,031,500.00	-9.69%
TOTAL	$ 3,545,644.75	$ 3,544,428.60	0.03%

Support materials for agenda item 3.3
April 29, 2026

4-YEAR POSTSECONDARY FILE SPECIFICATIONS

4-Year Postsecondary Enrollment

Version 1.5.0
DRAFT

Generated 4/27/2026

Table of Contents

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

File Specification	*File Name*
4-Year Postsecondary Enrollment	#####_ps4_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”.

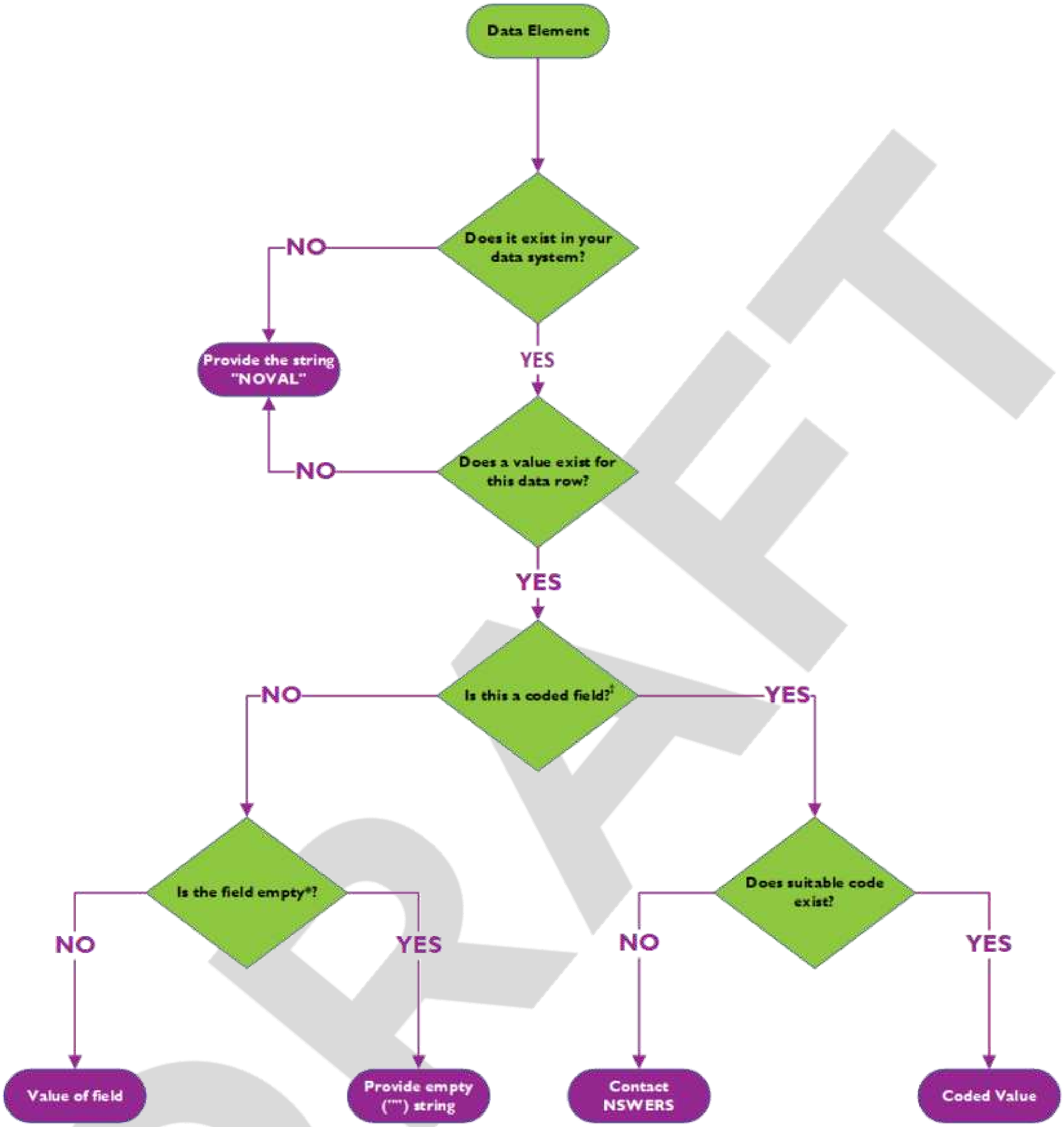
Notes of Importance

- 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.

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 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).

Submissions will include records beginning with the 2012 academic year until the current recent academic year. Data for future academic years will be submitted on an annual basis in alignment with the NSWERS data submission cycle.

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)]

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

Code	*Description*
ID	Idaho
IL	Illinois
IN	Indiana
IA	Iowa
KS	Kansas
KY	Kentucky
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

Code	*Description*
SD	South Dakota
TN	Tennessee
TX	Texas
UT	Utah
VT	Vermont
VI	Virgin Islands
VA	Virgina
WA	Washington
WV	West Virginia
WI	Wisconsin
WY	Wyoming

GED Status [4-Year Postsecondary Enrollment:GED Status (26)]

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

Code	Description
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)]

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)]

Code	Description
1	Yes
2	No

First-Time Student Flag [4-Year Postsecondary Enrollment:First-Time Student Flag (30)]

Code	Description
1	Yes
2	No

Degree Seeking Flag [4-Year Postsecondary Enrollment:Degree Seeking Flag (31)]

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 active during the term, for example, 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

Code	Description	Explanation of Use
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 (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 primary academic program of the student active during the term, for example, 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

Code	*Description*	*Explanation of Use*
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 (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 (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 (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 (39)]

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 (40)]

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

##.#

*Local Program ID [4-Year Postsecondary Enrollment:Local Program ID (41)]

A locally/institutionally defined identifier that uniquely distinguishes a specific academic program at an institution, which may be beyond what is captured by CIP code and award level.

If needed by the submitting institution, this identifier should be able to differentiate programs that share the same CIP code and credential level but are treated as distinct programs by the institution. Examples include programs with the same CIP but are administratively housed within separate colleges within a university, programs with multiple track options, or Science/Arts/Transfer degree designations.

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 Enrollment

Key	Position	Name	Type	Length	Format
	1	Institution ID	String	6	######
	2	NDE Student ID	String	10	##########
	3	SSN	String	9	#########
Yes	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)
	32	Primary Program One (major)	String	7	##.####
	33	Primary Program One Level	Integer	2	(one of set)
	34	Primary Program Two (major)	String	7	##.####
	35	Primary Program Two Level	Integer	2	(one of set)
	36	Secondary Program One (minor)	String	7	##.####
	37	Secondary Program Two (minor)	String	7	##.####
	38	Term Credit Hours Attempted	Float	4	##.#
	39	Term Credit Hours Earned	Float	4	##.#
	40	Term GPA	Float	4	##.#
	41	Local Program ID	String	50	

4-YEAR POSTSECONDARY FILE SPECIFICATIONS

4-Year Postsecondary Academic Awards

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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

File Specification	*File Name*
4-Year Postsecondary Academic Awards	#####_ps4_aa_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”.

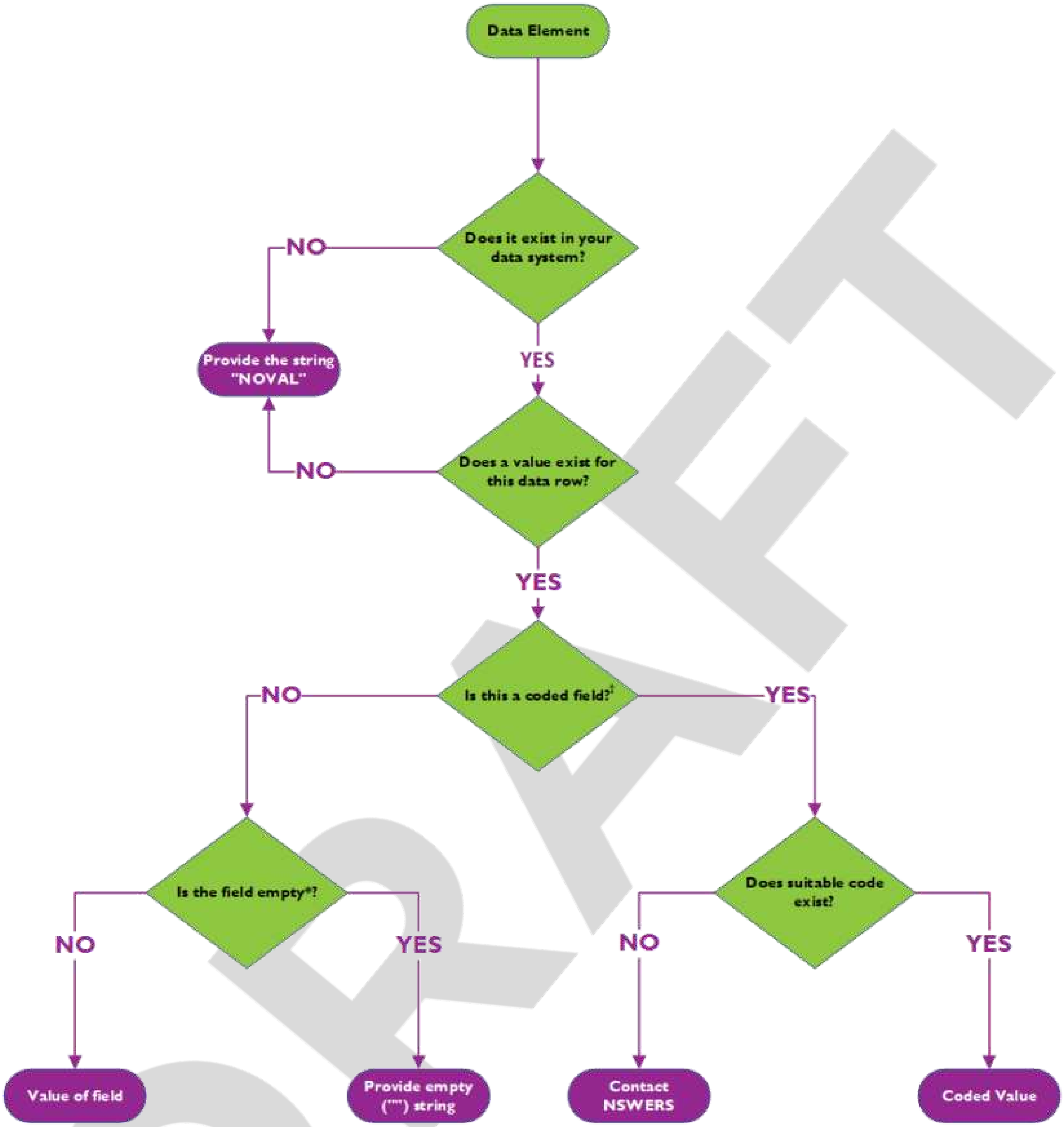
Notes of Importance

- 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 Academic Awards

The Postsecondary Academic Awards file specification collects a cumulative set of students granted postsecondary degrees, diplomas, or certificates during a particular academic year. Students receiving multiple awards will appear in the file multiple times, once per award.

Submissions will include records beginning with the 2012 academic year until the current recent academic year. Data for future academic years will be submitted on an annual basis in alignment with the NSWERS data submission cycle.

NOTE: A Postsecondary Enrollment record must have been previously submitted or is part of the same data submission for each student appearing in a Postsecondary Academic Awards 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 Academic Awards: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 Academic Awards: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.

*Postsecondary Term Code [4-Year Postsecondary Academic

Awards: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)].

*Award Date [4-Year Postsecondary Academic Awards:Award Date (4)]

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

*Award Code [4-Year Postsecondary Academic Awards:Award Code (5)]

Provide the code that indicates the type of academic award granted.

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

Code	*Description*	*Explanation of Use*
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	

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

*Award CIP Code [4-Year Postsecondary Academic Awards:Award CIP Code (6)]

Provide the six-digit (2022) CIP (Classification of Instructional Programs) code in the format ##.#### that identifies the instructional program specialty for which this award was granted. Refer to IPEDS reporting requirements for a list of valid CIP codes.

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

Format

##.####

*Local Program ID [4-Year Postsecondary Academic Awards:Local Program ID (7)]

A locally/institutionally defined identifier that uniquely distinguishes a specific academic program at an institution, which may be beyond what is captured by CIP code and award level.

If needed by the submitting institution, this identifier should be able to differentiate programs that share the same CIP code and credential level but are treated as distinct programs by the institution. Examples include programs with the same CIP but are administratively housed within separate colleges within a university, programs with multiple track options, or Science/Arts/Transfer degree designations.

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 Academic Awards

Key	*Position*	*Name*	*Type*	*Length*	*Format*
	1	Institution ID	String	6	######
	2	Postsecondary Student ID	String	20	
	3	Postsecondary Term Code	Foreign Key	10	
	4	Award Date	Date	10	yyyy-MM-dd
	5	Award Code	Integer	2	(one of set)
	6	Award CIP Code	String	7	##.####
	7	Local Program ID	String	50	

Support materials for agenda item 3.3
April 29, 2026

4-YEAR POSTSECONDARY FILE SPECIFICATIONS

4-Year Postsecondary Transferred Courses

Version 1.5.0
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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

File Specification	*File Name*
4-Year Postsecondary Transferred Courses	#####_ps4_transferred-courses-ps4_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”.

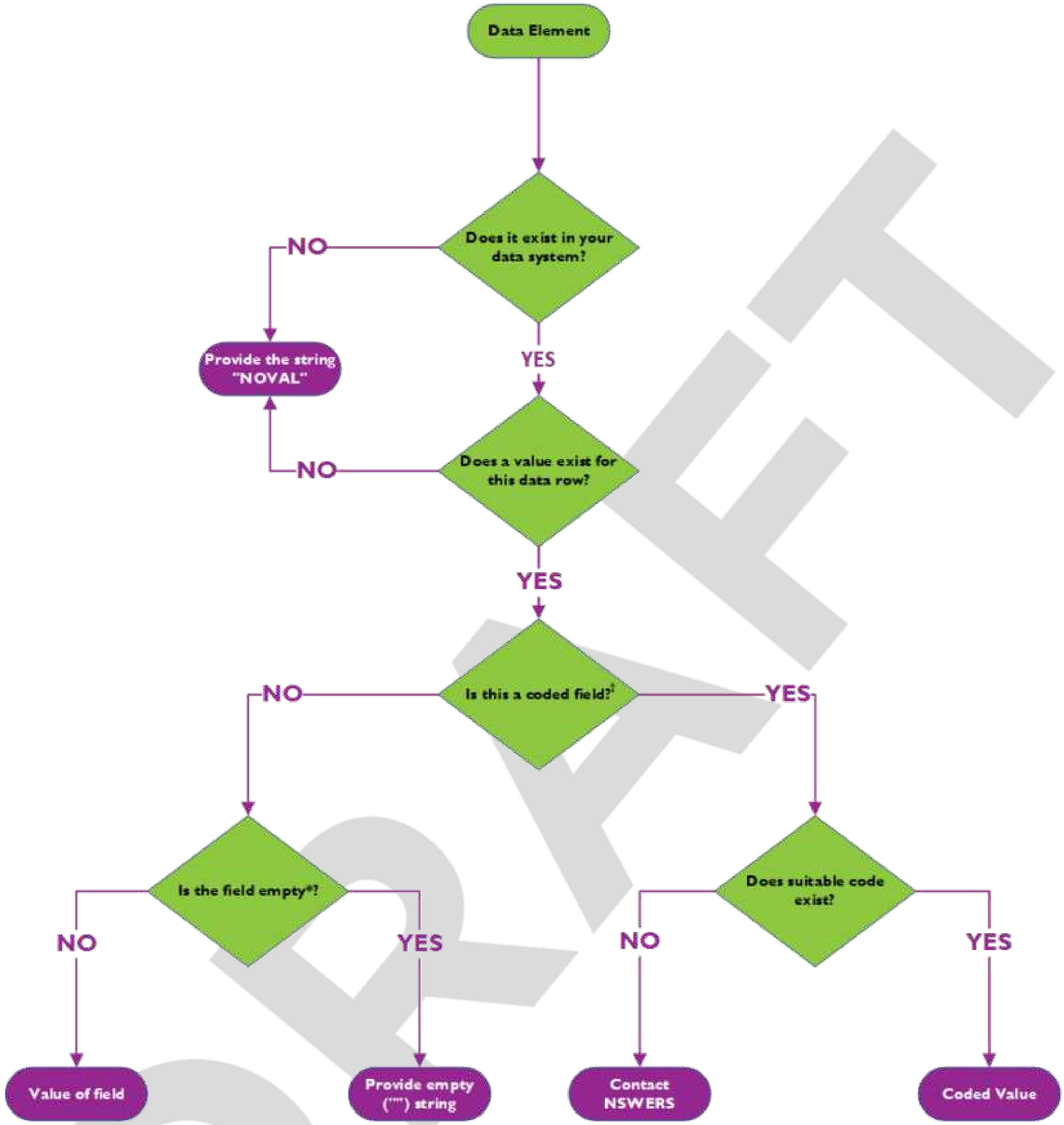
Notes of Importance

- 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 Transferred Courses

The Transferred Courses file collects a cumulative set of postsecondary transfer credit records representing courses accepted and articulated by a receiving institution for the requested academic year(s). Each record reflects a transferred course (or course-level articulation decision) for a student. Students with multiple transferred courses will appear in the file multiple times, once per transferred course.

Submissions will include records beginning with the 2012 academic year through the most recent completed academic year. Data for future academic years will be submitted on an annual basis in alignment with the NSWERS data submission cycle.

This file is limited to postsecondary-to-postsecondary transfer credit. It captures how prior coursework from another institution was evaluated and recorded by the receiving institution, including source institution, source course information (where available), and the resulting articulation (for example, direct equivalency, elective credit, or other outcome).

Note: A Postsecondary Enrollment record must have been previously submitted or included in the same data submission for each student appearing in the Transferred Courses 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/

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

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.

*Institution ID [4-Year Postsecondary Transferred Courses:Institution ID (2)]

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
######

Articulation Term [4-Year Postsecondary Transferred Courses:Articulation Term (3)]

If available, provide the postsecondary term code this transfer course was articulated or evaluated for articulation. If unavailable, provide NOVAL.

Articulation Date [4-Year Postsecondary Transferred Courses:Articulation Date (4)]

If available, provide the date this transfer course was articulated or evaluated for articulation. If unavailable, provide NOVAL.

Academic Year Ending [4-Year Postsecondary Transferred Courses:Academic Year Ending (5)]

Provide the current academic year ending, in order to upper bound the articulation date in the event Articulation Term and Articulation Date are not available.

External Source Name [4-Year Postsecondary Transferred Courses:External Source Name (6)]

Provide the name of the institution from which the course is being transferred. If unavailable, provide NOVAL.

External Source Id [4-Year Postsecondary Transferred Courses:External Source Id (7)]

Provide the internal ID of the institution from which the course is being transferred. If unavailable, provide NOVAL.

*Providing Course Subject [4-Year Postsecondary Transferred Courses:Providing Course Subject (8)]

Provide the Course Code Subject of the course as providing on the transcript from the institution at which the course was taken.

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

*Providing Course Number [4-Year Postsecondary Transferred

Courses:Providing Course Number (9)]

Provide the Course Code Number of the course as providing on the transcript from the institution at which the course was taken.

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

Receiving Category [4-Year Postsecondary Transferred Courses:Receiving Category (10)]

Provide the code that best matches how the course was articulated.

Code	*Description*
1	Direct
2	Elective
3	Vocational
4	Other

*Receiving Course Subject [4-Year Postsecondary Transferred Courses:Receiving Course Subject (11)]

Provide the Course Code Subject of the course as it was articulated at the receiving institution. If the course was not accepted or only accepted for elective or vocational credit, provide NOVAL.

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

*Receiving Course Number [4-Year Postsecondary Transferred Courses:Receiving Course Number (12)]

Provide the Course Code Number of the course as it was articulated at the receiving institution. If the course was not accepted or only accepted for elective or vocational credit, provide NOVAL.

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

*Credit Decision [4-Year Postsecondary Transferred Courses:Credit Decision (13)]

Provide the code that best matches the articulation credit decision for the course. NOTE: Some institutions may only administratively capture transferred courses that were articulated. For these institutions, all entries will be "1".

Code	Description
1	Credit Awarded
2	Credit Not Awarded

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

*Credits Accepted [4-Year Postsecondary Transferred Courses:Credits Accepted (14)]

Provide the number of credits at the receiving institution that were granted for this transferred course. Example: A course was taken for 5 credits and the providing institution, but the articulated course was granted at 3 credits. This field would contain the numeric value 3. NOVAL may be provided for courses that were not accepted for credit.

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 Transferred Courses

Key	*Position*	*Name*	*Type*	*Length*	*Format*
	1	Postsecondary Student ID	String	20	
	2	Institution ID	String	6	######
	3	Articulation Term	String		
	4	Articulation Date	Date		
	5	Academic Year Ending	Integer		
	6	External Source Name	String		
	7	External Source Id	String		
	8	Providing Course Subject	String		
	9	Providing Course Number	Integer		
	10	Receiving Category	Integer	1	(one of set)
	11	Receiving Course Subject	String		
	12	Receiving Course Number	Integer		
	13	Credit Decision	Integer	1	(one of set)
	14	Credits Accepted	Float		

Support materials for agenda item 3.3
April 29, 2026

2-YEAR POSTSECONDARY FILE SPECIFICATIONS

2-Year Postsecondary Enrollment

Version 1.5.0
DRAFT

Generated 4/27/2026

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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

File Specification	*File Name*
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”.

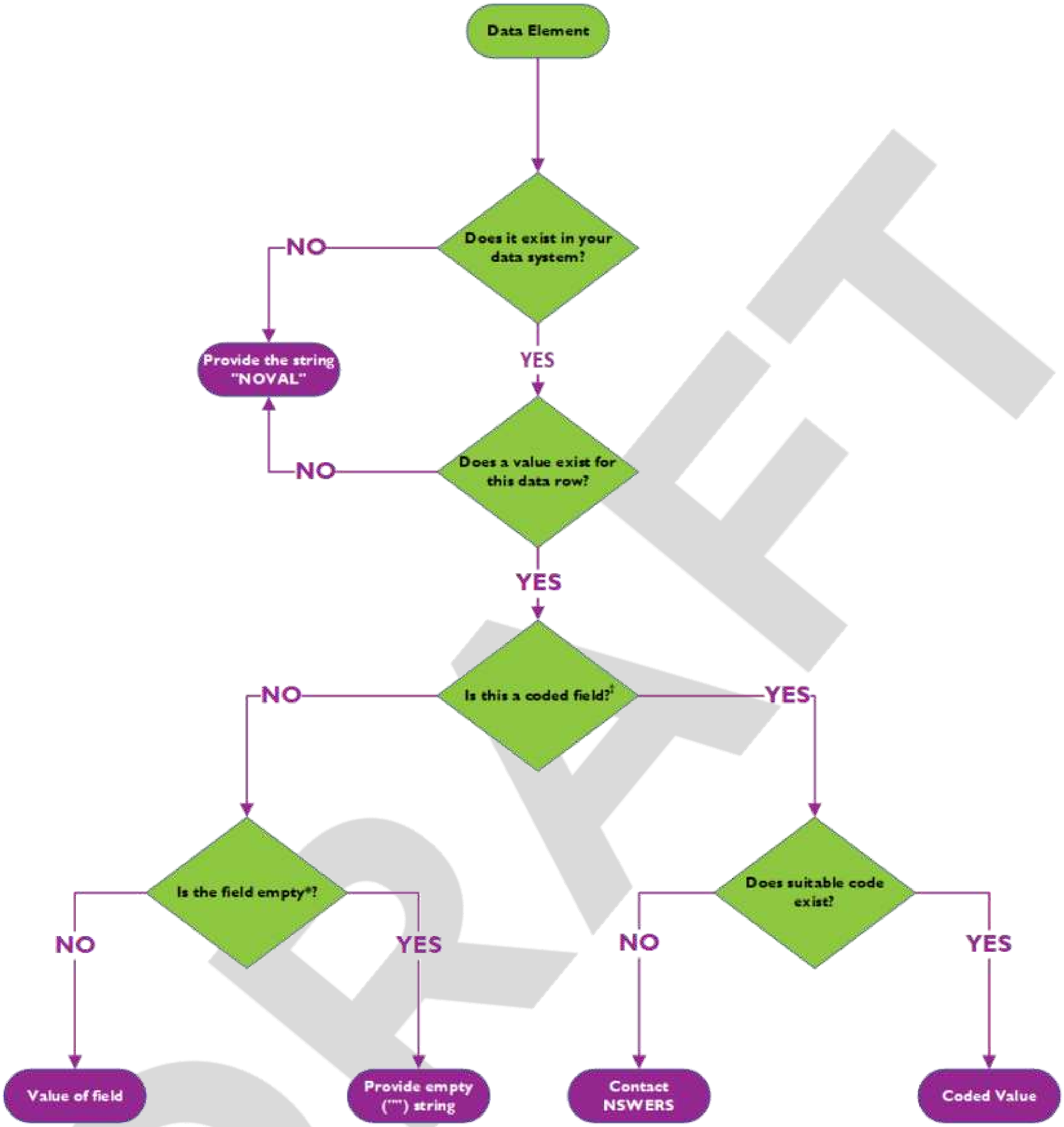
Notes of Importance

- 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.

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 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).

Submissions will include records beginning with the 2012 academic year until the current recent academic year. Data for future academic years will be submitted on an annual basis in alignment with the NSWERS data submission cycle.

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)]

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.

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	Virgina
WA	Washington
WV	West Virginia
WI	Wisconsin

Code	Description
WY	Wyoming

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

Code	Description
1	Yes
2	No

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

Code	Description
1	Yes
2	No

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

Code	Description
1	Yes
2	No

First-Time Student Flag [2-Year Postsecondary Enrollment:First Time Student Flag (29)]

Code	Description
1	Yes
2	No

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

Code	Description
1	Yes

Code	Description
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 active during the term, for example, 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

Code	Description	Explanation of Use
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 (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 primary academic program of the student active during the term, for example, 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

Code	Description	Explanation of Use
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 (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 (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

##.#

Verification Details

Term Credit Hours Earned cannot exceed Term Credit Hours Attempted.

Term GPA [2-Year Postsecondary Enrollment:Term GPA (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

##.#

*Local Program ID [2-Year Postsecondary Enrollment:Local Program ID (38)]

A locally/institutionally defined identifier that uniquely distinguishes a specific academic program at an institution, which may be beyond what is captured by CIP code and award level.

If needed by the submitting institution, this identifier should be able to differentiate programs that share the same CIP code and credential level but are treated as distinct programs by the institution. Examples include programs with the same CIP but are administratively housed within separate colleges within a university, programs with multiple track options, or Science/Arts/Transfer degree designations.

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

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	#########
Yes	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	Integer	2	(one of set)
	33	Primary Program Two (major)	String	7	##.####
	34	Primary Program Two Level	Integer	2	(one of set)
	35	Term Credit Hours Attempted	Float	4	##.#
	36	Term Credit Hours Earned	Float	4	##.#
	37	Term GPA	Float	4	##.#
	38	Local Program ID	String	50	

2-YEAR POSTSECONDARY FILE SPECIFICATIONS

2-Year Postsecondary Academic Awards

Version 1.5.0
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Table of Contents

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

File Specification	*File Name*
2-Year Postsecondary Academic Awards	#####_ps2_aa_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”.

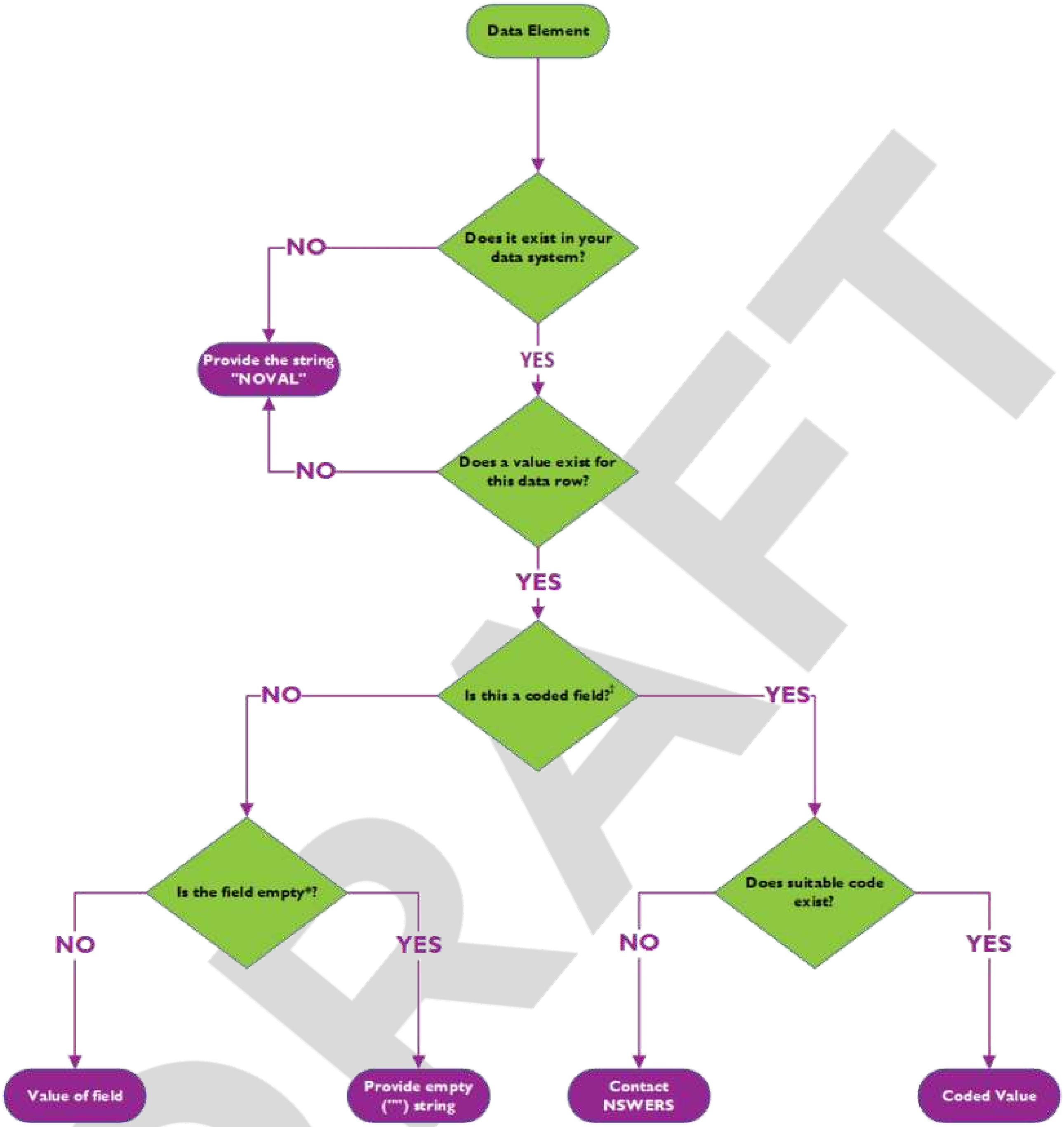
Notes of Importance

- 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 Academic Awards

The Postsecondary Academic Awards file collects a cumulative set of students granted postsecondary degrees, diplomas, or certificates for the requested academic year(s). Students receiving multiple awards will appear in the file multiple times, once per award.

Submissions will include records beginning with the 2012 academic year until the current recent academic year. Data for future academic years will be submitted on an annual basis in alignment with the NSWERS data submission cycle.

Note: A Postsecondary Enrollment record must have been previously submitted or is part of the same data submission for each student appearing in a Postsecondary Academic Awards 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 Academic Awards: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 Academic Awards: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.

*Postsecondary Term Code [2-Year Postsecondary Academic

Awards: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)].

*Award Date [2-Year Postsecondary Academic Awards:Award Date (4)]

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

*Award Code [2-Year Postsecondary Academic Awards:Award Code (5)]

Provide the code that indicates the type of academic award granted.

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

Code	*Description*	*Explanation of Use*
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	

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

*Award CIP Code [2-Year Postsecondary Academic Awards:Award CIP Code (6)]

Provide the six-digit (2022) CIP (Classification of Instructional Programs) code in the format ##.#### that identifies the instructional program specialty for which this award was granted. Refer to IPEDS reporting requirements for a list of valid CIP codes.

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

Format
##.####

*Local Program ID [2-Year Postsecondary Academic Awards:Local Program ID (7)]

A locally/institutionally defined identifier that uniquely distinguishes a specific academic program at an institution, which may be beyond what is captured by CIP code and award level.

If needed by the submitting institution, this identifier should be able to differentiate programs that share the same CIP code and credential level but are treated as distinct programs by the institution. Examples include programs with the same CIP but are administratively housed within separate colleges within a university, programs with multiple track options, or Science/Arts/Transfer degree designations.

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

2-Year Postsecondary Academic Awards

Key	*Position*	*Name*	*Type*	*Length*	*Format*
	1	Institution ID	String	6	######
	2	Postsecondary Student ID	String	20	
	3	Postsecondary Term Code	Foreign Key	10	
	4	Award Date	Date	10	yyyy-MM-dd
	5	Award Code	Integer	2	(one of set)
	6	Award CIP Code	String	7	##.####
	7	Local Program ID	String	50	

2-YEAR POSTSECONDARY FILE SPECIFICATIONS

2-Year Postsecondary Transferred Courses

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NSWERS INFORMATION & RESEARCH AGENDA

Version 2.1

nswers

Updated on April 28, 2026

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GENERAL INFORMATION

Purpose

This document outlines the intended uses of data maintained within the NSWERS system. All analyses described herein are designed to support the evaluation of state and federally funded academic and workforce development programs. These analyses aim to inform decision-making at the program, agency, institution, system, and state levels by providing actionable insights grounded in integrated, longitudinal data. The purpose is to ensure that data use aligns with legal frameworks, including the evaluation exception to FERPA and applicable HEA restrictions, and supports continuous improvement of education and workforce outcomes across and within Nebraska.

Scope

This document applies to all analytic activities conducted using data maintained within the NSWERS data system. It defines cases that are generally allowable, as well as those explicitly disallowed, for reporting and evaluation efforts supported by NSWERS.

The scope includes:

- Analyses of education and workforce outcomes as defined by NSWERS.
- Research conducted to evaluate the effectiveness of state and federally supported programs and initiatives.
- Development of predictive models, forecasts, and simulations used to support strategic planning and continuous improvement.
- Reporting and dissemination of findings to inform decision-making at local, agency, institutional, system, and state levels.
- Development and improvement of data linking strategies and algorithms to enable the above.
- Responses to requests for data to enable performance of the above.

This scope does not include the operational use of NSWERS data for day-to-day administrative decision-making, nor does it authorize the use of data for purposes unrelated to evaluation, audit, or approved research. All data use must comply with applicable data governance policies, legal agreements, and ethical standards for privacy and responsible data use.

ROLES & RESPONSIBILITIES

The successful development, maintenance, and implementation of the NSWERS Information and Research Agenda requires coordinated action across multiple governance, research, and operational teams. Clear delineation of roles ensures accountability, promotes efficiency, and sustains the rigor and relevance of NSWERS analytic activities.

The following groups are responsible for distinct aspects of the agenda's life cycle:

NSWERS Executive Council

- Approve the overarching vision, scope, and annual updates to the Information and Research Agenda.
- Ensure alignment of research priorities with statutory obligations, FERPA compliance, and strategic workforce and education goals.
- Approve and recommend additions or changes to NSWERS supported outcomes, special topics, or research standards.

NSWERS Research and Evaluation Team

- Lead the drafting, updating, and operationalization of the Information and Research Agenda.
- In consultation with NSWERS Management, Data & Technology, and Technical Advisory Committees, develop and maintain cohort definitions, outcome specifications, and data models.
- Conduct core research activities across all Stages of Analysis (Explore, Describe, Explain, Predict, Forecast, Simulate).
- Manage data validation processes and field-level documentation.
- Ensure appropriate data use compliance in study design, documentation, and reporting.
- Develop and maintain modern, flexible, and scalable research templates, dashboards, and insights products.

NSWERS Communications Team

- Develop and execute a communications plan tailored to various stakeholder groups.
- Disseminate public-facing products (e.g., briefs, special reports, literature reviews).
- Coordinate stakeholder engagement activities such as webinars, workshops, and data user consultations.
- Gather and incorporate feedback from external and internal audiences to refine agenda priorities and dissemination strategies.

NSWERS Management, Data & Technology, and Advisory Committees

- Provide timely, accurate, and complete data submissions aligned to NSWERS file specifications.
- Participate in research prioritization processes, including feedback on draft research questions and agenda updates.
- Engage in data validation activities and cohort verification exercises.
- Support interpretation and application of research findings within their agencies and institutions.

NSWERS Technical Advisory Committee As Needed)

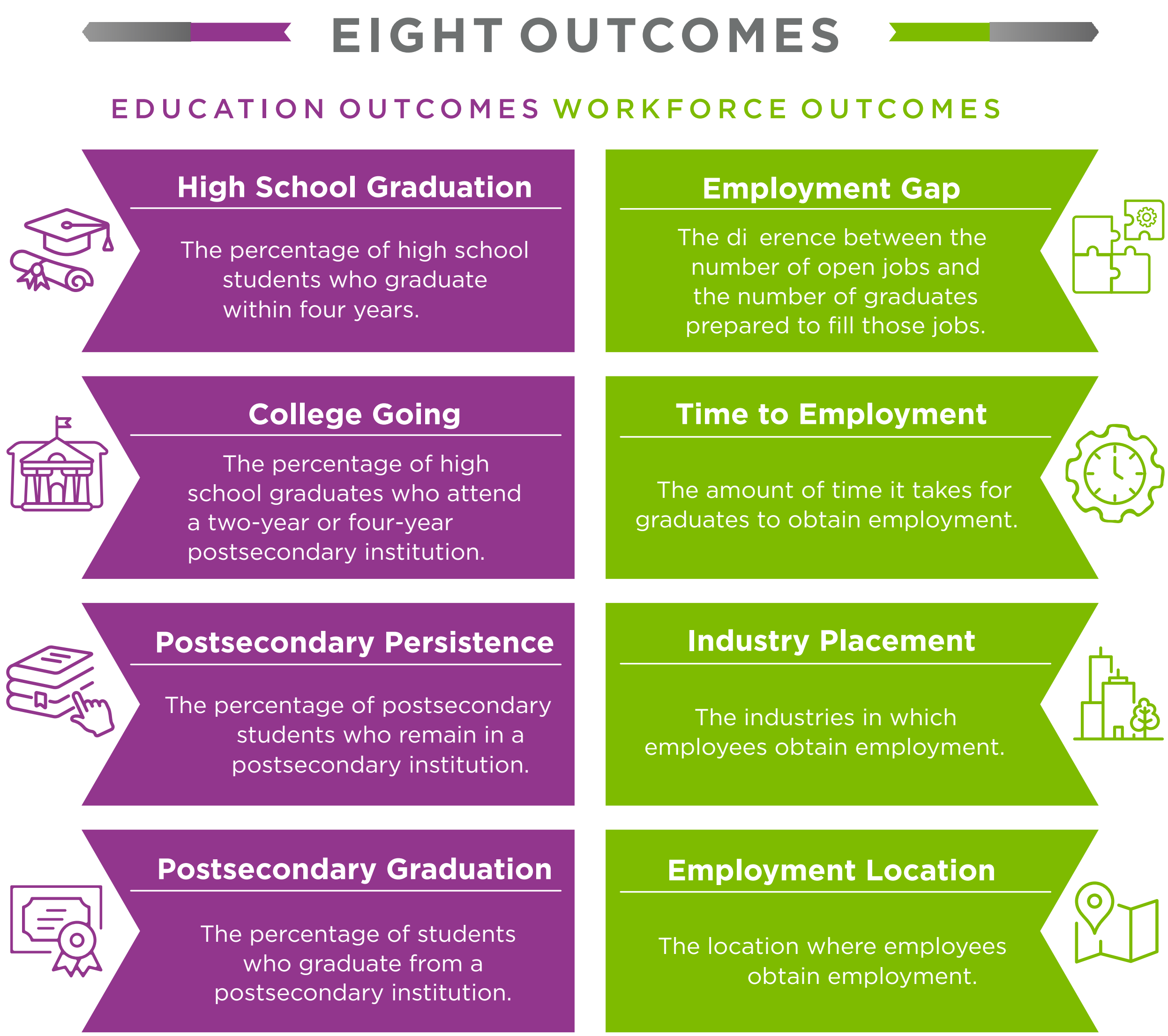
- Support specialized analyses (e.g., predictive modeling, longitudinal causal studies) under NSWERS supervision.
- Contribute to special projects such as field validation studies, external validation audits, or evaluation design.
- Comply with all NSWERS data governance and confidentiality agreements.

DATA USE FRAMEWORK

Wherever possible, NSWERS analyzes data utilizing a cohort-outcome model that standardizes the definition of focal groups and outcome achievements to provide metrics that are comparable year-over-year. The outcomes and cohort definitions described below are constructed to support evaluative functions by enabling longitudinal, cross-system analyses. Each definition is rooted in operational data submitted by participating institutions and agencies to NSWERS.

Outcomes

This section defines each of the eight NSWERS outcomes, provides their operational definitions, and offers background and context on their significance for Nebraska's education and workforce systems.



HIGH SCHOOL GRADUATION

Graduating from high school on time is a key milestone that improves students' career options, future earnings, and health outcomes. On-time high school graduation is associated with greater economic self-sufficiency, increased civic engagement, and better long-term health regardless of income.

Definition

The percentage of Nebraska public high school students who graduate within four years of entering ninth grade for the first time.

COLLEGE GOING

Postsecondary educational attainment is increasingly necessary. Future Nebraska jobs are projected to require education beyond high school more than ever before. Despite this, college enrollment has slightly declined in recent years. Increasing college-going rates is critical for economic competitiveness and individual prosperity. Strategies to improve college enrollment include promoting advanced course-taking, summer counseling, coaching, and assistance programs.

Definition

The percentage of Nebraska public high school graduates who enroll in a two-year or four-year postsecondary institution within 16 months of graduating high school.

POSTSECONDARY PERSISTENCE

Persistence is a strong predictor of eventual degree attainment and economic success. Students who persist earn significantly higher lifetime wages than those who do not. Persistence rates vary across student demographics, with lower rates among first-generation, low-income, and part-time students. Effective strategies to increase persistence include rigorous high school preparation, first-year experience programs, fostering belonging and self-efficacy, and improving financial aid access.

Definition

The percentage of Nebraska public postsecondary students who enroll in their second year of college.

POSTSECONDARY GRADUATION

Degree completion substantially boosts individual earnings, civic engagement, and health outcomes. Enhancing graduation rates requires efforts beginning in high school (e.g., GPA support, advanced coursework) and continuing in college through collaborative learning environments, efficient credit transfer policies, and expanded financial aid.

Definition

The percentage of postsecondary students who complete a degree within 150% of the expected program time.

EMPLOYMENT GAP

Nebraska faces a growing skills gap as the demand for highly educated workers exceeds the supply. Sectors like healthcare, technology, and skilled trades experience acute shortages. Addressing the employment gap requires aligning educational output with labor market needs, supporting workforce participation, and attracting skilled workers from outside the state.

Definition

The mismatch between the number of job openings and the number of Nebraska students qualified to fill them.

TIME TO EMPLOYMENT

A quick transition to employment benefits graduates' financial, psychological, and social well-being. Delays in employment can increase risks of underemployment, job dissatisfaction, and reduced long-term earnings. Factors influencing time to employment include age, socioeconomic status, educational attainment, work experience during college, and institutional support for internships and career preparation.

Definition

The percentage of Nebraska students who secure stable employment within six months of exiting their educational institution.

INDUSTRY PLACEMENT

Industry placement data are critical for assessing the alignment of education programs with economic needs. In Nebraska, healthcare, education, and trades are key sectors for projected job growth. Students placed in high-wage, high-demand fields typically experience stronger long-term earnings, while mismatches can result in persistent underemployment. Career and technical education (CTE) pathways, credential attainment, and early work experience help improve placement outcomes.

Definition

The rates at which Nebraska students are employed are placed in each sector and industry after exiting their educational institution.

EMPLOYMENT LOCATION

Employment location is closely tied to talent retention and return on public investment in education. Nebraska has historically experienced “brain drain,” losing highly educated individuals to other states. Factors affecting graduates’ employment location include job opportunities, wages, community belonging, and amenities. Strategies to improve in-state retention include fostering community attachment, expanding career opportunities, and addressing wage competitiveness.

Definition

The percentage of Nebraska students who are employed within Nebraska after completing their education.

Cohorts

To ensure consistent analysis, NSWERS organizes individuals into a structured set of cohort types based on students' educational and workforce participation pathways. These cohort types are designed to align with federal reporting standards (such as IPEDS), accommodate enrollment and employment behaviors, and reflect Nebraska's specific longitudinal data capacity.

The use of standardized cohorts allows NSWERS to:

- Provide stable measurement across institutions, sectors, and years
- Estimate the effects of educational experiences on outcomes
- Support evaluation by clearly tying data usage to academic program participation event types (i.e. enrollments, exits, and graduations)

Each cohort type is aligned with one or more NSWERS outcomes. Below is a description of each cohort type, the outcomes associated with it, and the logic supporting its design.

EXPECTED HIGH SCHOOL GRADUATION YEAR COHORT

This cohort mirrors national accountability models (e.g., ESSA) and allows clear tracking of four-year graduation rates while accounting for verified transfers, deaths, and other exclusions. This cohort is the maximum number of students that could have been expected to have graduated from a Nebraska public high school after adjusting for students that exited the system for reasons unrelated to high school graduation. It reflects an "expected" population against which graduation can be assessed.

Definition

Students from Nebraska public high schools are assigned an expected graduation date of four years after first entering the 9th grade.

Associated Outcomes:

- High School Graduation

HIGH SCHOOL GRADUATE (4-, 5-, AND 6-YEAR) COHORTS

Students' postsecondary enrollment behavior is typically analyzed with respect to their observed graduation date. Including five- and six-year high school graduates recognizes that extended graduation pathways still lead to valuable postsecondary and workforce participation.

Definition

Students who graduate within four, five, or six years of entering 9th grade, measured separately.

Associated Outcomes:

- College Going
- Time to Employment
- Industry Placement
- Employment Location

FALL FIRST-TIME, FULL-TIME, DEGREE-SEEKING POSTSECONDARY COHORTS

Aligning with IPEDS cohort definitions allows direct comparison to federal benchmarks while enabling analyses across both two- and four-year institutions. Using first-time, full-time students provides a standardized lens on traditional pathways into higher education.

Definition

Students who enter a Nebraska two-year or four-year public institution in the fall as first-time, full-time, degree-seeking students.

Associated Outcomes:

- Postsecondary Persistence
- Postsecondary Graduation

POSTSECONDARY EXITER (WITH/WITHOUT AWARD) COHORTS

Workforce outcomes are shaped both by students who complete credentials and those who leave without one. Including both award earners and non-earners in exit cohorts allows NSWERS to accurately assess employment patterns, talent retention, and workforce gaps for the full range of educational experiences.

Definition

Students who exited a Nebraska postsecondary institution after a period of degree-seeking enrollment, whether they earned an award (degree/certificate) or not.

Associated Outcomes:

- Employment Location
- Employment Gap

WORKFORCE JOB HOLDER (2- AND 4-YEAR POSTSECONDARY, WITH/WITHOUT AWARD) COHORTS

To study time to employment and industry placement meaningfully, NSWERS includes only those confirmed to have obtained a job. This eliminates ambiguity that would occur if non-employed individuals (or individuals employed out-of-state) were included without confirmation. Distinguishing between 2-year and 4-year exiters, and award status, further refines the analysis for workforce readiness and sector alignment.

Definition

Students who exited postsecondary education and secured documented employment in Nebraska, verified through administrative records.

Associated Outcomes:

- Time to Employment
- Industry Placement

Research Constructs

Not all objects of research interest are directly measured or collected by NSWERS partner agencies or institutions. In education research, proxy variables have long been used to approximate something that is difficult to collect or measure, such as the use of GPA as a proxy for cognitive abilities or free/reduced lunch program participation as a proxy for economic status. Using data elements identified in the NSWERS File Specifications, NSWERS maps sets of variables into proxy/derived variables or constructs that can be used as units of analysis for various statistical procedures. For example, in the K-12 realm, a primary outcome of interest is On-Time High School Graduation. This construct is inferred from a set of enrollment codes and timestamps from a logging system, rather than directly measured. While relatively straightforward to calculate, it is not directly provided. As perhaps a more ambiguous example, we are interested in how Coursetaking Behavior affects certain education and workforce outcomes, such as employment gap, graduation rates, or industry placement. Coursetaking behavior does not have a single definition, but rather is a cluster of concepts that may be inferred from a transcript log, such as calculating the number of STEM courses, the number of failed courses, or an interaction between course subject areas and academic performance.

At the end of this document (see Appendix B – Research Construct Crosswalk), we provide a crosswalk of the NSWERS data elements or field names contained in each of the File Specification documents to the research constructs under investigation. The provided mappings include, but are not limited to, the bulk of the research constructs that NSWERS intends to utilize in its data products.

Other Data Uses

In addition to these internal research activities, NSWERS will conduct research and development to strengthen data privacy and confidentiality within the NSWERS data system, including the evaluation and application of methods such as synthetic data generation, differential privacy, data masking, perturbation, and cell suppression, with emphasis on preserving analytical utility while minimizing disclosure risk.

NSWERS also fulfills external data requests or conducts evaluations on behalf of its partners, and, under controlled circumstances, affiliates, contributors and qualified third-party entities. The details of these data uses are provided in the following sections.

DATA REQUESTS

The management and fulfillment of data requests are closely tied to NSWERS' mission, operating authority, and legal responsibilities, as detailed in the NSWERS Data Management Policies and Procedures.

Purpose

Data requests play a key role in ensuring that the information maintained within the NSWERS data system can support broader evaluation activities and research initiatives that align with the purposes for which the data were originally collected: program evaluation, continuous improvement, and public benefit.

All requests are reviewed rigorously to ensure they remain consistent with the original educational, workforce development, and public policy purposes for which the data were shared with NSWERS.

Considerations for Fulfillment

Data requests that expressly pertain to analyses covered within the NSWERS Information and Research Agenda will be fulfilled and processed in accordance with the standards outlined in the NSWERS Data Management Policies and Procedures. These requests are presumed to fall within the originally authorized purposes for which NSWERS data were collected.

Where a data request proposes analyses or uses that extend beyond the topics, constructs, or evaluation purposes defined in this Information and Research Agenda, additional safeguards are required. Such requests may only be authorized through the execution of supplementary agreements, such as an additional Data Sharing Agreement (DSA) or an amendment to existing agreements. This ensures that any expanded use of data maintains strict alignment with federal and state legal requirements, protects the confidentiality of individual records, and honors the conditions under which NSWERS data were originally shared by its Partners and Affiliates.

All requests, whether aligned to the Information and Research Agenda or requiring additional agreements, are subject to:

- Rigorous review by the NSWERS Executive Director and Research and Evaluation Team,
- Endorsement by the NSWERS Executive Council for Level 2 data requests and linked Level 2 records, as appropriate, and
- Compliance with NSWERS privacy, security, and disclosure protocols.

EVALUATION REQUESTS

In addition to supporting program improvement through data requests, NSWERS also fulfills formal evaluation requests. Evaluation requests involve conducting analyses on behalf of NSWERS partners, or, under controlled conditions, third-party entities, to systematically examine the effectiveness of specific interventions, policies, or programs.

Evaluation activities are critical to NSWERS' mission of informing continuous improvement across Nebraska's education and workforce systems. The management and fulfillment of evaluation requests are governed by the same legal and privacy frameworks that underpin all NSWERS activities, as described in the NSWERS Data Management Policies and Procedures.

Purpose

Evaluation requests ensure that NSWERS data are used to directly support program monitoring, system improvement, and evidence-based decision making. Evaluations must be framed to address interventions that target either education or workforce outcomes directly or evidence supported precursors to those outcomes.

Considerations for Fulfillment

Evaluation requests that expressly fall within the topics, constructs, or intended purposes outlined in the NSWERS Information and Research Agenda will be considered and processed according to NSWERS protocols, as described in the NSWERS Data Management Policies and Procedures.

ANALYTIC FRAMEWORK

Stages of Analysis

The NSWERS Stages of Analysis framework provides a rigorous approach to understanding, describing, modeling, and forecasting outcomes for defined student populations. Each population-outcome pair, e.g., a specific population (e.g., 2022 high school graduates) measured against a specific outcome (e.g., college going) is moved systematically through six escalating stages of analysis: **Explore**, **Describe**, **Explain**, **Predict**, **Forecast**, and **Simulate**.

Each stage serves a distinct analytical purpose:

- **Explore** builds foundational understanding of the outcome and its importance.
- **Describe** quantifies the outcome overall and with respect to differences over time and geography.
- **Explain** identifies relationships between predictors and outcomes.
- **Predict** uses machine learning models to estimate individual outcome probabilities and identifies variables that are important for predicting the outcome.
- **Forecast** projects population-level outcome trends into the future.
- **Simulate** models the effects of potential interventions on future outcome rates.

This structure ensures that NSWERS analyses are:

- Contextualized for Nebraska's educational and workforce realities,
- Transparent in assumptions, methodologies, and limitations, and
- Providing actionable information for program evaluation, system improvement, and decision making.

While not every analysis conducted by NSWERS goes through these steps, the stages of analysis provide a foundation for quickly responding to questions posed by partner entities against the NSWERS data system.

The following sections detail the specific analytic tasks undertaken at each stage of the population-outcome analysis.

EXPLORE

The Explore stage is the foundation of NSWERS' analytic process. Before any outcome is quantified, it must first be carefully understood in context: educationally, empirically, and within Nebraska's specific environment. Later stages of analysis are built on the information gained from the explore stage.

At this stage, NSWERS research staff complete a series of systematic activities:

Conduct a literature review

Staff review national and state-level research to understand how the outcome can be defined, its relevance, potential predictors, and typical interventions or strategies intended to affect it.

Literature review activities prioritize peer-reviewed studies, major evaluation reports, meta-analyses, and recognized national datasets where applicable. Special attention is given to research methods that account for confounding variables, selection bias, and use causal inference methods.

Identify Nebraska-specific context

After reviewing broader research, NSWERS staff document the specific educational, workforce, or policy relevance of the outcome in Nebraska. This includes considering existing state programs, demographic trends, or legislation that may influence how the outcome is understood or prioritized locally. For example, early postsecondary graduation may have heightened relevance given legislative initiatives setting postsecondary attainment goals.

Assemble supplementary resources

In addition to academic literature, staff assemble a curated list of public reports, datasets, and policy documents that provide local or national context for interpreting the outcome. These resources are documented to ensure transparency and to aid partners who may wish to understand external benchmarks or comparison points.

Define the focal population

Using available NSWERS data, staff define the target population(s) for the outcome analysis. This requires reconciling data realities (e.g., available enrollment, demographic, and outcome records) with theoretical ideals. Definitional choices, such as whether to include only first-time students, how to handle students enrolled at multiple institutions, or how to assign individuals with missing data, are documented for consistency.

EXPLORE STAGE CONSIDERATIONS

Completing the Explore stage properly requires attention to several important factors:

Conceptual clarity: The outcome must be clearly defined so stakeholders understand what it represents, why it matters, and how it connects to individual and system success.

Respect for Nebraska-specific conditions: National findings must be understood relative to the Nebraska context, avoiding generalization from other states with different demographic, economic, or policy environments.

Transparency in assumptions: Assumptions about population inclusion, cohort assignment, or outcome operationalization made during the Explore stage must be documented and carried forward into subsequent stages.

DESCRIBE

The Describe stage quantifies the outcome for the defined population. This stage provides statistics that allow meaningful comparisons across time and geography-based subpopulations.

The Describe stage addresses fundamental questions:

- What proportion of the population achieves the outcome?
- How does this change longitudinally and geographically?

At this stage, NSWERS research staff complete the following analytic tasks:

Express the outcome as a rate: The primary descriptive statistic calculated is the outcome rate — the number of individuals achieving the outcome divided by the number of individuals in the defined population. Raw counts are provided in addition to percentages for ease of interpretation.

Calculate longitudinal outcome rates: Outcome rates are calculated across all available cohort years. This allows detection of temporal trends (e.g., is college-going increasing or decreasing among recent high school graduates?) and identifies potential cohort-specific factors (e.g., pandemic-related disruptions).

Assign individuals to geographic units: Each individual in the population is assigned to a geographic region, such as a community college service area, economic development district, or school district of origin. Ambiguities must be handled clearly. For example, should students be assigned to regions based on the location of the school or residential addresses? Generally, the method that minimizes missingness while maintaining interpretability is preferred.

Disaggregate outcome rates by geography: Staff produce outcome rates for each geographic unit. These are essential for understanding whether outcomes are distributed equitably across Nebraska and for informing regional workforce and education planning.

Expand geographic definitions if necessary: When needed, additional geographic breakdowns (e.g., rural vs. urban, legislative districts) are created to answer emerging policy questions or to align with reporting needs.

DESCRIBE STAGE CONSIDERATIONS

Several key issues must be carefully managed during the Describe stage to ensure valid, interpretable results:

Handling missing or incomplete data: Staff use principled methods for addressing missing cohort or outcome records, or geographic assignments. These methods (e.g., exclusion rules, imputation strategies) must be transparent and consistently applied.

Respect for population denominators: Careful attention must be paid to defining the denominator for outcome rates. For example, rates of college-going must be restricted to students who graduated high school, i.e. those that would generally be eligible for enrollment at public postsecondary institutions.

Attention to comparability across years: Population inclusions and operational rules must remain stable across years to allow longitudinal comparisons. Changes in definition must be carefully flagged and documented.

Geographic stability: Staff must be aware of geographic boundary changes (e.g., school district consolidations) and adjust analyses accordingly to maintain longitudinal comparability.

EXPLAIN

The Explain stage begins to investigate potential drivers of observed outcomes. Where the Describe stage answers “what is happening,” the Explain stage addresses “what is associated with the outcome”. This lays the groundwork for predictive modeling, program evaluation, and other system improvement efforts.

This stage focuses on investigating how student characteristics, educational experiences, and contextual factors are related to the likelihood of achieving the outcome. This stage identifies strong predictors or correlates of outcomes that may be useful in causal modeling, intervention design, or policy change.

NSWERS research staff complete the following analytic tasks during Explain:

Select research constructs and predictors

Based on the literature review and data exploration, staff select a set of theoretically informed and data-available predictor variables. These might include academic performance indicators, demographic characteristics, program participation flags, geographic variables, or other constructs known to relate to the outcome of interest.

Calculate bivariate effect sizes

For each selected predictor, NSWERS calculates standardized bivariate effect sizes (e.g.,Tjur's D for binary outcomes) that quantify the strength of association between the predictor and the outcome. Predictors are ranked by effect size to identify which factors are most strongly related to outcome variation.

Cross-tabulate outcomes by predictor levels:

Staff generate contingency tables showing the proportion achieving the outcome at each level of the predictor variable. For example, college-going rates might be cross-tabulated by high school GPA bands, race/ethnicity, or participation in dual enrollment.

Visualize predictor–outcome relationships

To support interpretation, staff create bar plots showing the outcome rate at each level of categorical predictors, and by bins of continuous predictors. For example, plotting the rate of on-time graduation across bands of high school GPA.

Examine changes over time

Predictor–outcome relationships are analyzed longitudinally where possible. For each predictor, outcome rates are plotted over time to see whether the strength or direction of relationships shifts across cohorts. This is important for identifying emerging trends (e.g., widening gaps in college-going by GPA over time).

EXPLAIN STAGE CONSIDERATIONS

Executing the Explain stage carefully requires attention to several methodological and interpretive challenges:

Correlation is not causation: Staff must be explicit that bivariate associations do not imply causal relationships. Observed relationships may be confounded by unmeasured factors (e.g., selection bias, omitted variables).

Predictor operationalization matters: The way predictor variables are coded and categorized can strongly influence observed effect sizes. Binning continuous variables should be done thoughtfully to preserve meaningful distinctions without overfitting random noise.

Avoid over-interpretation of small effects: Especially in large administrative datasets, very small effect sizes can be estimated precisely, but may be practically trivial.

Check for stability across cohorts: Relationships that appear strong in a single cohort may not generalize across years. Consistent associations across multiple cohorts are stronger evidence of robust relationships.

PREDICT

The Predict stage models the outcome as a multivariate function of available predictor variables. Where the Explain stage identifies simple associations, the Predict stage integrates multiple predictors simultaneously to estimate each individual's probability of achieving the outcome. The goal of Predict is to create decision-support tools that can identify students most likely to succeed or need support, inform resource allocation, and provide actionable insights for interventions.

In this stage, NSWERS builds and evaluates predictive models using machine learning techniques, with a focus on balancing predictive performance, interpretability, and utility.

NSWERS research staff complete the following tasks during Predict:

Construct a predictive model

Staff fit a random forest model to the cohort–outcome data. Random forests are chosen because they accommodate non-linear relationships, complex interactions, and can handle large numbers of predictors without overfitting as easily as traditional models.

Generate individual probability estimates

The model outputs predicted probabilities of achieving the outcome for each individual in the population, based on their predictor values.

Assess feature importance

Staff extract and examine the relative importance of each predictor in the model, identifying which factors most strongly drive model predictions. Feature importance rankings are compared to the bivariate rankings from the Explain stage to assess consistency.

Quadrant analysis of predictors

Using model-derived variable importance metrics (impact) and external information about modifiability (influence), predictors are classified into quadrants:

- High importance, high modifiability
- High importance, low modifiability
- Low importance, high modifiability
- Low importance, low modifiability

This helps identify which factors are both predictive and actionable by decision-makers.

Explore intervention thresholds

For high-impact predictors, NSWERS plots model-predicted probabilities against predictor values to identify thresholds or regions where interventions may be especially effective. For example, if persistence probability sharply increases above a certain high school GPA threshold, that threshold can inform intervention targeting.

Evaluate model performance

Staff calculate and report model performance metrics including:

- Accuracy
- Sensitivity (true positive rate)
- Specificity (true negative rate)
- Confusion matrix

These metrics ensure that the model's predictions are meaningfully better than random assignment and suitable for operational use.

Visualize model outputs

Model performance is communicated through bar plots of predicted outcome probability conditional on the observed outcome and confusion matrices to aid interpretation and transparency.

PREDICT STAGE CONSIDERATIONS

The Predict stage requires careful attention to several technical considerations:

Generalizability: Models should be trained and tested on separate data (cross validation or holdout methods) to avoid overfitting to historical idiosyncrasies.

Interpretability vs. complexity: While random forests are powerful, they are less interpretable than simpler models. NSWERS emphasizes clear reporting of feature importance and partial dependence relationships to support understanding.

Use for decision support, not determinism: Predictions are used to identify students at higher risk or likelihood, but never as deterministic judgments. Model probabilities are one input among many for decision-making.

FORECAST

The Forecast stage attempts to model how outcomes are likely to evolve for entire populations looking 3-5 years into the future. Where Predict focuses on estimating probabilities for individuals, Forecast focuses on projecting population-level rates or counts into future years, assuming current trends.

Forecasting provides decision makers and institutional leaders with forward-looking insights:

- How many students are likely to graduate, enroll, persist, or attain workforce milestones in future years?
- Will achievement gaps widen or narrow under current trajectories?
- Where should resources be allocated to meet future needs?

NSWERS research staff complete the following analytic tasks during Forecast:

Estimate multiple forecast models

Staff build several forecasting models using historical outcome rates. These models may include:

- ETS Models
- Random Walk Models

Combine forecast models

To improve robustness and reduce the risk of relying on any single model's assumptions, NSWERS combines forecasts using an unweighted combination method. This ensemble approach smooths over model-specific biases and typically improves overall forecast accuracy compared to relying on a single best-fitting model.

Visualize forecast trajectories

Forecast results are presented as projections of outcome rates or counts over future years, typically 3–5 years beyond the last observed cohort.

Visualizations include:

- Line plots with forecasted trends and forecast intervals
- Comparative plots showing observed historical data alongside forecasted values
- Breakdowns by key subgroups if sufficient data exists (e.g., regional projections, demographic projections)

Document assumptions

All forecast models clearly document the stability of cohort definitions, existence of major external shocks, and continuity of policy environments. Staff note that forecasts are conditional on current trends and should be revisited regularly as new data emerges.

FORECAST STAGE CONSIDERATIONS

Producing meaningful and responsible forecasts requires careful attention to several key considerations:

Trend stability: Forecasts assume that underlying patterns will persist. Major policy shifts, economic shocks, or systemic disruptions (e.g., pandemics) can invalidate projections.

Length of forecast horizon: Forecast accuracy typically decreases as the forecast horizon extends. NSWERS emphasizes near-term (1–5 year) forecasts as most actionable for planning.

Sensitivity to model choice: Staff check that combined forecasts are not unduly influenced by outlier models or spurious short-term fluctuations.

Communicating uncertainty: NSWERS always presents forecast intervals, not point estimates alone. Uncertainty is a fundamental feature of forecasting and must be transparently communicated.

Limited use of forecasts: Forecasts are presented as tools for planning and scenario analysis, not as certainties. Decision makers are encouraged to use forecasts to identify areas needing attention, not to assume inevitable outcomes.

SIMULATE

The Simulate stage provides model derived projections of how hypothetical changes, such as expanding a program, adjusting a policy, or targeting new interventions might shift future outcomes attainment rates for the targeted populations. Simulation is valuable because it allows institutional leaders and decision makers to test intervention strategies before deploying them, estimate their likely impacts, and make evidence-based decisions about where and how to invest resources for the greatest return.

The current simulation models are designed to demonstrate the tool's capacity and may not fully reflect specific policy contexts. The usefulness of simulation outputs depends on how closely the model assumptions align with real-world conditions. Users are encouraged to consult with NSWERS to develop custom simulations that match their particular needs and decision-making environments. Information from NSWERS-conducted evaluations and studies can be included in future iterations.

In this stage, NSWERS research staff complete the following analytic tasks:

Develop intervention scenarios

Staff define one or more hypothetical changes to the system. Examples include:

- Increasing dual enrollment participation by a targeted percentage
- Raising high school GPA thresholds by specific margins
- Expanding FAFSA completion rates among high school graduates

Select simulation targets

Staff identify which subgroups or predictor variables the intervention is expected to affect. For example, a mentoring program might target students below a certain high school GPA, while a financial aid expansion might target lower-income students.

Apply the predictive model

Using the predictive models developed during the Predict stage, NSWERS re-estimates outcome probabilities under the hypothetical intervention conditions. Predictor values are modified accordingly (e.g., all students below a GPA threshold are lifted by 0.3 points) and new predicted probabilities are generated.

Estimate outcome changes

Staff aggregate the simulated individual probabilities to estimate changes in overall population outcome rates or counts. The difference between the baseline (forecasted) outcomes and the simulated outcomes represents the estimated impact of the intervention.

Visualize intervention effects

Results are presented through visualizations that illustrate the difference in outcome distribution between the status quo and the intervention conditions.

SIMULATE STAGE CONSIDERATIONS

Simulation is powerful but must be conducted and interpreted carefully:

Respect for model limitations: Predictive models are calibrated on historical data. Simulations assume that modeled relationships remain stable under intervention. This may not hold true if interventions fundamentally alter the underlying dynamics.

Feasibility and realism: Interventions should be plausible within operational and policy constraints. Simulating unrealistic scenarios (e.g., 100% program participation with no cost) risks generating misleading conclusions.

DATA DISSEMINATION

NSWERS has two avenues for providing its end users with access to analytic products. One that exists in a private, secured environment where access is only granted to NSWERS' partners and another in a public environment that contains equivalent information, safeguarded with privacy enhancing techniques that protect against possible re-identification. These two products and their features are described in the following sections.

>insights+

insights+

insights+ is NSWERS' integrated data submission, analytics, exploration, and visualization platform, designed to support NSWERS partners in examining Nebraska's educational and workforce outcomes. It is a secure login site, providing an interactive environment where authorized users can access standardized analyses, explore cohort trends, and visualize key indicators across the full education-to-workforce continuum. It also contains ad-hoc analysis tools that enable a limited set of supported analytics to partners on a role-restricted basis.

insights+ plays a critical role in implementing the NSWERS Information and Research Agenda by:

DOCUMENTING OPERATIONALIZATION OF CORE OUTCOMES

insights+ transparently defines how NSWERS outcomes such as College Going, Postsecondary Persistence, and Employment Location are measured, ensuring consistent application across evaluations and institutions.

SUPPORTING EVALUATION PURPOSES

insights+ enables authorized users to examine program, institutional, and statewide trends for evaluation purposes consistent with the Family Educational Rights and Privacy Act (FERPA) evaluation exception, as referenced in NSWERS Data Sharing Agreements. Analyses are designed to measure program effectiveness, identify areas for improvement, and support evidence-based planning. Furthermore, insights+ serves as a secure platform for sharing additionally authorized data to support specific program evaluation, in conjunction with existing data maintained by NSWERS.

DATA-INFORMED DECISIONS

insights+ transforms data submitted by NSWERS Partners and Affiliates into information that supports decision-making. Through cohort filters, disaggregation tools, and standardized outcome measures, users can explore patterns that inform resource allocation, policy development, and institutional strategy.

TRANSPARENCY AND CONSISTENCY

By providing access to cohort definitions, field logic, and calculation methods, insights+ promotes a common understanding of key metrics. All displayed metrics are generated from harmonized datasets and adhere to documented specifications, which enables comparability across time, institutions, and sectors.

insights+ is a continuously evolving platform, updated to reflect changes in the NSWERS Data File Specifications, improvements in construct definitions, and emerging analytic needs. Its ongoing development ensures that NSWERS evaluation activities remain rigorous, relevant, and accessible.

>insights

insights

While insights+ serves authorized internal partners, NSWERS also offers a public-facing platform, insights, designed to provide transparent, user-friendly access to Nebraska's education and workforce outcomes. Available at insights.nswers.org, the platform empowers educators, policymakers, families, and community leaders to explore key indicators across the state's learning-toearning continuum.

PURPOSE AND AUDIENCE

insights serves as a resource for:

- Educators and administrators seeking to improve programs and student outcomes.
- Workforce development professionals aligning training initiatives with labor market needs.
- Policymakers and civic leaders making data-informed decisions.
- Students and families seeking general information about education and workforce outcomes for different career pathways.

KEY FEATURES

- **Interactive Dashboards:** Visualize trends over time for NSWERS outcomes
- **Data Briefs:** Short, focused reports that examine a single NSWERS outcome, such as Postsecondary Persistence or College Going. These briefs offer a clear, accessible summary of outcome-specific trends and findings
- **Special Reports:** In-depth analysis that span multiple outcomes or investigate cross-system topics, such as dual enrollment
- **Stories:** Narrative accounts illustrating the real-world impact of educational and workforce trends
- **Literature Reviews:** Summaries of academic research that contextualize key findings and highlight evidence-based practices
- **Instant Insights:** Quickly accessible pre-built visualizations and key metrics for the most commonly requested outcomes and cohorts

ANTICIPATED PUBLIC DATA PRODUCTS

As part of its commitment to transparency, public value, and continuous system improvement, NSWERS regularly produces a series of public data products for dissemination through its insights platform. These products are intended to communicate key findings from NSWERS analyses in accessible formats, support data-driven decision-making by partners and decision makers, and advance public understanding of Nebraska's education and workforce pipelines.

The production and release schedule for these products is **tentative**. Final release will depend on:

- Available NSWERS staff and technical capacity,
- Requests and priorities identified by NSWERS partners and the NSWERS Executive Council,
- Data availability and quality at the time of analysis, and
- The absence of major methodological concerns that would compromise the validity or reliability of reported findings.

An up-to-date version of this schedule, reflecting partner feedback and statewide priorities, will be maintained and published at nswers.org.

Planned Releases

Q2 2026

- Workforce Outcomes for High School Graduates
- Employment Gap Story

Q3 2026

- Health Sciences CTE Study
- Award Attainment Brief

Q4 2026

- Teacher Preparation Pipeline
- Covid Recovery Brief
- Industry Placement Data Briefs

Q1 2027

- Returning Talent Brief
- Dual Enrollment Update

Future Topics for Development

As capacity allows and as priorities evolve, NSWERS may develop additional public products addressing the following topics:

- Post-College Earnings Trajectories
- Course-Taking and College Going Patterns
- Major-Switching and Postsecondary Graduation Outcomes
- Education and Workforce Outcomes for Career and Technical Student Organization (CTSO) Participants
- Kindergarten Redshirting and Future Education Outcomes
- Employee Tenure and Career Stability in Nebraska’s Workforce

SPECIAL TOPICS

In addition to producing research and data products related to NSWERS core outcomes, NSWERS maintains a set of standalone research topics that are relevant across multiple outcomes, have cross-system impact, or align with the broader mission, vision, and legislative direction of the organization.

Special Topics represent areas where NSWERS can proactively investigate education and workforce topics, as well as respond flexibly to emerging policy needs, partner priorities, and evaluation opportunities.

Federal guidance under the Family Educational Rights and Privacy Act (FERPA) evaluation exception clarifies that data sharing to facilitate future evaluations is permissible even before the specific evaluation topics are fully defined. Specifically, disclosure of PII to an integrated data system (IDS) is allowed to enable *future* evaluations of federally- or state-supported education programs by establishing linked data in advance. This framework ensures that NSWERS can responsibly support long-term evaluation efforts while maintaining data governance compliance.

Special Topics also serve as a structured mechanism for NSWERS to address research needs that emerge through annual partner engagement, NSWERS Executive Council guidance, or legislative inquiry.

NSWERS Mission

Integrate and organize Nebraska's education and workforce data to inform decision making.

NSWERS Vision

Create a data-informed decision culture that supports successful pathways of learning and earning for the people of Nebraska.

NSWERS Legislative Direction

(LB1160, SECTION 2, SUBSECTION 3):

"The Nebraska Statewide Workforce and Educational Reporting System is envisioned as a comprehensive, sustainable, and robust lifelong learning and workforce longitudinal data system to allow for the targeting of resources, and focus data analysis on assessing workforce development and employment success in order to enable the training of tomorrow's workforce."

Examples of Special Topics

CROSS-OUTCOME TOPICS

- K-12 Student Attendance and Long-Term Outcomes
- Academic Growth Trajectories Across Sectors
- Pre/Post Pandemic Comparisons of Educational and Workforce Outcomes
- Chronic Absenteeism and Postsecondary Outcomes
- Academic Recovery Following Disruptions
- Cumulative Disadvantage Trajectories (e.g. students facing multiple risk factors)

CROSS-SYSTEM TOPICS

- Cradle-to-Career Pipeline Mapping
- Student Flow and Longitudinal Transfer Pathways
- Dual Enrollment Participation and Effects
- College Preparatory Coursework Completion Rates
- First-Year Credit Accumulation and Early Momentum Indicators
- Work-While-Enrolled Patterns and Workforce Readiness
- Credential Stacking and Career Outcomes

WORKFORCE DEVELOPMENT AND EMPLOYMENT SUCCESS TOPICS

- Career Progression Following Postsecondary Exit
- Employment Tenure and Workforce Stability
- Underemployment and Skills Mismatch Analysis
- Earned Wages and Short-Term vs. Long-Term Growth Patterns
- Career Transition Outcomes Following High School
- Credential of Value and Minimum Economic Return Thresholds
- Economic Mobility and Wage Trajectories After Postsecondary Completion
- Industry Sector-Specific Talent Gaps (e.g., Education, Healthcare, Information Technology, Skilled Trades)

PRIORITIZATION OF SPECIAL TOPICS

Special Topics will be prioritized based on:

- Alignment with NSWERS mission and legislative directives,
- Input from NSWERS Executive Council, Partner Representatives, and Advisory Committee,
- Availability and quality of required data elements,
- Analytic capacity and operational bandwidth at the time of request, and
- Potential policy relevance of the analysis.

NSWERS may also develop a formal Special Topics prioritization process during future agenda updates to systematically manage incoming research requests and partner needs.

FINANCIAL AID DATA

This section outlines the planned usage of financial aid-related data. NSWERS analyses will focus strictly on its relationship with college going, postsecondary persistence, and postsecondary graduation outcomes due to restrictions placed on data use by the Higher Education Act (HEA).

Scope and Use of Financial Aid Data

These elements serve as critical indicators of socioeconomic status and financial need in higher education. They represent the most reliable postsecondary source of such information, due to their derivation from both self-report and federal administrative data. All analyses are designed to support the administration and improvement of outcomes for participants of student aid programs by examining how financial aid and student need affects college going, persistence, and completion.

Expected Benefits

Findings from these analyses will inform NSWERS' partners about opportunities to strengthen student aid strategies by targeting supports that reduce attrition, improve degree completion, and better serve students with demonstrated financial need. Incorporating these elements into the NSWERS system enables Nebraska's public institutions to coordinate improvements to postsecondary attainment that extend beyond their individual purviews.

Integration into NSWERS Products

All use of financial aid data is governed by NSWERS' data management policies and procedures, ensuring data is never used beyond its allowable scope. All public analyses use only de-identified, aggregate data with appropriate suppression rules applied to minimize risk of individual identification or inference.

INSIGHTS PLATFORM

Financial aid data will be incorporated into NSWERS' publicly available research products, including:

Research Briefs and Special Report topic coverage:

- Analysis of student persistence and graduation rates disaggregated by Pell grant receipt and SES proxied via SAI/EFC.
- Examination of Pell Grant recipients' postsecondary outcomes across different demographic and institutional categories.

- Time-to-degree comparisons based on socioeconomic status, using Pell award status and SAI/EFC percentiles.
- Topics of above cross-referenced with other NSWERS data, such as ACT scores, high school preparation or advanced coursework (e.g. dual enrollment), student origin (e.g. in-state vs out-of-state).

After management committee review, these findings will be published on the insights platform, adhering to all NSWERS data governance protocols.

INSIGHTS+ PLATFORM

Financial aid data will be leveraged in private analyses for more complex research needs:

- **insights+ Analyzer and Query Builder:** To align with federal guidance, financial aid data will not be exposed in unrestricted querying interfaces, ensuring that its use remains confined to pre-approved models that directly support the evaluation of aid-related outcomes.
- **insights+ Stages of Analysis (Outcomes):** Financial aid data will be integrated into predefined models, serving as a covariate in analyses designed to Explain, Predict, and Simulate dashboard for postsecondary outcomes.
- **Data Requests:**
    - Level 2 Data Requests:
        - Financial aid information will not be eligible for level 2 data requests.
    - Level 3 Data Requests:
        - Researchers may request Postsecondary outcome rates and counts disaggregated by financial aid data, along with other requested disaggregates, subject to NSWERS data management policies (e.g. cell suppression)

Schedule for Inclusion in Products

The following timeline outlines when financial aid-related findings will be incorporated into NSWERS' public research agenda:

Q1 2026

- Inclusion in insights+ stages for postsecondary persistence and postsecondary graduation outcomes.

Q2 2026

- Report on postsecondary persistence including financial aid information.

Q3 2026

- Report on postsecondary graduation including financial aid information.

Inclusion in products beyond this timeline will be covered by future updates to the information and research agenda.

REVIEW AND UPDATE PROCESS

To ensure that the NSWERS Information and Research Agenda remains relevant, responsive, and reflective of evolving education and workforce needs, NSWERS intends to utilize a flexible review and update process. This process ensures that the agenda continues to align with statutory purposes, supports partner needs, and incorporates the latest developments in research and policy.

The agenda is kept current through a combination of structured annual review activities and ongoing environmental monitoring:

Inbound Communications Monitoring

NSWERS staff continuously review partner communications and feedback, including conversations, inquiries, and data requests. Input from these channels may reveal emerging analytic needs, suggest refinements to cohort or outcome definitions, or highlight new opportunities for program evaluation.

Field Awareness and Literature Monitoring

NSWERS staff maintain awareness of current research, national trends, and best practices in education and workforce policy. Although not a formal systematic review, this ongoing monitoring helps ensure that from time to time new and relevant topics are identified for inclusion.

Committee Engagements

NSWERS will engage the Data and Technology Committee annually and the Management Committee as needed, to review the operationalization of cohorts and outcomes, assess warehouse data needs, and discuss potential additions to partner data collections. The NSWERS Advisory Committee will be engaged annually for updates to the communications and public data product portion of this document. These discussions provide structured feedback that shapes proposed updates to the Information and Research Agenda.

Executive Council Approval

Proposed updates to the Information and Research Agenda are submitted annually to the NSWERS Executive Council for review and formal approval, although the Executive Council may consider ad-hoc revisions outside the regular cycle when warranted.

APPENDICES

APPENDIX A: CHANGE SUMMARY

Version 2.0

MAY 12, 2025

Major Changes:

- Restructuring of the Information and Research Agenda document to reflect system capabilities, governance practices, and partner feedback.
- Addition of a fully detailed Roles and Responsibilities section, clarifying the duties of Executive Council, Research and Evaluation Team, Communications Team, Committees, and Technical Advisory Committee in the Information and Research Agenda.
- Expansion and formalization of the Data Use Framework, including the use of cohort-outcome models and new guidelines for consistent outcome measurement across time and geography.
- Addition of descriptions of cohort definitions, mapped explicitly to outcomes, aligned to IPEDS and SLDS best practices.
- Major update to the Analytic Framework (Stages of Analysis), detailing the specific analytic tasks and considerations for each of the six stages: Explore, Describe, Explain, Predict, Forecast, and Simulate.
- Inclusion of the role of the Information and Research Agenda in considering Data Requests and Evaluation Requests
- Addition of a **Dissemination** section, fully describing:
    - insights+,
    - insights,
    - Planned and tentative public research product schedule through 2026.
- Expansion of the **Special Topics** section:
    - Deepened list of topics under Cross-Outcome, Cross-System, and Workforce Development categories,
    - New explanation of the flexible role Special Topics serve in responding to emerging needs,
    - Explicit statement of Special Topics prioritization criteria.

- Creation of a new **Financial Aid Special Section**, outlining:
  - Scope of financial aid data use within NSWERS,
  - Integration plan for insights and insights+ products,
  - Compliance with Higher Education Act (HEA) restrictions.
- Addition of an Annual Review and Update Process
- Addition of a Glossary of common terms

Version 1.3.0

JULY 8, 2024

- Additions to the Special Topics Section

Version 1.2.0

JULY 1, 2024

- Update to include additional data elements included in NSWERS File Specifications v1.3.0

Version 1.1.0

MAY 30, 2023

- Update to include special topics section
- Update certain research questions, methods, and predictor variables

Version 1.0.0

MAY 26, 2022

- Initial version publication

Version 0.0.1

MAY 24, 2022

- Initial draft publication

APPENDIX B: RESEARCH CONSTRUCT CROSSWALK

Postsecondary Data

File Name	NSWERS Field Names(s)	Research Construct
Postsecondary Academic Awards	Award Date, Award Code	Degree Completion
Postsecondary Academic Awards	Award CIP Code, Local Program Id	Degree Subject Area
Postsecondary Academic Awards	Institution ID, Postsecondary Student ID	Linking Variables
Postsecondary Courses	Course Code Subject, Course Code Number, Course Section, Course Location, Course Name, Secondary Course Name, Course Description, Dual Credit Flag, Associated High School	Course Offerings/ Availability
Postsecondary Courses	Course Instruction Mode, Course Type, Course Weight/REU Factor	Course Type
Postsecondary Courses	Institution ID, Academic Year Ending, Postsecondary Term Code	Linking Variables
Postsecondary Courses	Instructor ID	Multi-Level/Cluster/ Grouping Variables
Postsecondary Enrollment	Term Credit Hours Attempted	Academic Load
Postsecondary Enrollment	Term Credit Hours Earned, Term GPA	Academic Performance/ Academic Distress
Postsecondary Enrollment	High School Class Rank, High School Class Size, Cumulative High School GPA, GED Status	Academic Readiness
Postsecondary Enrollment	Primary Program One (major), Primary Program Two (major), Secondary Program One (minor), Secondary Program Two (minor), Local Program Id	Area of Study
Postsecondary Enrollment	Primary Program One Level, Primary Program Two Level	Award Being Sought
Postsecondary Enrollment	Census Flag, Full-Time Student Flag, First-Time Student Flag, Degree Seeking Flag, Education Level at Admission	Cohort Identification
Postsecondary Enrollment	First Generation Student	First Generation Student
Postsecondary Enrollment	Gender	Gender
Postsecondary Enrollment	Hispanic Indicator	Hispanic Ethnicity

File Name	NSWERS Field Names(s)	Research Construct
Postsecondary Enrollment	Institution ID, NDE Student ID, SSN, Postsecondary Student ID, Term, Last Name, First Name, Middle Name, Last Name Alias, First Name Alias, Middle Name Alias, Birthdate	Linking Variables
Postsecondary Enrollment	Marital Status	Marital Status
Postsecondary Enrollment	State of High School Graduation	Multi-Level/Cluster/ Grouping Variables
Postsecondary Enrollment	Race 1 Code, Race 2 Code, Race 3 Code, Race 4 Code, Race 5 Code	Race
Postsecondary Enrollment	State of High School Graduation	Student Origin
Postsecondary Terms	Institution ID, Postsecondary Student ID, Address Line 1, Address Line 2, Address City, Address State Abbreviation/Province, Address Postal Code, Address Country, Address Date, Address Type, Institution ID, Academic Year Ending, Postsecondary Term Code	Linking Variables
Postsecondary Terms	Start Date, End Date	Spatiotemporal Location
Postsecondary Transcript	Remedial Course Math Flag, Remedial Course English Flag, Course Credit Hours, Course Grade Points, Grade Mode, Course Completion	Academic Success
Postsecondary Transcript	Postsecondary Term Code, Course Code Subject, Course Code Number, Course Section	Course Taking Behavior
Postsecondary Transcript	Institution ID, Postsecondary Student ID, Academic Year Ending	Linking Variables
Postsecondary Transferred Courses	Articulation Term, Articulation Date, Academic Year Ending, External Source Name, External Source Id, Providing Course Subject, Providing Course Number, Receiving Category, Receiving Course Subject, Receiving Course Number, Credit Decision, Credits Accepted	Postsecondary Pathways

K12 Data

File Name	NSWERS Field Names(s)	Research Construct
ACT State Contract	NAW Ed or Occ Plans, NAW Writing, NAW Reading, NAW Study Skills, NAW Math Skills, Ii Independent Study, Ii Honors Courses	Academic Self-Efficacy
ACT State Contract	HSG English, HSG Math, HSG Social Studies, HSG Natural Sciences, HS Average, State Rank English, State Rank Math, State Rank Reading, State Rank Science, English Score, Math Score, Reading Score, Science Score, Composite Score, US Rank English, US Rank Math, US Rank Reading, US Rank Science, US Rank Composite, Sum of Scale Scores, State Rank Composite, STEM Score, US Rank STEM, Writing Subject Score, US Rank Writing Subject Score, WDS Ideas and Analysis, WDS Development and Support, WDS Organization, WDS Language Use and Conventions, English Language Arts Score, US Rank ELA, Understanding Complex Text Indicator, SS English Date, SS English TP, SS English Score, OSEoHigh English td, SS English TCS, SS Math Date, SS Math TP, SS Math Score, OSEoHigh Math td, SS Math TCS, SS Reading Date, SS Reading TP, SS Reading Score, OSEoHigh Reading td, SS Reading TCS, SS Science Date, SS Science TP, SS Science Score, OSEoHigh Science td, SS Science TCS, SS Composite Score, SS STEM Score, SS Writing Date, SS Writing TP, SS Writing Subject Score, SS Writing TCS, State Rank STEM, State Rank ELA, Sum of SS Scale Scores, SuperScore ELA Score, State Rank Writing Subject Score, HSG English 9, HSG English 10, HSG English 11, HSG English 12, HSG Other English, HSG Algebra 1, HSG Algebra 2, HSG Geometry, HSG Trigonometry, HSG Beginning Calculus, HSG Other Advanced Math, HSG Computers, HSG General Science, HSG Biology, HSG Chemistry, HSG Physics, HSG US History, HSG World History, HSG Other History, HSG American Government, HSG Economics, HSG Geography, HSG Psychology, HSG Spanish, HSG French, HSG German, HSG Other Language, HSG Art, HSG Music, HSG Drama, Overall GPA, CR Progress, RCPE English POW, RCPP English POW, RCPC English POW, RCPRR English POW,	Academic Success

File Name	NSWERS Field Names(s)	Research Construct
ACT State Contract continued	RCPE English KOL, RCPP English KOL, RCPC English KOL, RCPRR English KOL, RCPE English CSE, RCPP English CSE, RCPC English CSE, RCPRR English CSE, RCPE Math PHM, RCPP Math PHM, RCPC Math PHM, RCPRR Math PHM, RCPE Math NQ, RCPP Math NQ, RCPC Math NQ, RCPRR Math NQ, RCPE Math A, RCPP Math A, RCPC Math A, RCPRR Math A, RCPE Math F, RCPP Math F, RCPC Math F, RCPRR Math F, RCPE Math G, RCPP Math G, RCPC Math G, RCPRR Math G, RCPE Math SP, RCPP Math SP, RCPC Math SP, RCPRR Math SP, RCPE Math ISE, RCPP Math ISE, RCPC Math ISE, RCPRR Math ISE, RCPE Math M, RCPP Math M, RCPC Math M, RCPRR Math M, RCPE Reading KID, RCPP Reading KID, RCPC Reading KID, RCPRR Reading KID, RCPE Reading CS, RCPP Reading CS, RCPC Reading CS, RCPRR Reading CS, RCPE Reading IKI, RCPP Reading IKI, RCPC Reading IKI, RCPRR Reading IKI, RCPE Science IoD, RCPP Science IoD, RCPC Science IoD, RCPRR Science IoD, RCPE Science SI, RCPP Science SI, RCPC Science SI, RCPRR Science SI, RCPE Science MIERS, RCPP Science MIERS, RCPC Science MIERS, RCPRR Science MIERS, HS Class Rank, HS GPA, HS Curriculum	Academic Success continued
ACT State Contract	Barcode Indicator, Multiple Choice Score Indicator, Writing Score Indicator, Writing Condition Code	Assessment Validation
ACT State Contract	Planned Occ, Certainty of Planned Occ	Career Intentions
ACT State Contract	Max Planned Ed Level, Ii ROTC, Ii Study Abroad, PtP PS Instrumental Music, PtP PS Vocal Music, PtP PS Student Government, PtP PS Publications, PtP PS Debate, PtP PS Theater, PtP PS Varsity Athletics, PtP PS Radio or TV, PtP PS Service Organizations, Expect to Work in PS, Est Weekly Work in PS	College Activity Interests

File Name	NSWERS Field Names(s)	Research Construct
ACT State Contract	PS Choice 1, PS Choice 2, PS Choice 3, PS Choice 4, PS Choice 5, PS Choice 6, IISSScience, IIPR Science, IISSArts, IIPR Arts, IISSSocial Service, IIPR Social Service, IISSBusiness Contact, IIPR Business Contact, IISSBusiness Operations, IIPR Business Operations, IISSTechnical, IIPR Technical, II Map Region 1, II Map Region 2, II Map Region 3, EOS Release, Attend PS Full or Part Time, Living Plans for PS, Planned Major, Certainty of Planned Major, EC FAFSA, Prox Home to PS, Institution Type Pref, Rank Institution Type Pref, MFComposition Pref, Rank MFComposition Pref, PS State Pref 1, PS State Pref 2, Rank Location Pref, Maximum Tuition Pref, Rank Cost Pref, PS Size Pref, Rank Size of Enrollment Pref, Rank Field of Study Pref, Rank Other Factor, Ranks Type	College Intentions
ACT State Contract	HSC English 9, HSC English 10, HSC English 11, HSC English 12, HSC Other English, HSC Algebra 1, HSC Algebra 2, HSC Geometry, HSC Trigonometry, HSC Beginning Calculus, HSC Other Advanced Math, HSC Computers, HSC General Science, HSC Biology, HSC Chemistry, HSC Physics, HSC US History, HSC World History, HSC Other History, HSC American Government, HSC Economics, HSC Geography, HSC Psychology, HSC Spanish, HSC French, HSC German, HSC Other Language, HSC Art, HSC Music, HSC Drama, YS English, YS Math, YS Social Studies, YS Natural Sciences, YS Spanish, YS German, YS French, YS Other Lang, APEnglish, APMath, APSocial Studies, APNatural Sciences, APFor Lang	Coursetaking Behavior
ACT State Contract	Family Income Level, Mother or G1 Max Ed Level, Father or G2 Max Ed Level, HS Type, HS Size	Demographic
ACT State Contract	Best Language, First Language, Access EL Services, Max EL Service Grade	English Language Proficiency
ACT State Contract	Gender	Gender
ACT State Contract	Instrumental Music HS, Vocal Music HS, Student Government HS, Publications HS, Debate HS, Theater HS, Varsity Athletics HS, Radio TV HS, Service Organizations HS	High School Activities
ACT State Contract	Hispanic or Latino	Hispanic Ethnicity

File Name	NSWERS Field Names(s)	Research Construct
ACT State Contract	NDE Student ID, First Name, Middle Initial, Last Name, Street Address 1, Street Address 2, City, State Abbreviation, Zip Code, Country Alpha code, Province, International Postal Code, Date of Birth, Grade Level, HS Code, HS Graduation Year, Test Date, TP, Reporting Year, Administration, Test Date CCYYMMDD, Contract Test Type, State Test Day Indicator, SoDS Student Last Name, SoDS Student First Name, SoDS Middle Initial, SoDS Gender, SoDS Date of Birth, Record ID	Linking Variables
ACT State Contract	American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Prefer not to respond, Racial Ethnic Background	Race
ACT State Contract	State Use Question 01, State Use Question 02, State Use Question 03, State Use Question 04, State Use Question 05, State Use Question 06, State Use Question 07, State Use Question 08, State Use Question 09, State Use Question 10, State Use Question 11, State Use Question 12, State Use Question 13, State Use Question 14, State Use Question 15	State Specific
ELPA21	Test, Overall Proficiency Determination, Listening Domain Performance Level, Reading Domain Performance Level, Speaking Domain Performance Level, Writing Domain Performance Level, Listening Domain Scale Score, Reading Domain Scale Score, Speaking Domain Scale Score, Writing Domain Scale Score, Overall Scale Score, Comprehension Scale Score	English Language Proficiency
ELPA21	NDE Student ID, Administration Year, Enrolled Grade	Linking Variables
Educator Certification	Certificate Type, Certificate Rank, Certificate Limitations, Public/Non-Public, Effective Date, Original Issue Date, Issue Date, Expiration Date, Endorsement Code, Endorsement Description, Grade(s), Endorsement Issue Date, Endorsement Expiration Date	Educator Workforce Pipeline
Educator Certification	NDE Staff ID, First Name, Middle Name, Last Name, Previous First Name, Previous Middle Name, Previous Last Name, Birthdate, Certificate ID	Linking Variables
K12 ACT	English, Math, Reading, Science, Composite	Academic Readiness
K12 ACT	NDE Student ID, Test Date	Linking Variables

File Name	NSWERS Field Names(s)	Research Construct
K12 Attendance	Days Present, Days Absent	Academic Engagement/ On-Track Indicator
K12 Attendance	County District Number, School Number, School Year Ending, NDE Student ID	Linking Variables
K12 Career Education Programs	Career Education Programs Code	Career Education Program Content
K12 Career Education Programs	Career Education Participation Info Code	Depth of Career Education Program Participation
K12 Career Education Programs	County District Number, School Number, School Year Ending, NDE Student ID	Linking Variables
K12 College Board	Psat 8 9 Test Dt, Psat 8 9 Total, Psat 8 9 Erw, Psat 8 9 Math, Psat 8 9 Test Score Reading, Psat 8 9 Test Score Writing, Psat 8 9 Test Score Math, Psat 8 9 Subscore Evidence, Psat 8 9 Subscore Context, Psat 8 9 Subscore Expressideas, Psat 8 9 Subscore Conventions, Psat 8 9 Subscore Algebra, Psat 8 9 Subscore Problemsolving, Psat 8 9 Cross Test Score History Socialstudies, Psat 8 9 Cross Test Score Science, Psat Nmsqt Test Dt, Psat Nmsqt Total, Psat Nmsqt Erw, Psat Nmsqt Math, Psat Nmsqt Test Score Reading, Psat Nmsqt Test Score Writing, Psat Nmsqt Test Score Math, Psat Nmsqt Subscore Evidence, Psat Nmsqt Subscore Context, Psat Nmsqt Subscore Expressideas, Psat Nmsqt Subscore Conventions, Psat Nmsqt Subscore Algebra, Psat Nmsqt Subscore Problemsolving, Psat Nmsqt Subscore Advancedmath, Psat Nmsqt Cross Test Score History Socialstudies, Psat Nmsqt Cross Test Score Science, Psat 10 Test Dt, Psat 10 Total, Psat 10 Erw, Psat 10 Math, Psat 10 Test Score Reading, Psat 10 Test Score Writing, Psat 10 Test Score Math, Psat 10 Subscore Evidence, Psat 10 Subscore Context, Psat 10 Subscore Expressideas, Psat 10 Subscore Conventions, Psat 10 Subscore Algebra, Psat 10 Subscore Problemsolving, Psat 10 Subscore Advancedmath, Psat 10 Cross Test Score History Socialstudies, Psat 10 Cross Test Score Science, Sat Asmt Dt Mr, Sat Total Score Mr, Sat Erw Score Mr, Sat Math Score Mr, Sat Essay Reading Mr,	Academic Readiness

File Name	NSWERS Field Names(s)	Research Construct
K12 College Board continued	Sat Essay Analysis Mr, Sat Essay Writing Mr, Sat Test Score Reading Mr, Sat Test Score Writing Mr, Sat Test Score Math Mr, Sat Subscore Evidence Mr, Sat Subscore Context Mr, Sat Subscore Expressideas Mr, Sat Subscore Conventions Mr, Sat Subscore Algebra Mr, Sat Subscore Problemsolving Mr, Sat Subscore Advancedmath Mr, Sat Cross Test Score History Socialstudies Mr, Sat Cross Test Score Science Mr, Sat Asmt Dt Hc, Sat Total Score Hc, Sat Erw Score Hc, Sat Math Score Hc, Sat Essay Reading Hc, Sat Essay Analysis Hc, Sat Essay Writing Hc, Sat Test Score Reading Hc, Sat Test Score Writing Hc, Sat Test Score Math Hc, Sat Subscore Evidence Hc, Sat Subscore Context Hc, Sat Subscore Expressideas Hc, Sat Subscore Conventions Hc, Sat Subscore Algebra Hc, Sat Subscore Problemsolving Hc, Sat Subscore Advancedmath Hc, Sat Cross Test Score History Socialstudies Hc, Sat Cross Test Score Science Hc, Arthisgr, Arthisyr, Artstdgr, Artstdyr, Artst2gr, Artst2yr, Art3dgr, Art3dyr, Biolgr, Biolyr, Calcabgr, Calcabyr, Calcbcgr, Calcbcyr, Chemgr, Chemyr, Chinesgr, Chinesyr, Comscagr, Comscayr, Econmagr, Econmayr, Econmigr, Econmiyr, Englangr, Englanyr, Englitgr, Englityr, Envscigr, Envsciyr, Eurhisgr, Eurhisyr, Frnlangr, Frnlanyr, Gerlagr, Gerlayr, Govcomgr, Govcomyr, Govusgr, Govusyr, Humgeogr, Humgeoyr, Italgr, Italyr, Japangr, Japanyr, Latinvgr, Latinvyr, Musictgr, Musictyr, Physmgr, Physmyr, Physemgr, Physemyr, Psychgr, Psychyr, Spanlagr, Spanlayr, Spanltgr, Spanltyr, Statgr, Statyr, Ushistgr, Ushistyr, Wdhistgr, Wdhistyr, Phys1gr, Phys1yr, Phys2gr, Phys2yr, Cpstnsgr, Cpstnsyr, Cpstnrgr, Cpstnryr, Comscpgr, Comscpyr	Academic Readiness continued
K12 College Board	Best Language	English Language Proficiency
K12 College Board	Ethnic Responses, Ethnic Derived	Ethnicity
K12 College Board	NDE Student ID, Last Name, First Name, Middle Initial, Student Identifier, Student Address Line 1, Student Address Line 2, Student City, Student State, Student Zip Code, Gender, Date of Birth, Graduation Date	Linking Variables

File Name	NSWERS Field Names(s)	Research Construct
K12 College Board	AI Code, Institution Name, Date Of This Report	Spatiotemporal Location
K12 Courses	Dual Credit Code	Earned/Attempted Dual Credit
K12 Courses	Course Grade, Failed Course Flag	K12 Academic Success/ On-Track Indicator
K12 Courses	Semester, Local Course Code, Local Section Code, State Course Code, Course Delivery Model	K12 Coursetaking Behavior
K12 Courses	County District Number, School Number, School Year Ending, NDE Staff ID, NDE Student ID	Linking Variables
K12 Detailed Attendance	Attendance Event Date, Attendance Event Category, Attendance Event Duration	Academic Engagement
K12 Detailed Attendance	NDE Student ID, School Year Ending	Linking Variables
K12 Enrollment	Enrollment Date, Enrollment Code, Grade Level	High School Progression
K12 Enrollment	County District Number, School Number, School Year Ending, NDE Student ID	Linking Variables
K12 Enrollment	Residence Status	Spatiotemporal Location
K12 Staff Assignments	County District Number, School Number, NDE Staff ID, Controlling District Code, School Year Ending	Linking Variables
K12 Staff Assignments	Full-Time Equivalency	Staff Assignment Allocation
K12 Staff Assignments	Experience At This District	Staff District Experience
K12 Staff Assignments	Assignment Date, Completion Date	Staff Spatiotemporal Location
K12 Staff Demographics	NDE Staff ID, Local Staff ID, Gender, School Year Ending	Linking Variables
K12 Staff Demographics	Educational Attainment Code	Staff Education Level
K12 Staff Demographics	Hispanic Indicator	Staff Hispanic Ethnicity
K12 Staff Demographics	Primary Subject Area	Staff Primary Subject Area
K12 Staff Demographics	Race 1 Code, Race 2 Code, Race 3 Code, Race 4 Code, Race 5 Code	Staff Race
K12 Staff Demographics	Total Experience	Staff Total Experience
K12 Statewide Assessment	Assessment Score, Proficiency Level	Academic Readiness/ On-Track Indicator

File Name	NSWERS Field Names(s)	Research Construct
K12 Statewide Assessment	County District Number, School Number, School Year Ending, NDE Student ID	Linking Variables
K12 Statewide Assessment	Assessment Target Grade Level, Assessment Name, Subject Name, Reason Not Tested	Multi-Level/Cluster/ Grouping Variables
K12 Statewide Assessment	Assessment Date	Natural Experiment Indicator
K12 Student	EL Eligibility, EL Participation, EL Duration, Redesignated as English Fluent, Home Language Code	English Language Proficiency
K12 Student	Foreign Exchange Student	Foreign Exchange Status
K12 Student	Gender	Gender
K12 Student	High Ability Learner Eligibility, High Ability Learner Participant	Gifted and Talented Status
K12 Student	Hispanic Indicator	Hispanic Ethnicity
K12 Student	NDE Student ID, SSN, First Name, Middle Name, Last Name, Generation Code, First Name Alias, Middle Name Alias, Last Name Alias, Generation Code Alias, Birthdate, Grade Level	Linking Variables
K12 Student	Military Family Code	Military Family Status
K12 Student	Expected Graduation Year	On-Time High School Graduation
K12 Student	Attended Preschool	Preschool Attendance
K12 Student	Race 1 Code, Race 2 Code, Race 3 Code, Race 4 Code, Race 5 Code	Race
K12 Student	District of Residence, School of Residence	Residence Status
K12 Student	Single Parent, Homeless Youth Indicator, Highly Mobile Indicator	Risk Factors
K12 Student	Full-Time Equivalency	School Assignment Allocation
K12 Student	County District Number, School Number, School Year, Student Address: Street Number Name, Student Address: Apartment Room Suite Number, Student Address: City, Student Address: State Abbreviation, Student Address: Postal Code, Immigrant Indicator	Spatiotemporal Location
K12 Student	SPED Participation	Special Education Participation

APPENDIX C: COMPLETED RESEARCH QUESTIONS

While it is not possible to enumerate a strict list of research questions that NSWERS will investigate via allowable data uses described within this report, the following are a list of questions that have been addressed within NSWERS public data products, hosted on the insights platform.

2025 Dual Enrollment Report

- How many Nebraska students take one or more dual enrollment courses?
- What percent of Nebraska students earn dual enrollment credit?
- Through what colleges do Nebraska students access dual enrollment courses?
- Where do students within each high school cohort participate in dual enrollment?
- How does dual enrollment participation differ geographically?
- From which districts and schools do Nebraska students access dual enrollment?
- Which districts have the highest dual enrollment student participation?
- In which grades do Nebraska students take dual enrollment courses?
- How many dual enrollment credits do Nebraska students earn?
- What dual enrollment courses and subjects do Nebraska students take?
- How do Nebraska dual enrollment students perform academically in high school? (High School GPA)
- How do Nebraska dual enrollment students perform academically in college? (Postsecondary GPA)
- How many Career and Technical Education (CTE) dual enrollment courses are offered to Nebraska students?
- What are the top CTE subjects that dual enrollment students take?
- What are the demographic characteristics of dual enrollment students in Nebraska? (Race/Ethnicity and Gender)
- Do Nebraska public high school students graduate within four years of starting high school?
- Do high school graduates enroll in college within 16 months of their high school graduation?
- Do Nebraska two-year college students re-enroll for the fall term one year following their college start date?
- Do Nebraska four-year college students re-enroll for the fall term one year following their college start date?

- Do out-of-state four-year college students re-enroll for the fall term one year following their college start date?
- Do students earn a postsecondary certificate or degree after high school graduation?
- Do college students at Nebraska two-year postsecondary institutions earn a certificate or degree within six years of high school graduation?
- Do college students at Nebraska four-year postsecondary institutions earn a certificate or degree within six years of high school graduation?
- Do college students at out-of-state four-year postsecondary institutions earn a certificate or degree within six years of high school graduation?

Early Reading Brief

- How does third grade reading proficiency relate to later high school graduation rates?
- How does third grade reading proficiency relate to later college-going rates?
- How do differences in third grade reading scores (even within proficiency categories) impact high school graduation and college enrollment?
- How stable is reading proficiency from third grade to seventh grade?
- Does improving reading proficiency by seventh grade improve chances of high school graduation and college enrollment?
- Is consistent high reading proficiency (both third and seventh grade) associated with better postsecondary outcomes than temporary or partial proficiency?

Timely Employment Brief

- How does college graduation affect the likelihood of timely employment?
- How does the type of institution (two-year vs. four-year college) influence the likelihood of timely employment?
- How does a student's college major (career cluster) relate to timely employment rates?
- What is the difference in timely employment rates between graduates and non-graduates within each career cluster?
- How does work experience (earnings during college) relate to the likelihood of achieving timely employment after college?
- How do earnings trajectories after college differ between those who achieved timely employment and those who did not?
- What is the long-term earnings premium associated with securing timely employment shortly after college exit?

Employment Gap Brief

- What are the high-demand occupations (H3 occupations) in Nebraska with significant annual job openings?
- For high-demand occupations, how does the in-state workforce supply (graduates) compare to the projected annual workforce demand?
- Which occupations in Nebraska have the highest rates of unmet workforce demand?
- How much of the demand for each occupation is driven by economic growth versus replacement needs?
- What proportion of the workforce supply for these occupations comes from public versus private postsecondary institutions?
- What are the program completion rates for students in Nebraska public colleges in fields aligned with high-demand occupations?
- How likely are Nebraska public college graduates to remain working in Nebraska across different degree fields?
- How do the median annual earnings of Nebraska public college graduates compare across high-demand occupations?
- Are Nebraska graduates earning wages comparable to national averages in their respective high-demand fields?

Talent Retention Brief

- How does a student's origin (in-state vs. out-of-state) affect their likelihood of staying and working in Nebraska after college graduation?
- How does prior work experience in Nebraska during college influence talent retention rates after graduation?
- What are the earnings thresholds during college associated with a 50% probability of talent retention for in-state and out-of-state students?
- How does talent retention vary by college major or degree field?
- How does talent retention differ between graduates from two-year and four-year colleges?
- Can targeted interventions (such as internships or work opportunities) for out-of-state students substantially improve talent retention?
- Which degree fields show the highest and lowest rates of talent retention, and how does student origin influence these outcomes?
- How do varying levels of work experience during college affect the number of additional graduates needed to retain 100 college-educated workers in Nebraska?

APPENDIX D: GLOSSARY

ACADEMIC READINESS

A research construct approximating a student's preparation for further education, often derived from coursework, grades, and assessments.

AGGREGATE DATA

Data that have been combined from individual-level records into summary statistics that have reduced exposure risk.

ANNUAL REVIEW PROCESS

The structured yearly update cycle for revisiting and refining the NSWERS Information and Research Agenda.

COHORT

A group of individuals defined by shared characteristics at a starting point, such as entering high school or beginning postsecondary enrollment. See also: Population.

COHORT–OUTCOME MODEL

A standardized analytic approach linking a defined population (cohort) to a specific outcome (e.g., graduation, employment).

CONSTRUCT

A proxy variable or derived measure inferred from available fields in NSWERS datasets to represent concepts of interest (e.g., "Academic Engagement").

CROSS-SYSTEM TOPIC

A research area that spans multiple education and/or workforce sectors, requiring linked data across systems.

DATA REQUEST

An external request for aggregate or individual record data, processed according to NSWERS' legal and governance standards.

DATA USE FRAMEWORK

The structure defining allowable, disallowed, and conditioned use cases for NSWERS data under applicable laws and agreements.

EVALUATION REQUEST

A request to conduct a formal program impact evaluation using NSWERS data to study the effectiveness of specific interventions, policies, or programs.

FERPA EVALUATION EXCEPTION

A provision of the Family Educational Rights and Privacy Act allowing data disclosure to conduct studies evaluating education programs without requiring individual consent.

FORECASTING

The process of projecting future outcome rates or counts based on historical data trends, typically over a 3–5 year horizon.

INSIGHTS

NSWERS' publicly accessible platform providing dashboards, briefs, special reports, and other public-facing data products.

INSIGHTS+

NSWERS' secure internal platform offering authorized partners access to standardized and interactive analytic tools, cohort dashboards, and custom research outputs.

OUTCOME

A measurable achievement or event of interest, such as high school graduation, college enrollment, or employment placement.

POPULATION

A defined group of individuals who meet specific inclusion criteria for a given analysis. In NSWERS analyses, populations are typically established based on enrollment, graduation, employment, or demographic characteristics at a given point in time. Each population serves as the denominator against which outcomes (e.g., graduation, persistence, employment) are measured. See also: Cohort

PREDICTIVE MODELING

The use of statistical or machine learning techniques to estimate the probability that an individual will achieve a particular outcome based on available predictors.

PROXY VARIABLE

A data element used to approximate an underlying concept that is difficult to measure directly (e.g., using free/reduced lunch status as a proxy for socioeconomic disadvantage).

ROLE-RESTRICTED TOOLS

Tools in insights+ that are accessible only to users assigned appropriate permissions based on their institutional role.

SIMULATION

The modeling of hypothetical interventions to estimate how changes in conditions would alter future outcome rates.

SPECIAL TOPICS

Standalone research questions that are themselves not NSWERS core outcomes but are related to core outcomes and are aligned with broader education and workforce priorities.

STAGE OF ANALYSIS

One of the six progressive steps — Explore, Describe, Explain, Predict, Forecast, Simulate — applied to each analysis of a cohort–outcome pair.

STRATEGIC DATA DEPENDENCIES

Data elements identified as potentially necessary NSWERS' to provide research and evaluation on an expanded topic set.

SUPPRESSION

The practice of withholding small cell counts in reporting to protect the confidentiality of individual records.

TALENT RETENTION

The rate at which graduates of Nebraska institutions stay and work in Nebraska after completing their education.

Support materials for agenda item 3.4
April 29, 2026

nswers

NEBRASKA STATEWIDE WORKFORCE &
EDUCATIONAL REPORTING SYSTEM
901 N 17TH, NH W 208
LINCOLN, NE 68588-0524

insights.nswers.org

DATA MANAGEMENT
POLICY & PROCEDURES

Version 2.7

nswers

Nebraska Statewide Workforce & Educational Reporting System

Updated on April 27, 2026

These policy statements pertain to the Nebraska Statewide Workforce & Educational Reporting System (NSWERS) under the authority of the NSWERS Executive Council, operated and maintained by NSWERS at the University of Nebraska. NSWERS operates as a public body corporate and politic of the State of Nebraska pursuant to the Interlocal Cooperation Act (Neb. Rev. Stat. §§ 13-801 to 13-827). All changes or amendments to these policies require approval of the NSWERS Executive Council.

PURPOSE

This document outlines the data management policies for the Nebraska Statewide Workforce & Educational Reporting System (NSWERS). It defines governance of the NSWERS data system, related privacy and confidentiality considerations, data access of use obligations, data request and disclosure conditions, approaches to data security, and processes to ensure data quality.

SCOPE

NSWERS maintains administrative data from state agencies, local governments, and third-party organizations necessary for the operation and maintenance of a "comprehensive, sustainable, and robust lifelong learning and workforce longitudinal data system" **(Nebraska Legislative Bill 1160, 2020)**. NSWERS maintains separate data sharing agreements with each data contributing entity.

This document focuses on the layers of technology and management processes directly controlled by NSWERS. It applies to all employees, loaned employees, contractors and any individual or group transferring data to, storing data within, and requesting access to NSWERS data and/or the NSWERS data system.

INDEX

DATA **GOVERNANCE**

DATA GOVERNANCE

The Nebraska Statewide Workforce & Educational Reporting System (NSWERS) and its data systems operate under the authority of the NSWERS Executive Council. Related administrative functions are the responsibility of the NSWERS Executive Director who may delegate certain functions to NSWERS staff. The Executive Director, or his or her designee, is responsible for faithfully executing the policies and directives of the NSWERS Executive Council or seeing that they are executed by NSWERS staff.

NSWERS governs data in accordance with state and federal laws and regulations including, but not limited to, the Family Educational Rights and Privacy Act (FERPA) [20 U.S.C. 1232g, and applicable regulations at 34 C.F.R. 99], Department of Labor regulations [20 C.F.R. Part 603 and Neb. Rev. Stat. §§48-612 and 48-612.01], the Individuals with Disabilities Education Act (IDEA), the Protection of Pupil Rights Amendment (PPRA), and the National School Lunch Act (NSLA). All these laws and policies are essential to maintaining the confidentiality of individual records as they are collected and maintained in the NSWERS data system. Changes and additions to state and federal laws and regulations are periodically reviewed to determine whether this policy complies.

PARTNERS, AFFILIATES, AND CONTRIBUTORS

NSWERS Partners are public agencies within the meaning of Nebraska Revised Statutes §13-803 and are signatories to the NSWERS Interlocal Agreement. NSWERS Partners include:

- The Nebraska Department of Education (NDE),
- Central Community College (CCC),
- Metropolitan Community College (MCC),
- Mid-Plains Community College (MPCC),
- Northeast Community College (NCC),
- Southeast Community College (SCC),
- Western Nebraska Community College (WNCC),
- The Nebraska State College System (NSCS), and
- The University of Nebraska System (NU).

NSWERS Affiliates are those entities that are required by state statute to contribute data into the NSWERS data system but are not signatories to the NSWERS interlocal agreement. The NSWERS Affiliate includes:

- The Nebraska Department of Labor (NDOL)

NSWERS Contributors are those entities that contribute data into the NSWERS data system but are not Partners or Affiliates. The NSWERS Contributor includes:

- The National Student Clearinghouse (NSC)

DATA OWNERSHIP AND RETENTION

NSWERS Partners and Affiliates retain ownership of the data they submit into the NSWERS data system. NSWERS functions as a custodian of this data.

NSWERS will retain Partner and Affiliate information consistent with the individual data sharing agreements executed with each entity, **but not for more than twenty years**.

THE NSWERS DATA SYSTEM

The NSWERS data system contains individual records from public agencies, local governments, and third-party organizations for the purpose of supporting program evaluation, conducting longitudinal analysis, and informing policy decisions. Integrating individual records within the NSWERS data system provides the capability to examine trends and patterns in student performance and outcomes that are impossible to assess by examining education data on its own. As such, the NSWERS data system contains information about all public school districts and postsecondary education institutions in Nebraska, including students in pre-kindergarten programs (programs for children prior to kindergarten), kindergarten programs, grades one (1) through twelve (12), two- and four-year postsecondary education, adult learners, and students receiving special education services through age twenty-one (21) and their workforce- and employment-related outcomes. It also contains information about school district and postsecondary institution personnel.

DESTRUCTION OF DATA

NSWERS complies with destruction requests from data contributing agencies. Partner, Affiliate, and Contributor information shall be destroyed by securely deleting or purging the information from utilized data systems and physically destroying any information maintained in a physical media or format.

RESPONSIBILITIES OF THE NSWERS

NSWERS is responsible for:

- Guaranteeing the security and confidentiality of the data maintained within the NSWERS data system.
- Publishing a Data Collection Calendar, along with instructions for data submission, validation and certification.
- Maintaining a Data Dictionary that is accurate, up-to-date, and available to accompany any reports generated.
    - The NSWERS Data Dictionary should contain metadata (the data about the data) to increase understanding of the data elements themselves during data collection and data reporting.
    - The metadata includes definitions, business rules, formatting information, and justification/reporting requirements for collecting the data element.
- Providing guidance and assistance to Partner and Affiliate personnel, or other data contributing entities, as needed to complete data submissions.
- Ensuring that information from the NSWERS data system is made available to those with a legitimate educational interest to access data, and to guard against improper disclosure of the data.
- Ensuring that NSWERS staff complete annual FERPA and data security training.
- Implementing appropriate measures to protect the confidentiality of individual records through training and outreach to NSWERS staff, NSWERS Partners and NSWERS Affiliates.
- Maintaining documentation of NSWERS staff with access to individual-level information for the purposes of his or her job duties.
- Ensuring that public-use data only display summary or aggregate views that suppress small cell sizes. Data on individuals cannot be accessed by anyone at public-use level.
- Ensuring that NSWERS staff do not create, collect, store, use, maintain, or disseminate private or confidential data on an individual in violation of federal or state law.
- Ensure that any contracts with third parties to perform system manager function require that data be protected by the same security rules, as well as any applicable FERPA protections.
- Determining if personally identifiable information has been improperly disclosed by a NSWERS contractor.

PARTNERS AND AFFILIATES ARE RESPONSIBLE FOR:

As the originators of data residing within the NSWERS data system, NSWERS Partners and Affiliates are responsible for ensuring the accuracy, quality, completeness, and timeliness of the data they submit into the NSWERS data system.

NSWERS Partners and Affiliates are responsible for adhering to the NSWERS Data Quality policies and procedures established herein. NSWERS Reporting Standards and Data Collection Calendar define applicable review windows and data collection dates.

INCIDENT MANAGEMENT

Should a data breach or cybersecurity event occur, NSWERS immediately informs NU ITS personnel and follows the University of Nebraska's incident management plan.

VIOLATIONS

Appropriate procedures shall be followed in reporting any breach of security or compromise of safeguards. Any person engaging in unauthorized use, disclosure, alteration, or destruction of data held by NSWERS in violation of this policy shall be subject to appropriate disciplinary action.

DATA **PRIVACY AND CONFIDENTIALITY**

DATA PRIVACY AND CONFIDENTIALITY

Federal law (specifically, the **Federal Educational Rights and Privacy Act of 1974**, also known as "FERPA") safeguards the confidentiality of individual student information. This law requires that educational institutions and state agencies maintain the confidentiality and privacy of personally identifiable information in student records. The U.S. Department of Education has created extensive regulations regarding implementation of FERPA under **Title 34, Part 99** of the Code of Federal Regulations. In some instances, data may also be protected by the Parts B and C of the federal **Individuals with Disabilities Education Act**, also known as "IDEA". Federal regulations regarding implementation of IDEA can be found in **Title 34, Part 300** and **Title 34, Part 303** of the Code of Federal Regulations. IDEA incorporates all the provisions of FERPA and adds eight additional requirements to safeguard privacy.

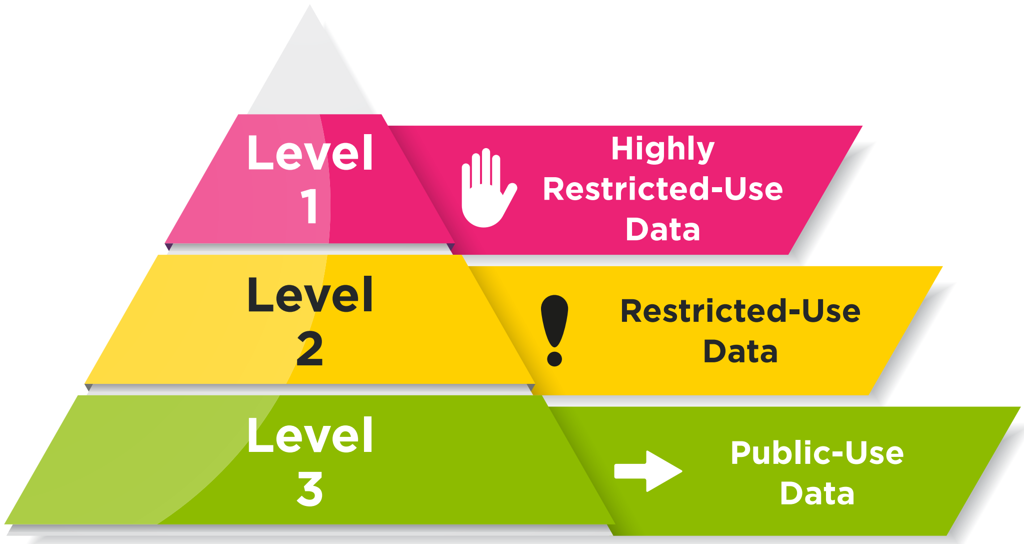
Workforce-related data also are protected and secured by federal law, such as **Section 303 of the Social Security Act**, for which the U.S. Department of Labor has promulgated **Title 20, Part 603** of the Code of Federal Regulations. Furthermore, the federal **Workforce Innovation and Opportunity Act of 2014** prohibits the disclosure information collected under the auspices of the workforce development system that would "constitute a clearly unwarranted invasion of personal privacy." In other words, the NSWERS cannot release or share information about individuals that would constitute an unwarranted invasion of privacy, even to advance its workforce development system. **In compliance with all of these laws and regulations, the NSWERS only publishes aggregate information, and never information that can be used to identify individuals.**

PRIVACY RESOURCES

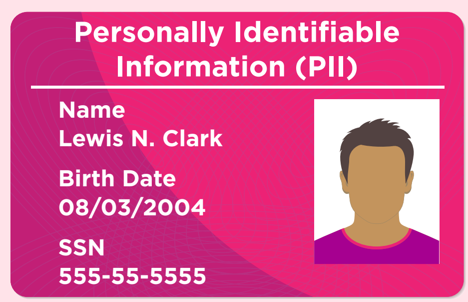
1. **A Stoplight for Student Data Use** - The Data Quality Campaign (DQC) has released this brochure that explains in a simple way the privacy laws that protect student data.
2. **Privacy Technical Assistance Center** - The U.S. Department of Education has created this website to help educators and parents understand the requirements of federal privacy laws.
3. **Data Integration Support Center** – The DISC supports public agencies in navigating the complexities of state and federal privacy and security regulations for integrated data systems through flexible, adaptable, and easily accessible resources, diverse media, expert guidance, and technical assistance.

NSWERS DATA USE CLASSIFICATIONS

There are three classifications of data stored and used by the NSWERS:

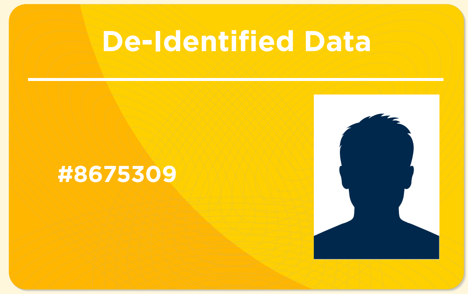


Level 1 - Highly Restricted-Use Data



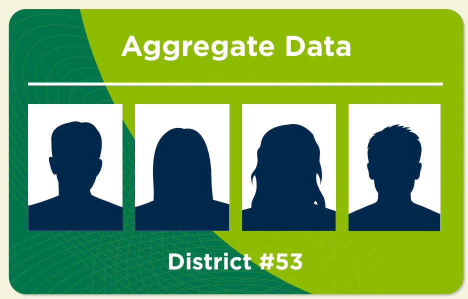
These are data that include identifiable data or information about the identity of individual persons. For the purposes of this policy, identifiable data means information that alone or in combination is linked or linkable to a specific individual and that would allow a reasonable person to identify the individual with reasonable certainty. Level 1 data elements include: First Name, Middle Name, Middle Name Alias, Last Name, Last Name Alias, Full Name, Generation Code, Generation Code Alias, Birthdate, Student Address, Social Security Number, NDE Staff ID, and Local Staff ID. **NSWERS uses Level 1 data for record matching purposes only.** This type of data is very rarely shared, and only for record matching where expressly authorized under applicable state and federal law.

Level 2 - Restricted-Use Data



These are data that include de-identified but individual records (e.g., individual academic scores, enrollment codes and graduation outcomes). For the purposes of this policy, de-identified but individual level data means information that alone or in combination is linkable to a specific individual, but due to masking, does not allow a reasonable person to identify the individual with reasonable certainty. Level 2 data are typically what the NSWERS shares with Partners, Affiliates, Contributors and third parties for research purposes, and strict precautions are undertaken to ensure privacy and security.

Level 3 - Public-Use Data



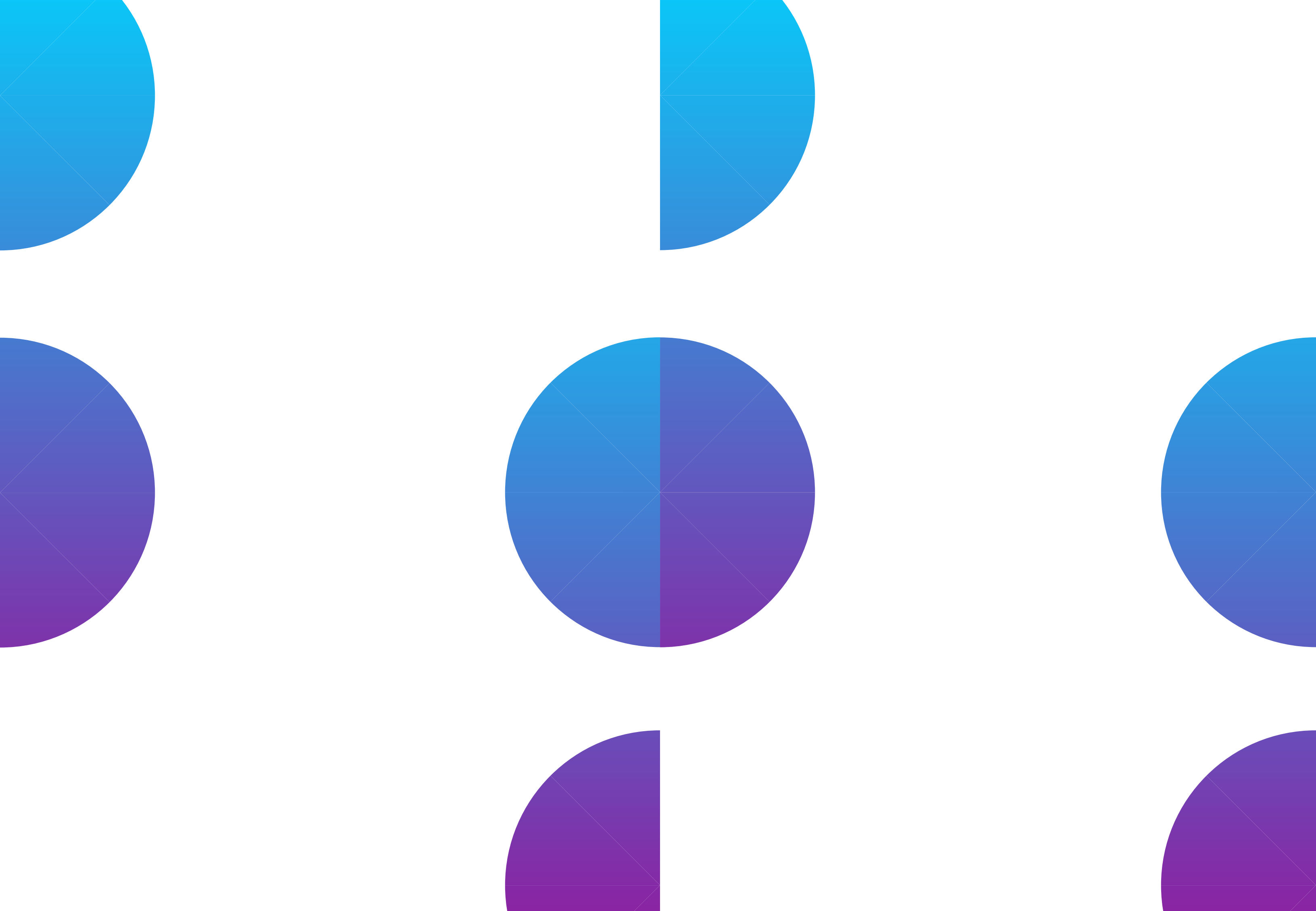
These are data that summarize individual level data (e.g., graduation rates, college going rates, average GPAs). They appear in aggregate form and contain no individual records. NSWERS creates and uses Level 3 data to produce research products for public view (e.g., reports, dashboards, and informational presentations).

Even here, though, precautions are taken to protect individual identities. When discussing the graduation rates of students of various demographics at a particular high school or district, for example, we might be able to say more about some groups of students than others. For example, we might be able to freely compare the graduation rates of White students with Hispanic or African American students, but if there were only six (6) or seven (7) Native American students in the cohort, we cannot say as much about this group. Revealing even Level 3 or aggregate information (such as averages) of a group that small might still allow people to infer information about individual students. In such cases, NSWERS will suppress those values and statistics.

CONFIDENTIALITY PROTECTIONS

To ensure the confidentiality of individual records held by NSWERS, four (4) protections are in place at NSWERS. These include the assignment of a unique identifier, data security measures, restricted access protocols, and cell suppression.

1. Assignment of a unique number, called the NSWERS ID, protects the confidentiality of individual records in the NSWERS data system. A new NSWERS ID is generated for each unique student that is identified in the system. As the record enters the NSWERS data system, level 1 information is used to link a record to previous submissions. If a link is not made, a new NSWERS ID is generated and assigned. After this process, all Level 1 data is removed from the record. The NSWERS ID itself consists of a randomly generated "Universally Unique Identifier" (UUIDv4) that is not derived from any submitted data, ensuring no possibility of reverse engineering the original level 1 data used for linking.
2. Data security includes the technical measures put into place by the NSWERS to ensure that records are not lost, stolen, vandalized, illegally accessed, or otherwise rendered useless or compromised. Security measures include, but are not limited to, physical barriers, virtual access controls, Identity and Access Management (IAM), multifactor authentication, firewalls, Intrusion Detection/Prevention Systems (IDPS), and encryption (for more information, see the Data Security section of this policy).
3. Restricted access to the NSWERS data system and the information contained therein is ensured through Security Agreements and role-specific access, which is consistent with the requirements of FERPA (for more information, see the Data Access and Use section of this policy).
4. Cell suppression is implemented for public reporting purposes so that no individual can be identified by process of elimination where a group may include small numbers. Aggregate results do not show **fewer than ten (10) individual persons.** No reports are produced with figures or tables containing small enough cells such that individuals can be identified by a reasonable person.
5. NSWERS may generate analytic outputs that are designated as Internal Use Only (IUO). These analyses may omit disclosure controls, including cell suppression, provided the outputs are delivered only through NSWERS' secure restricted workspace. IUO outputs must not be disclosed outside NSWERS or the requesting Partner.



DATA **ACCESS AND USE**

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.
- Other NSWERS Staff
    - Other NSWERS staff may access Level 1 data only with written authorization by the NSWERS Executive Director for a legitimate business need, for a defined time period, and while under the supervision of an NSWERS Assistant Director.

Level 2 Data Access

Only authorized NSWERS staff may access Level 2 data, including:

- Assistant Director for Research & Evaluation
    - Requires access to Level 2 data to perform their job responsibilities: to prepare data for import, to clean and analyze data, to troubleshoot potential data linkage problems, and to create research summaries and data products.
- Data Scientist
    - Requires access to Level 2 data to perform their job responsibilities: to clean and analyze data, and to create research summaries and data products.
- Other NSWERS Staff
    - All other NSWERS staff may access Level 2 data only with written authorization by the NSWERS Executive Director for a legitimate business need, for a defined time period, and while under the supervision of an NSWERS Assistant Director.

Level 3 Data Access

All NSWERS staff are granted access to Level 3 data.

NSWERS staff with access to individual-level information (i.e., Level 1 or Level 2 data) for the purposes of his or her duties must have a signed Security Agreement to Access Data (see Appendix B) on file. The Security Access agreement includes the specific aspect of data to which the individual has access, a justification as to the need for access, and the NSWERS Executive Director's signature indicating support for access and compliance with FERPA and the NSWERS Data Management Policy & Procedures. This security form, with the proper signature signoffs, is the impetus for the creation of a user account with access to the limited information related to his/her position.

DATA USE BY NSWERS STAFF

Authorized NSWERS staff may use information from the NSWERS data system to conduct ongoing research and program evaluation consistent with NSWERS' mission, goals, and the queries expressed in the NSWERS Information & Research Agenda. NSWERS Staff shall provide scientifically rigorous, independent, and objective research and program evaluation for Nebraska's education and workforce training systems.

DATA **REQUESTS AND DISCLOSURE**

DATA REQUESTS AND DISCLOSURE

Under no circumstances shall data from the NSWERS data system be released or disclosed except as expressly authorized under applicable state and federal law, and in accordance with the policies established by the NSWERS Executive Council. **The NSWERS Executive Council shall be provided with an audit log of all data requests made to and fulfilled from the NSWERS data system on a regular basis.**

DISCLOSING DATA BACK TO A PARTNER

Partners may request that NSWERS return data originating from their own data submissions. These types of data requests from Partners are known as "data return requests." Data return requests are either "rejected" or "approved" based on the level of data being requested (see Appendix A – NSWERS Data Request and Disclosure Decision Matrix).

Level 1 Data Return Request

NSWERS shall not disclose Level 1 data back to Partners.

Level 2 Data Return Request

Partners may request that NSWERS return their Level 2 data. NSWERS shall disclose Level 2 data back to a Partner upon request.

Level 3 Data Return Request

Partners may request that NSWERS return their Level 3 data. NSWERS shall disclose Level 3 data back to a Partner upon request.

DISCLOSING LINKED RECORDS TO A PARTNER

Partners may request that NSWERS return their own records linked to data from another Partner, Affiliate, and/or Contributor. In other words, NSWERS Partners may request linked data for their own records. These types of data requests from Partners are known as "linked record requests." Linked record requests are either "rejected", "reviewed" for merit and subject to endorsement by the NSWERS Executive Council, or "approved" based on the level of data being requested (see Appendix A – NSWERS Data Request and Disclosure Decision Matrix). Characteristics of the data elements requested shall determine the necessity of a Research Proposal Application (RPA), a Data Disclosure Agreement (DDA), as well as the mode of data access (online only or file export capability).

Partners approved for a Level 2 linked record request may also contribute additional data elements of their own to the NSWERS secure online environment to support authorized analyses. Such Partner-supplied data must remain under the Partner's ownership, be handled consistent with NSWERS data security standards, and be used solely within the secure environment for the approved project scope.

Level 1 Linked Record Requests

NSWERS shall not disclose Level 1 linked records to a Partner.

Level 2 Linked Record Requests

Partners may request that NSWERS return their own records linked with Level 2 data from another Partner, Affiliate, and/or Contributor. Where permitted by federal and state law, subject to endorsement by the NSWERS Executive Council, and where appropriate contracts for data sharing are in place, NSWERS may disclose Level 2 linked data to a Partner. All Partners that have Level 2 information included in a linked record request shall be notified of the request and, if applicable, any disclosure made to the requestor.

Level 3 Linked Record Requests

Partners may request that NSWERS return their own records linked with Level 3 data from another Partner, Affiliate, and/or Contributor. Where permitted by federal and state law, NSWERS may disclose Level 3 linked data to a Partner. All Partners that have level 3 information included in a linked record request shall be notified of the request and, if applicable, any disclosure made to the requestor.

GENERAL DATA REQUESTS

Any entity (e.g., Partners, Affiliates, Contributors, and/or third parties) may request data from the NSWERS data system. Data requests that are not "data return requests" or "linked record requests" are known as "general data requests." General data requests are either "rejected", "reviewed" for merit and subject to endorsement by the NSWERS Executive Council, or "approved" based on the level of data being requested (see Appendix A – NSWERS Data Request and Disclosure Decision Matrix). Characteristics of the data elements requested shall determine the necessity of a Research Proposal Application (RPA), Institutional Review Board approval, a Data Disclosure Agreement (DDA), the applicability of fees, as well as the mode of data access (online only or file export capability).

Level 1 General Data Requests

NSWERS shall not release Level 1 data.

Level 2 General Data Requests

Any entity may request Level 2 data from the NSWERS data system. Where permitted by federal and state law, subject to endorsement by the NSWERS Executive Council, and where appropriate contracts for data sharing are in place, NSWERS may disclose Level 2 data. All Partners that have Level 2 information included in a general data request shall be notified of the request and, if applicable, any disclosure made to the requestor.

Level 3 General Data Requests

Any entity may request Level 3 data from the NSWERS data system. Where permitted by federal and state law, NSWERS may disclose Level 3 data. All Partners that have Level 3 information included in a general data request shall be notified of the request and, if applicable, any disclosure made to the requestor.

GENERAL DATA REQUEST REVIEW PROCESS

The NSWERS Executive Director has responsibility for determining whether a data request shall be granted consistent with the terms of this policy. **If the request does not meet the standards established by the NSWERS Executive Council for the appropriate release of data, the request must be denied.**

The NSWERS may grant access to data for educational purposes, if:

- The research study meets specific criteria related to scientific merit and feasibility;
- The research is research the NSWERS would have otherwise conducted itself (as identified in the NSWERS Information & Research Agenda);
- Appropriate privacy, confidentiality, and security measures are ensured throughout the proposed research plan; and
- All necessary legal documentation is signed and in place.

The NSWERS uses a multi-step process to review general data requests. This process involves review by NSWERS staff but is facilitated chiefly by the NSWERS Executive Director and NSWERS Management Committee.

To begin the process, a researcher completes the NSWERS Data Request Application (see Appendix C) available online at **nswers.org**. Upon receipt, NSWERS staff review the request and determine if the information is already publicly available. If so, the researcher is contacted and directed to the available data. If, however, the request is to conduct research that requires data beyond what is already publicly available, the researcher must complete and submit to the NSWERS a comprehensive Research Proposal Application (RPA) (see Appendix D). The RPA includes eight sections, each described below:

1. **Contact Information:**

   The researcher must designate a Principal Investigator (PI) and provide contact information for future correspondence related to the project.

2. **Background Information about the Project:**

   The researcher must explain the objectives of the study including any hypotheses to be tested, provide anticipated start and end dates for the project, and indicate the source and amount of any funding supporting the project.

3. **Purpose of the Proposed Research:**

   The researcher must submit a narrative that explains why the research study is being conducted; how it will benefit Nebraska's education and/or workforce systems, NSWERS, Nebraska educators, policy makers, or other interested parties; and a description of the benefits to study participants, if applicable.

4. **Research Questions and Design:**

   The researcher must submit his or her proposed research questions and describe the design of the study. Researchers are required to provide enough detail so that the NSWERS Executive Director and NSWERS Management Committee can gauge the scientific rigor, merit, and feasibility of the study. Researchers are encouraged to attach any formal documentation detailing the study design when applicable (e.g., an approved proposal from a funding organization).

5. **Data Requested:**

   The RPA must contain a list of all requested data elements including the unit of analysis for each element and the academic year(s) for which the data are being requested. The information in this section represents only what is initially requested by the researcher and is subject to change prior to approval.

6. **Proposed Data Collection Instruments/Protocols:**

   If the researcher is proposing to collect additional data as part of the study (e.g., surveys, interviews, focus groups, administer tests, etc.), each proposed instrument/protocol must be described. Draft copies of the instruments/protocols must be attached to the RPA for review.

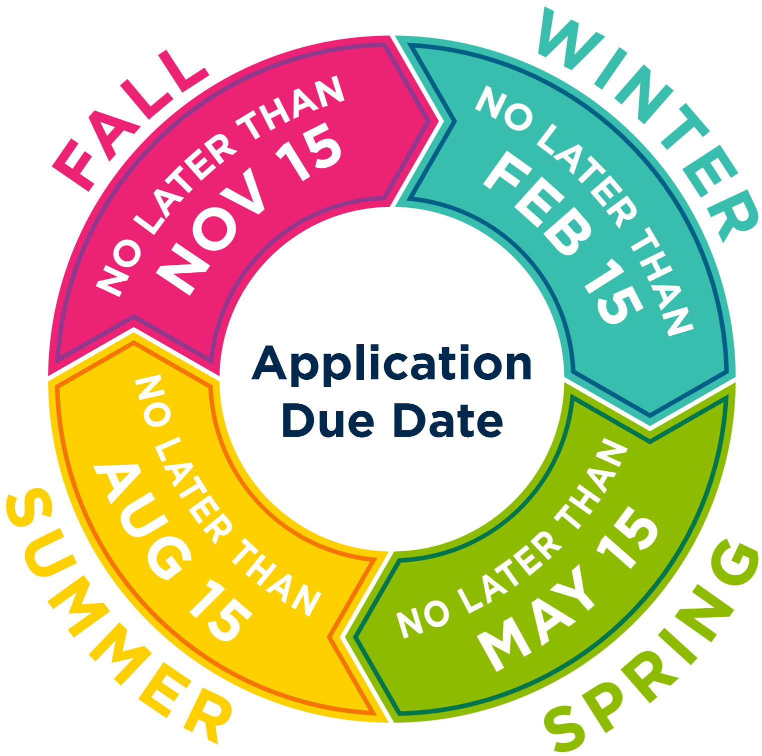
7. **Human Subjects Protection:**

   The researcher must provide evidence of Institutional Review Board (IRB) approval or exemption **upon submission of a general data request** to the NSWERS. Additionally, researchers must also describe the training that study PIs/co-PIs have completed and may be asked to provide evidence of their successful completion via any applicable certificates. Researchers must also describe in detail the security procedures that will be utilized to protect the confidentiality of the information provided as part of the project, describing who will have access to the data, how information will be stored, and how the data will be destroyed at the conclusion of the project.

8. Reporting:

The researcher must provide a list of all anticipated reports, the audience for each report, anticipated completion dates and any dissemination plans. Additionally, researchers must obtain advanced written approval from the NSWERS before publishing results, analysis, or other information developed as a result of the data request.

The NSWERS Executive Director and NSWERS Management Committee utilize a quarterly cycle to consider all completed RPAs. This cycle is used to allow sufficient time to comprehensively evaluate received RPAs and negotiate all required security agreements prior to data release. The review cycles are as follows:



**Note: when the due date falls on a weekend or holiday, it is extended to the next available business day.*

Following the application due date, each RPA is considered on a case-by-case basis to determine if the request is in accordance with federal and state laws. The NSWERS Executive Director and NSWERS Management Committee begin the review process by examining the scientific merit and feasibility of the study as proposed by the researcher. During this review period, the NSWERS may contact the PI for additional details regarding its RPA. Once all committee members have reviewed the proposal, the NSWERS Executive Director and NSWERS Management Committee draft a Recommendation Memorandum for each received RPA. The recommendation memorandum includes:

1. an overview of the proposed project,
2. any special considerations specific to the project (usually related to privacy or level of effort),
3. a summary of the anticipated benefits of participating in the study,
4. the anticipated level of effort on the part of NSWERS Partners, NSWERS Affiliates, and NSWERS staff directly if the study were to commence, and
5. a recommendation to the NSWERS Executive Council on whether or not to provide the requested data for the study.

At their next regularly scheduled meeting, the NSWERS Executive Council is presented with a copy of each RPA and it's corresponding Recommendation Memorandum. The NSWERS Executive Council then votes to either approve or reject the general data request for purposes of the study as described in the RPA.

Data Disclosure Agreement

For any rejected proposal, the process is terminated. The researcher is notified of his/her right to resubmit via a letter explaining the reasons for the study's rejection. For all approved RPAs, the NSWERS staff then works with each researcher and NSWERS legal counsel to draft a comprehensive Data Disclosure Agreement (DDA) (see Appendix E). This document embodies the security components enumerated previously and includes eleven (11) major sections, as follows:

1. Data Provided
2. Information Subject to the Agreement
3. Individuals Who May Have Access to Target Data
4. Limitations on Disclosure
5. Procedural Requirements
6. Security Requirements

7. Termination of the Agreement
8. Miscellaneous Provisions
9. Signature Page
10. Research Proposal Application (see above)
11. Acknowledgment of Confidentiality Requirements

The DDA is a legally binding document that authorizes the researcher, as an agent of the NSWERS, to conduct research on its behalf. The DDA details the researcher's responsibilities with respect to protecting the privacy of the individuals whose information are being provided as part of the study. This document also includes a signed Acknowledgment of Confidentiality Requirements for all individuals who will have access to the data provided. This document is an assurance from the researcher that it:

1. Cannot use, reveal, or in any other manner disclose any personally identifiable information furnished, acquired, retrieved, derived, or assembled by themselves or others for any purpose other than those purposes specified in the RPA for the research project, and
2. Must comply with FERPA and NSWERS Executive Council policy and procedures related to data management.

NSWERS legal counsel is involved in the development of all DDAs to ensure legal requirements are met. If, during development of the DDA process, the NSWERS and the researcher cannot come to consensus on critical aspects of the agreement, the project is terminated and does not commence. No data are released until the DDA has been signed by the researcher and all applicable NSWERS parties. The researcher must sign the DDA first. It is also important to note that the release of individual data to a researcher is considered a loan of data (i.e., the recipients do not have ownership of the data). Researchers are required to validate destruction of the data through the submission of the Data Destruction Assurance (see Appendix F) form once the research is completed as part of their signed agreements. The end date for the project is identified in the approved RPA.

The NSWERS Executive Director maintains a copy of all RPAs, DDAs, and associated materials for each research project. To review the typical steps in the review process for a data request submitted to the NSWERS, see Table 1.

Table 1. Typical steps involved in the review of a data request to the NSWERS

Step	Action
1.	The researcher requests data for the purposes of research; if research, and if requesting data not publicly available, the researcher must complete and submit the Research Proposal Application (RPA).
2.	The NSWERS Executive Director convenes the NSWERS Management Committee at the next available submission cycle (see section 8) to consider RPAs.
3.	If there are questions about the study, the NSWERS Executive Director requests a meeting with the Principal Investigator (PI) to discuss concerns.
4.	The NSWERS Executive Director and NSWERS Management Committee make a determination and write a recommendation memorandum to the NSWERS Executive Council to memorialize their recommendation for approval/rejection.
5.	The NSWERS Executive Council votes to approve or reject the data request for the study.
6.	The NSWERS Executive Director sends a memo to the PI notifying them of the data request's approval status.
7.	The NSWERS Executive Director has an initial consultation with the PI.
8.	The NSWERS Executive Director and PI complete the NSWERS Data Disclosure Agreement and any other necessary documents in consultation with NSWERS legal counsel.
9.	NSWERS staff develop an internal project plan and data fulfillment plan including a good faith estimate for data processing fee (where applicable).
10.	Payment is received based upon 50% of good faith estimate (if applicable).
11.	The NSWERS fulfills the data request in the manner specified in the internal project plan.
12.	Data and related analysis tools are made available to the researcher online via NSWERS secure web portal.
13.	Payment from the researcher is received for any remaining costs (if applicable).
14.	NSWERS reviews for approval all publications from the researcher prior to dissemination.

15.	Data are destroyed at conclusion of the research project under NSWERS supervision; the Data Destruction Assurance Form is completed by the researcher and submitted to the NSWERS for verification.
16.	If a research report is made publicly available, the researcher provides a link for archival on the NSWERS website.

This process is necessary to:

- ensure adherence to FERPA and the protection of student data;
- enter into binding agreements with researchers to ensure the protection of privacy and data; and
- ensure that all parties involved are proceeding appropriately as data sharing is a serious and sensitive matter.

MODIFYING AN APPROVED LEVEL II DATA REQUEST

Once a data request has been approved, modifications to the approved design may be proposed by the requestor. Modifications may include, but are not limited to, changes in the analytical approach, planned deliverables, or the incorporation of external data provided by the requestor.

Proposed modifications to Level 2 (Restricted-Use) data requests, including both linked record requests and general data requests, shall be reviewed by the NSWERS Management Committee. The Management Committee may approve such modifications where they are consistent with the original intent of the request and remain in compliance with applicable laws, agreements, and NSWERS policies. At its discretion, the Management Committee may defer any proposed modification to the NSWERS Executive Council for review and approval.

Any proposed modification that involves changes to the data elements provided by NSWERS, including the addition, removal, or substitution of data elements, shall require approval by the NSWERS Executive Council. No such changes shall be implemented without formal Executive Council authorization.

NSWERS must notify the Executive Council of all modifications approved under this provision at the next regularly scheduled Council meeting. All approved modifications shall be documented and maintained as part of the official record of the data request or evaluation.

EVALUATION **REQUESTS**

EVALUATION REQUESTS

Under no circumstances shall data from the NSWERS data system be used to conduct an evaluation except as expressly authorized under applicable state and federal law, and in accordance with the policies established by the NSWERS Executive Council. **The NSWERS Executive Council shall be provided with an audit log of all evaluation requests made to, and fulfilled from, the NSWERS data system on a regular basis.**

CONDUCTING AN EVALUATION FOR A PARTNER

Partners may request that NSWERS conduct an evaluation using records contained in the NSWERS Data System. Evaluations are designed to examine the effects of an intervention in order to discover those policies, processes, and practices that best improve education and workforce outcomes for students. Doing so may require that Partners provide NSWERS with supplemental data in order to conduct the evaluation. These types of requests from Partners are known as "Partner evaluation requests."

Where permitted by federal and state law, and where appropriate contracts for data sharing are in place (see Appendix I – Partner Evaluation Data Sharing Agreement), NSWERS may conduct an evaluation for, or on behalf of, a Partner. Completed evaluations shall be made available to the requesting Partner and shall not contain Level 1 data.

GENERAL EVALUATION REQUESTS

A third-party entity with a *bona fide* interest may submit an evaluation request to NSWERS. Evaluations are designed to examine the effects of an intervention in order to discover those policies, processes, and practices that best improve education and workforce outcomes for students. Doing so may require that the third-party entity and/or Partners provide NSWERS with supplemental data in order to conduct the evaluation. Evaluation requests that are not "partner evaluation requests" are known as "general evaluation requests."

General evaluation requests require sponsorship from an NSWERS Partner and/or Partners. Sponsorship indicates that, while the evaluation request was initiated by a third-party entity, the specific scope of the intervention and set of specific aims of the evaluation so closely align with those of the sponsoring Partner(s), they consider the evaluation request their own. In other words, by providing sponsorship, the NSWERS Partner(s) indicate that, but for resource constraints and/or data limitations, the evaluation is one they would have otherwise conducted themselves. If sponsored, a general evaluation request is reviewed for merit and presented to the NSWERS Executive Council for approval.

Where permitted by federal and state law, subject to endorsement by the NSWERS Executive Council, and where appropriate contracts for data sharing are in place (see Appendix J – Data-Sharing Agreement Related to General Evaluation Requests), NSWERS may conduct the evaluation for, or on behalf of, a Partner(s) that sponsors a general evaluation request. Completed evaluations shall be made available to the requesting third-party and all sponsoring Partners and shall not contain Level 1 or Level 2 data.

GENERAL EVALUATION REQUEST REVIEW PROCESS

The NSWERS Executive Director has responsibility for determining whether a general evaluation request shall be granted consistent with the terms of this policy. **If the request does not meet the standards established by the NSWERS Executive Council for conducting evaluations, then the request must be denied.**

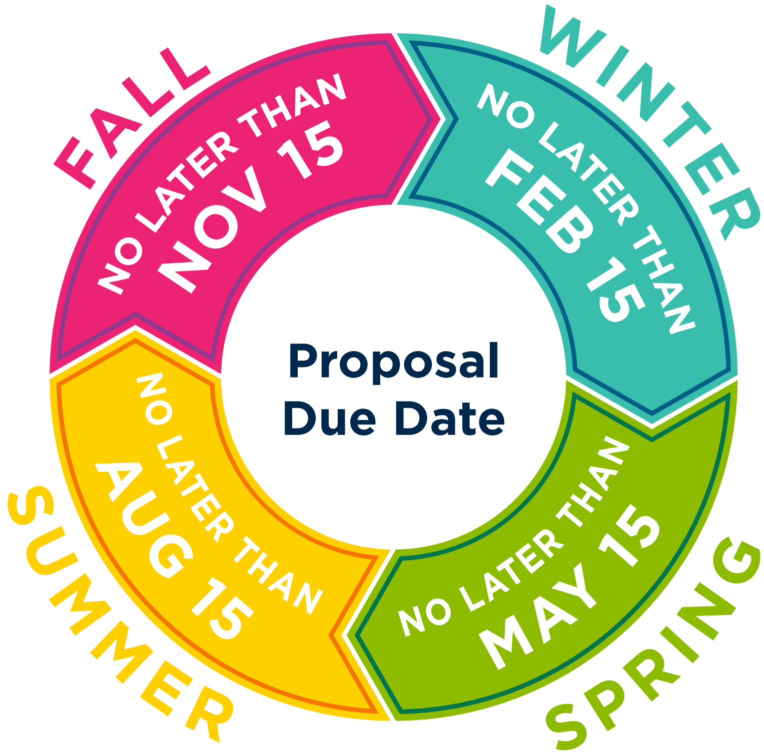
The NSWERS uses a multi-step process to review general evaluation requests. This process involves review by NSWERS staff but is facilitated chiefly by the NSWERS Executive Director and NSWERS Management Committee.

To begin the process, the third-party entity completes the NSWERS Evaluation Request Application (see Appendix G) available online at **www.nswers.org**. Upon receipt, NSWERS staff shall review the request and determine if the application merits Partner review. If so, NSWERS staff will work with the third-party to facilitate the completion and submission of a comprehensive Evaluation Proposal (EP) (see Appendix H).

The EP includes three sections, each described below:

1. **Requestor Information:**
   a. The evaluation requestor must designate a Principal Contact and provide contact information for future correspondence related to the evaluation.
2. **Summary of the Intervention:**
   a. The requestor must explain the research objectives of the evaluation including any hypotheses to be tested, provide anticipated start and end dates for the project, and indicate the source and amount of any funding supporting the evaluation.
3. **Impact/Effectiveness Evaluation:**
   a. The requestor must submit a narrative that explains why the evaluation should be conducted; how it will benefit Nebraska's education and/or workforce systems, NSWERS, Nebraska educators, policy makers, or other interested parties; and a description of the benefits to evaluation participants, if applicable.
   b. The requestor must submit its proposed research questions and describe the design of the analysis. Requestors are required to provide enough detail so that the NSWERS Executive Director and NSWERS Management Committee can gauge the scientific rigor, merit, and feasibility of the evaluation.

The NSWERS Executive Director and NSWERS Management Committee utilize a quarterly cycle to consider all completed EPs. This cycle is used to allow sufficient time to comprehensively evaluate the received EPs. The review cycles are as follows:



**Note: when the due date falls on a weekend or holiday, it is extended to the next available business day.*

Following the proposal due date, each EP is considered on a case-by-case basis to determine if the request is in accordance with federal and state laws. The NSWERS Executive Director and NSWERS Management Committee begin the review process by examining the merit and feasibility of the evaluation as proposed by the third party. Additionally, they determine if the specific scope of the intervention and set of specific aims of the evaluation align with a Partner(s) for sponsorship. During this review period, the NSWERS may contact the Principal Contact for additional details regarding its EP. Once all committee members have reviewed the evaluation proposal, the NSWERS Executive Director and NSWERS Management Committee draft a Recommendation Memorandum for each received EP. The recommendation memorandum includes:

1. Identification of the sponsoring NSWERS Partner(s),
2. An overview of the proposed evaluation,
3. Any special considerations specific to the project (usually related to privacy or level of effort),
4. A summary of the anticipated benefits of the conducting the evaluation,
5. The anticipated level of effort on the part of NSWERS Partners, NSWERS Affiliates, and NSWERS staff directly if the evaluation were to commence, and
6. A recommendation to the NSWERS Executive Council on whether or not to conduct the evaluation.

At their next regularly scheduled meeting, the NSWERS Executive Council is presented with a copy of each EP and its corresponding Recommendation Memorandum. The NSWERS Executive Council votes to either approve or reject the general evaluation request as described in the EP.

Data Sharing Agreement for General Evaluation

For any rejected proposal, the process is terminated. The sponsoring Partner(s) and evaluation requestor are notified of their right to resubmit via a letter explaining the reasons for the evaluation's rejection. For all approved EPs, the NSWERS staff then work with the third-party, the sponsoring Partner(s) and NSWERS legal counsel to draft a comprehensive Data Sharing Agreement (DSA) related to general evaluation requests (See Appendix J - Data Sharing Agreement Related to Evaluation Requests). This document embodies the security components enumerated previously and includes eight (8) major sections, as follows:

1. Term of Agreement
2. Designation of Authorized Representative
3. Disclosure of Personally Identifiable Information
4. Use of Personally Identifiable Information
5. Destruction of Personally Identifiable Information
6. Maintenance of Records
7. Deference to Transmitting Entity
8. Incorporation of and Deference to Interlocal Agreement

The DSA is a legally binding document that authorizes the third party and/or Partner(s) to share additional data with NSWERS to conduct an evaluation on its behalf. The DSA details the particular data to be disclosed to NSWERS by the third-party entity and/or Partner(s) in order to facilitate the proposed evaluation. The DSA further details the specific authorized uses of the disclosed data, establishes requirements and expectations regarding the maintenance of disclosed data, and establishes the authority by which the data was disclosed.

NSWERS legal counsel is involved in the development of all DSAs to ensure legal requirements are met. If, during the development of the DSA process, the third party, the Partner(s), and NSWERS cannot come to consensus on critical aspects of the agreement, the project is terminated and does not commence. No supplementary data can be accepted until the DSA has been signed by the third party, the Partner(s), and all applicable NSWERS parties. The third party and NSWERS Partner(s) must sign the DSA first. The end date for the project is identified in the approved DSA.

The NSWERS Executive Director maintains a copy of all EPs, DSAs, and associated materials for each evaluation project. To review the typical steps in the review process for a general evaluation request submitted to NSWERS, see Table 2.

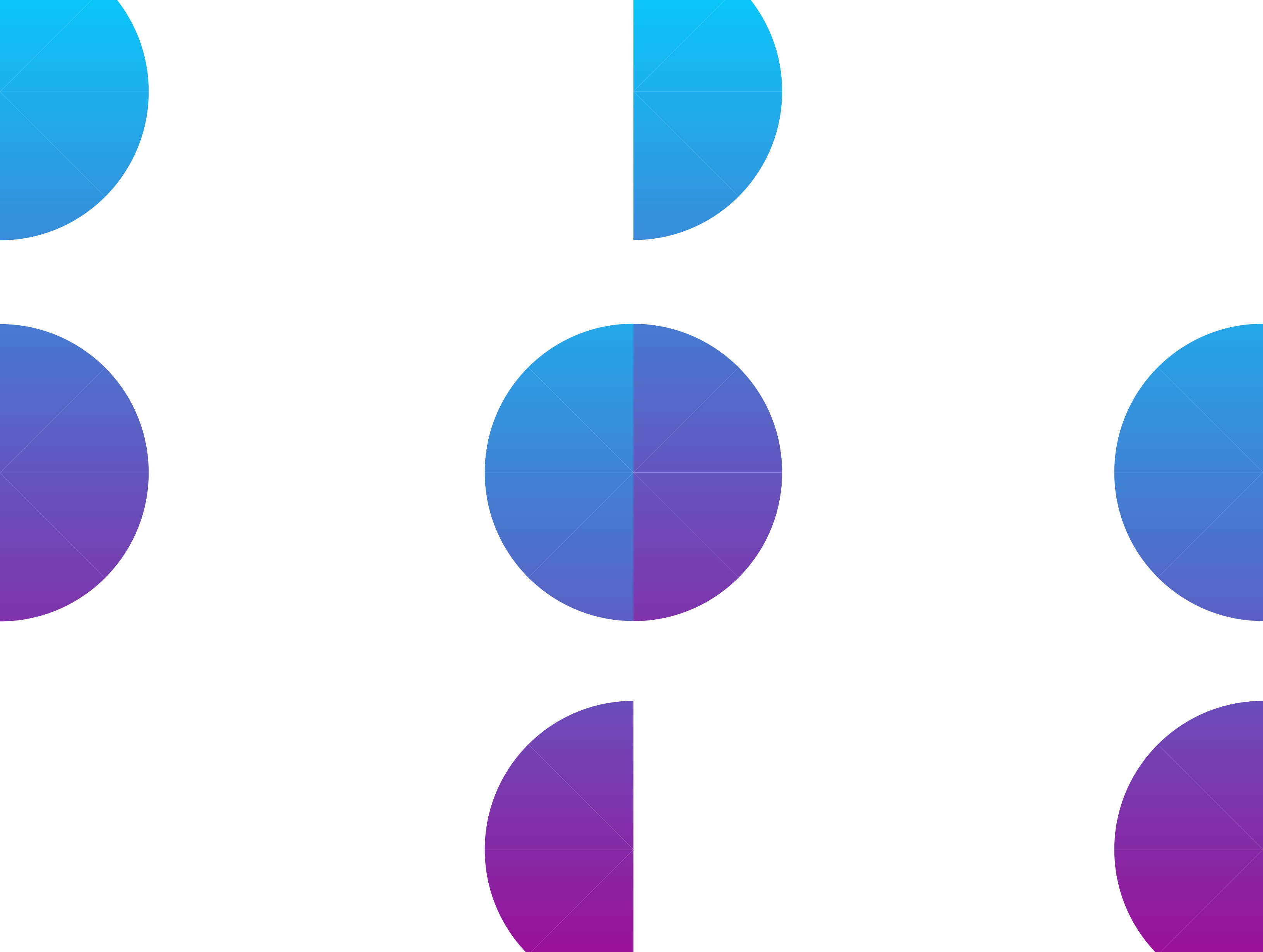
Table 2. Typical steps involved in the review of a general evaluation request to the NSWERS

Step	Action
1.	The third-party entity requests NSWERS conduct an evaluation; if the evaluation is sponsored by an NSWERS Partner, the third-party entity must complete and submit the Evaluation Proposal (EP).
2.	The NSWERS Executive Director convenes the NSWERS Management Committee at the next available submission cycle to consider EPs.
3.	If there are questions about the evaluation, the NSWERS Executive Director requests a meeting with the Principal Contact to discuss concerns.
4.	The NSWERS Executive Director and NSWERS Management Committee make a determination and write a recommendation memorandum to the NSWERS Executive Council to memorialize their recommendation for approval/rejection.
5.	The NSWERS Executive Council votes to approve or reject the evaluation request.
6.	The NSWERS Executive Director sends a memo to the Principal Contact and sponsoring Partner(s) notifying them of the evaluation's approval status.
7.	The NSWERS Executive Director has a consultation with the Principal Contact and sponsoring Partner(s).
8.	The NSWERS Executive Director, principal contact, and sponsoring Partner(s) complete the NSWERS Data Sharing Agreement and any other necessary documents in consultation with NSWERS legal counsel.
9.	NSWERS staff develop an evaluation plan including a good faith estimate for evaluation (where applicable).
10.	Payment is received based on 50% of good faith estimate (if applicable).
11.	The NSWERS executes the evaluation in the manner specified in the evaluation plan.
12.	Data and related intervention information is made available to NSWERS in the manner specified in the Data Sharing Agreement.
13.	Payment from the requestor is received for any remaining costs (if applicable).
14.	NSWERS reviews the evaluation for dissemination to the requestor and all sponsoring Partner(s).

15.	Evaluation data are destroyed at conclusion of the evaluation project consistent with the terms described in the Data Sharing Agreement.
16.	If the evaluation is to be made publicly available, NSWERS provides a link for archival on the NSWERS website.

This process is necessary to:

- Ensure adherence to FERPA and the protection of student data;
- Enter into binding agreements with third parties to ensure the protection of privacy and data; and
- Ensure that all parties involved are proceeding appropriately as data sharing is a serious and sensitive matter.



FEE **SCHEDULE**

FEE SCHEDULE FOR DATA AND EVALUATION REQUESTS

INTRODUCTION

A public fee schedule for data and evaluation requests ensures transparency and sustainability in managing data and evaluation requests to the NSWERS system. This fee schedule provides a standardized framework for recovering costs associated with fulfilling data and evaluation requests, while maintaining equitable access to NSWERS resources for all stakeholders. By aligning with NSWERS' mission and goals, the fee schedule supports the organization's efforts to advance data-informed decision making in Nebraska's education and workforce systems.

POLICY STATEMENT

Under the authority of the NSWERS Executive Council, the NSWERS Executive Director shall establish and maintain a public fee schedule for data and evaluation requests to recover costs associated with processing data and evaluation requests through NSWERS.

The fee schedule will:

1. Reflect both direct costs (e.g., staff time, system usage) and indirect costs (e.g., administrative overhead).
2. Include mechanisms for applying non-refundable application fees for certain request types to offset intake and scoping costs.
3. Incorporate provisions for fee waivers in cases where requests align with NSWERS' Information & Research Agenda and support strategic priorities.
4. Provide transparency regarding the calculation of fees, including average hourly rates, estimated effort, and indirect rates.
5. Be reviewed and, if necessary, updated annually to ensure continued alignment with NSWERS' goals and the needs of stakeholders.

The NSWERS Executive Director shall ensure the fee schedule for data and evaluation requests is made publicly available via the NSWERS website. Fee changes resulting from the annual review will take effect at the beginning of the fiscal year following the review and agreement with the NSWERS Management Committee.

DATA **SECURITY**

DATA SECURITY

There are at least two barriers between the NSWERS data system and an unauthorized individual or entity, including but not limited to physical barriers, virtual access controls, Identity and Access Management (IAM), multifactor authentication, firewalls, and Intrusion Detection/Prevention Systems (IDPS).

STORAGE

In reference to NU Executive Memoranda 41 and 42, NSWERS designates all data contained in the NSWERS data system as "high risk" and employs security standards commensurate with said classification.

NSWERS data are encrypted in transit and at rest. The underlying infrastructure is reviewed regularly, with security vulnerabilities addressed immediately. Mechanisms are in place to record and examine access to the NSWERS data system. Additional measures confirm that NSWERS data are not altered or destroyed improperly.

External and public-facing resources created and controlled by NSWERS never access the NSWERS data system directly. NSWERS employs dual methods of control, authentication, and access. NSWERS implements role based, unique user, password protected credentials to access NSWERS data.

TRANSFER OF DATA

Transfers between NSWERS and data contributing entities use the secure NSWERS web portal (i.e., insights+) and/or Secure File Transfer Protocol (SFTP). In transfer, data are encrypted and conform to Federal Information Processing Standard (FIPS) 140-2 or superseding versions. NSWERS may use other secure data transfer methods depending on the requirements or preferences of the data contributing agency.

DATA **QUALITY**

DATA SUBMISSION CALENDAR

NSWERS has established dates and timelines necessary for data submission from the Partners, Affiliates, and Contributors into the NSWERS data system. This annual calendar outlines submission, validation, and certification dates for PK-12 education, two- and four-year postsecondary education, and workforce entities (annually, triannually, or quarterly). See Appendix K for a visual of the NSWERS Data Submission Calendar. NSWERS provides guidance and assistance to NSWERS Partner and Affiliate personnel as needed to complete data submissions.

PK-12 Education

PK-12 education partners shall submit data **annually** into the NSWERS data system, with the annual submission occurring on February 1 of each calendar year.

Two-Year Postsecondary

Two-year postsecondary institutions may choose between submitting data **annually or triannually** into the NSWERS data system. If the partner opts for the annual submission, the data submission shall occur on October 1 each calendar year. If the partner opts for the triannual submission, the dates for submission shall be October 1, February 1, and July 1 of each calendar year.

The two-year postsecondary partners may change their submission cadence from annually to triannually, or vice versa; however, with the next submission, they would need to ensure that their data is caught up to "present."

Four-year Postsecondary

Four-year postsecondary institutions shall submit on a triannual data submission cycle, with the dates for submission occurring on October 1, February 1, and July 1 of each calendar year.

Workforce

On a **quarterly** basis, two sets of data files are submitted to the Nebraska Department of Labor (NDOL). One type of file is a full data request for quarterly data beginning in the first quarter of 2009 for any students that are new to the NSWERS data system or have no previous records. The second is a request for updates on previously requested data for matched records. NSWERS submits data to NDOL on September 1, December 1, March 1, and June 1. NDOL matches the submitted data files with quarterly UI wage data and returns it to NSWERS; the NSWERS data system securely retrieves those files, runs validation, and inserts valid records.

National Student Clearinghouse

Data matching requests are submitted biannually to the National Student Clearinghouse (NSC). Matched data from the NSC is used, in part, to operationalize NSWERS' college going, postsecondary persistence, and postsecondary completion outcomes for students that attend out-of-state and non-public institutions. NSWERS submits a data matching request to NSC on or about April 15th of each calendar year. The second request is submitted on or about December 15th of each calendar year.

NSWERS DATA STANDARD

The NSWERS data standard defines the data collected by the NSWERS data system. It was developed in collaboration with the NSWERS Data and Technology Committee members (data experts from all partner entities). The standard outlines the systems and services that create, exchange, and consume data via a common set of exchange formats. Through the data standard creation process, four NSWERS data file specification documents were developed: PK-12 education, two-year postsecondary, four-year postsecondary, and workforce.

The NSWERS maintains a Data Dictionary and ensures that it is accurate, up-to-date, and available to accompany any reports generated. The NSWERS Data Dictionary contains metadata (the data about the data) to increase understanding of the data elements themselves during data collection and data reporting. The metadata includes definitions, business rules, formatting information, the personnel who are responsible for defining the element, and justification/reporting requirements for collecting the data element.

The data dictionary contains the data file specification documents. These documents describe the data elements collected by NSWERS and include valid values and data validation rules that can be performed prior to data submission, where appropriate.

The Data Specification Files are updated annually. NSWERS Executive Council approval occurs at the second business meeting of the calendar year, and an official full release for implementation on August 1. Partners will have approximately three months to prepare for August implementation.

ADDITION OF NEW DATA ELEMENTS

From time to time, it may be necessary to add new data elements to the NSWERS data system. The cycle described below assumes that the partners already collect the data element but do not submit it to the NSWERS data system.

To proceed, the requester will create a high-level proposal for the new data element request with rationale. The proposal will be presented to NSWERS for review and discussion. This process should start around the beginning of the calendar year.

Once the NSWERS staff have reviewed the new data element proposal, and if there is support for its addition, the request will be presented to the NSWERS Management Committee for their feedback and approval. This will also begin conversations concerning the existing availability of the data element in partner/affiliate systems as well as the location of the element within the data specifications and files; this process may include involvement from NSWERS partners/affiliates. Approval from the NSWERS Management Committee should occur no later than March 31.

Concurrent with information gathering and approval from the NSWERS Management Committee, NSWERS legal counsel shall determine if the addition of the new element(s) would require a new data sharing agreement. If deemed necessary, legal counsel will draft an updated data sharing agreement, including new proposed data specifications, to be routed to partners and affiliates for signatures.

The proposed new data elements will be presented to the NSWERS Executive Council at the second quarterly business meeting of the year, typically in April. The Council will only need to approve the changes if the new data element additions trigger an update to the data sharing agreement, otherwise the presentation serves as their notification. The NSWERS Executive Council will be provided a high-level overview of the changes or additions, a red-line version of the data specification changes, and a clean draft of new data specifications, if approved. If a new data sharing agreement will be necessary, it will also be presented at this time.

Upon approval, the updated data specification documents will be provided to NSWERS partners/affiliates in May of each year with the expectation that any changes to data collection and reporting begin in August of that same year. Doing so will allow at least three months for internal discussions, training, updating database queries, and any other steps necessary for the partners/affiliates to submit the updated data elements into the NSWERS system at their next data submission deadline, after August.

NSWERS SECURE WEB PORTAL (iNSIGHTS+)

NSWERS shall grant initial access to partner admin users and any additional users requested at the time of insights+ deployment for initial training and product use. After initial deployment, the partner admin role may add users from their institutions for a specified role within the insights+ system. User roles determine system functionality related to data management, certification, product review, or research. Usernames will be the institution email address connected to the organization's single sign-on provider or a secure login via Auth0.

To ensure data privacy and security, partner/affiliate communications with NSWERS related to individual educational or workforce records shall occur within the encrypted messaging portal built into the insights+ system.

Designated data managers from NSWERS partners and affiliates shall utilize the most current version of the NSWERS data specification files to create their files for upload. Data specification files can be found on the NSWERS website. Questions about file creation should be directed to the NSWERS Engagement Specialist.

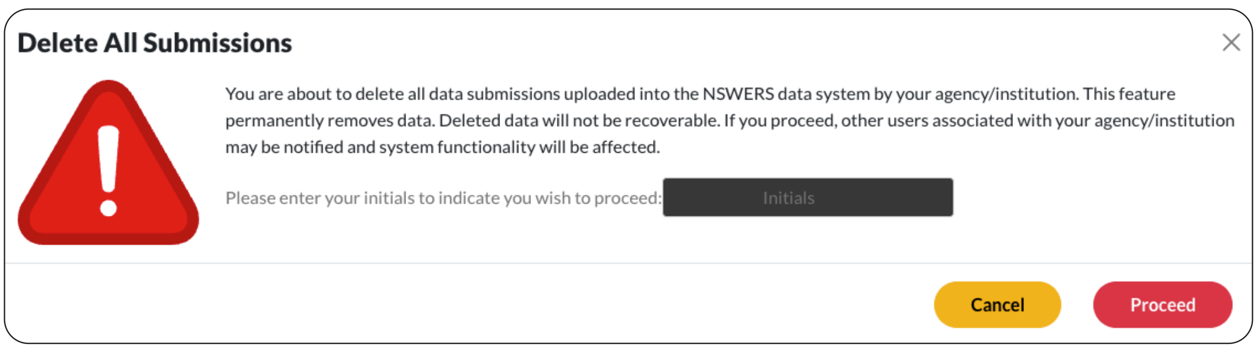
Once files are uploaded, the status of each file can be monitored in the insights+ web portal. Uploaded files will automatically pass through a multi-stage validation process. Partners and affiliates may review the file's status at any time. Errors may be viewed or downloaded in a .csv file for review.

The first level of validation ensures the files meet the formatting and layout rules detailed in the file specifications. The second level ensures that relationships between the data are intact and valid. The third level checks submitted data against historical data to highlight any anomalies that may require further investigation. Upon successful validation, submitted files are then held pending the data certification process.

Within insights+, the data certification process aims to identify suspected and known issues with the submitted and validated data– items which the data certifier will need to confirm are correct or will need to work with the data manager to correct by re-submitting relevant files for validation. Once data files are marked as certified, the files are de-identified, matched against other records, and loaded into the NSWERS research database. Details on the status of this process are available in real-time from the insights+ portal.

NSWERS partners and affiliates are responsible for ensuring that submitted data is accurate during the validation and certification processes. To maintain data privacy and security, and to preserve the informational chain of custody, NSWERS staff cannot edit original source data files submitted by partners or affiliates. It is the responsibility of the partner and affiliate 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.

Any education or workforce records submitted to NSWERS must be submitted via the secure insights+ portal. Within insights+, NSWERS maintains an auditable log of all data that is submitted to the data system. Partners may delete any data submissions uploaded into the NSWERS data system. **Doing so will permanently remove the data.** Prior to the data being permanently removed, several confirmations and checks must be completed to ensure this irreversible step should in fact be enacted.



Data Submission

Data submissions will be made using a browser-based file upload process through the insights+ secure portal. For security purposes, an NSWERS staff member will first need to create a user account for the person(s) from each Partner of Affiliate entity who will be responsible for uploading data into the NSWERS data system. Once the account(s) is created, a system generated email prompting a password reset will be sent.

Data Validation

To support data quality, the NSWERS data system will automatically move the files through a three-step validation process. During this process, real-time feedback on the status of files with row-specific error messages, where applicable, will be available. The three levels of validation include:

Level 1 validation focuses on basic row-level data validations. This step ensures that a row has the same column count as specified in the data specifications. For example, for each column in that row, does the data match the specified data type; does the data match the format for the specified entity; if the column is restricted to a set, does the data represent one of the valid set values; do all required columns contain data; and ensure related columns that require a unique code are unique.

Level 2 validation focuses on ensuring the validity and integrity of keys and relationships between various files, and other checks that require additional logic. This step ensures that columns used as primary keys are unique within the file, and columns that are used as foreign keys to other files include that data in the external file. Operationally, this means all related files must be uploaded prior to being able to perform L2 validation.

Level 3 validation focuses on longitudinal data quality and relies on historical data for comparison. This step compares newly submitted data to the previously submitted data, and any data that deviates above a certain threshold is flagged for review.

Data Certification

Once the validation process is complete and all files have cleared, NSWERS will follow up with the partner or affiliate regarding the data certification process. Data submission will not be considered final until the data has been officially certified by the partner or affiliate. A separate certification report with summary statistics of the data submission will be provided to support the review prior to certification.

Late Data Submissions

NSWERS partners and affiliates are responsible for adhering to the deadlines identified in the NSWERS Data Submission Calendar (see Appendix K). Tardy data submissions should be communicated with the NSWERS Engagement Specialist. If no communication occurs and data is not submitted within two weeks of the data submission deadline, the partner or affiliate data certifier will be notified. If no progress is made within three weeks of the submission deadline, the NSWERS Management Committee member will be notified. If the data is one month late with no progress on the submission, the partner or affiliate CEO will be notified.

TERMS & **DEFINITIONS**

TERMS AND DEFINITIONS

The following definitions are derived from these and other related documents.

Access means to view, print, download, copy, or otherwise retrieve data from a computer, computer system, or computer network.

Confidential data means information that would tend, by itself or with other information, to identify particular person(s). Confidential data include, but are not limited to, information which is intended for the use of a particular person/group and whose unauthorized disclosure could be prejudicial to the individual it identifies.

Confidentiality refers to an agency's obligation not to disclose or transmit information about individual students to unauthorized parties. Confidentiality consists of the measures used by an authorized agency to protect how personally identifiable information is collected and maintained and when consent by the student or his or her parent/guardian is required to release information.

Data Governance is the processes and systems that govern the quality, collection, management, and protection of data to ensure a single source of the truth. The NSWERS Data Governance Structure, which supports the development and implementation of data governance, is composed of the:

- NSWERS Executive Council;
- NSWERS Management Committee; and
- NSWERS Executive Director and NSWERS Staff.

Directory Information, as defined by FERPA, is information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Typically, "directory information" includes information such as name, address, telephone listing, participation in officially recognized activities and sports, and dates of attendance. A school may disclose "directory information" to third parties without consent if it has given public notice of the types of information which it has designated as "directory information," the parent's/guardian's or eligible student's right to restrict the disclosure of such information, and the period of time within which a parent/guardian or eligible student has to notify the school in writing that he or she does not want any or all of those types of information designated as "directory information" disclosed. The means of notification could include publication in various sources, including a newsletter, in a local newspaper, or in the student handbook. The school could also include the "directory information" notification as part of the general notification of rights under FERPA. The school does not have to notify a parent/guardian or eligible student individually. (34 CFR § 99.37.) Directory information does not include a student's social security number or student identification (ID) number, except when a student ID number, user ID, or other unique personal identifier is used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

Disclosure means to permit access to, release, transfer, or otherwise communicate personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic means.

Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents/guardians the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns eighteen (18) years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents/guardians to the student ("eligible student"). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

Health Insurance Portability and Accountability Act of 1996 (HIPAA) provides federal protections for individually identifiable health information held by covered entities and their business associates and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of health information needed for patient care and other important purposes.

Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential childcare institutions. It provides nutritionally balanced, low-cost, or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

Personally identifiable information (PII) includes, but is not limited to: the student's name; the name of the student's parent/guardian or other family member; the address of the student or student's family; a personal identifier, such as the state student identifier; personal characteristics or other information that would make the student's identity easily traceable. A small set of this information is used for assigning identifiers and for identifying students who have transferred from another district within the state or who have returned to the state who already have identifiers.

Privacy refers to an individual's right to freedom from intrusion due to disclosure of information without his or her consent.

Privacy Technical Assistance Center (PTAC), a branch of the U.S. Department of Education, offers technical assistance to State educational agencies, local educational agencies, and institutions of higher education related to the privacy, security, and confidentiality of student records. PTAC was created to respond to the need for clarification for states and other education stakeholders on policy, technical/data security, and legal issues about student privacy. For additional information, FAQs, and other resources, please visit PTAC's website: **ptac.ed.gov**.

Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents/guardians and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents/guardians if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student and his/her family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Nebraska Statewide Workforce & Educational Reporting System (NSWERS) is the public body corporate and politic of the State of Nebraska pursuant to the Interlocal Cooperation Act (Neb. Rev. Stat. §§ 13-801 to 13-827) for which this guidance document applies.

NSWERS Partners are all public agencies within the meaning of Nebraska Revised Statutes §13-803 and are signatories to the NSWERS Interlocal Agreement.

NSWERS Affiliate are those entities that contribute data into the NSWERS data system but are not signatories to the NSWERS Interlocal Agreement.

NSWERS Contributors are those entities that contribute data into the NSWERS data system but are not Partners or Affiliates.

ACRONYM **REFERENCES**

ACRONYM REFERENCES

DDA	Data Disclosure Agreement
USED	U.S. Department of Education
ESEA	Elementary and Secondary Education Act
FERPA	Family Educational Rights and Privacy Act
FTP	File Transfer Protocol
HHS	Health and Human Services
IDEA	Individuals with Disabilities Education Act
IRB	Institutional Review Board
MOU	Memorandum of Understanding
NSC	National Student Clearinghouse
NSLA	National School Lunch Act
NSLP	National School Lunch Program
OHRP	Office of Human Research Protection
PII	Personal Identifiable Information
PI	Principal Investigator
PTAC	Privacy Technical Assistance Center
PPRA	Protection of Pupil Rights Amendment
RPA	Research Proposal Application
NSWERS	Nebraska Statewide Workforce and Educational Reporting System

APPENDICES

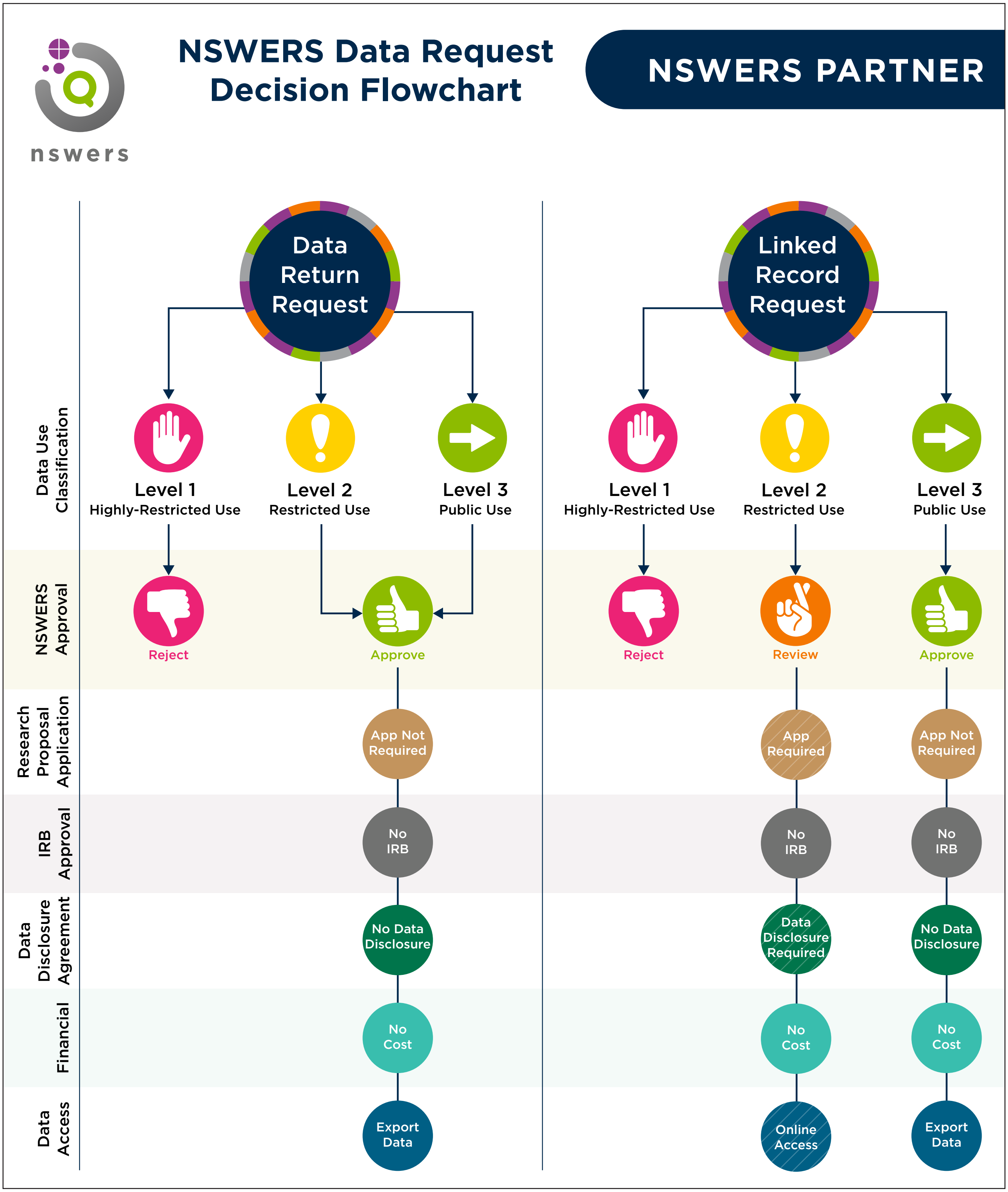
APPENDIX A

NSWERS DATA REQUEST & DISCLOSURE DECISION MATRIX

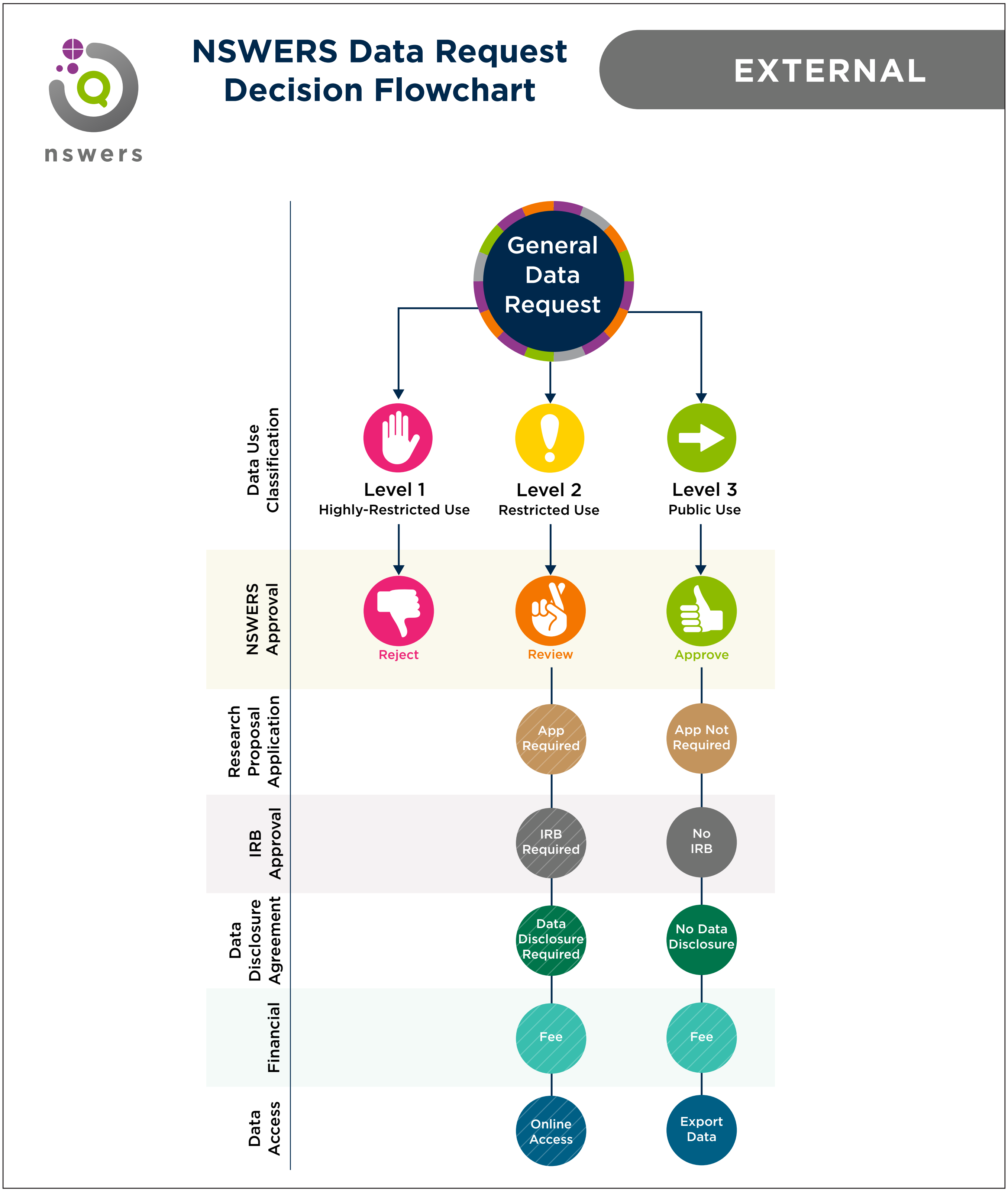
DATA REQUEST CHARACTERISTICS		DATA DISCLOSURE DETERMINATION					
Request Type	**Data Use Classification**	**NSWERS Approval**	**Research Proposal Application**	**IRB Approval**	**Data Disclosure Agreement**	**Financial**	**Data Access Mode**
Data Return Request*	Level 1 - Highly Restricted-Use	Reject	–	–	–	–	–
	Level 2 - Restricted-Use	Approve	Not Required	Not Required	Not Required	No Cost	Export
	Level 3 - Public-Use	Approve	Not Required	Not Required	Not Required	No Cost	Export
Linked Record Request*	Level 1 - Highly Restricted-Use	Reject	–	–	–	–	–
	Level 2 - Restricted-Use	Review	Required	Not Required	Required	No Cost	Online
	Level 3 - Public-Use	Approve	Not Required	Not Required	Not Required	No Cost	Export
General Data Request	Level 1 - Highly Restricted-Use	Reject	–	–	–	–	–
	Level 2 - Restricted-Use	Review	Required	Required	Required	Charge Fee	Online
	Level 3 - Public-Use	Approve	Not Required	Not Required	Not Required	Charge Fee	Export

*Only for NSWERS Partners. Matrix to be reviewed annually each April for an effective date of July 1st.

NSWERS DATA REQUEST DECISION FLOWCHART - PARTNER



NSWERS DATA REQUEST DECISION FLOWCHART - EXTERNAL



APPENDIX B

NSWERS SECURITY AGREEMENT TO ACCESS DATA

By submitting this form, you agree to treat all data in accordance with the Freedom of Information Act (FOIA), the Privacy Act, the Family Educational Rights and Privacy Act (FERPA), and the NSWERS Data Management Policy & Procedures. Of particular importance in handling the data is the understanding of statistical cutoffs and restricted access. Every effort must be made to protect the identity of individual students.

Furthermore, you agree to observe the appropriate levels of disclosure when entering, transferring, storing, manipulating, transforming, analyzing, viewing, or otherwise working with these data. You further agree to use considerable care when engaging in the following types of activities that could lead to the disclosure of personally identifiable information:

- discussing, publishing, or otherwise disseminating information gathered or reviewed;
- transferring data or allowing data to be transferred from the NSWERS; and
- insecurely disposing of printed information (which must be avoided).

Justification:

This section should explain why this user needs access to the data specified in the application. Please be specific when describing the user's job and responsibilities, which data he/she will be using, and how the data will be used.

> Sample Justification:
>
> For Level 1a Access: "Access is needed to view and provide technical assistance to postsecondary institutions for the annual NSWERS Data Collection."

Data Access Levels

Level 1: (primarily Data Management and Analysis staff members): System administration rights

Level 1a: View access to named components of the NSWERS on the web

Please type or print clearly; otherwise, the processing of your form may be delayed. You will receive an email when your form has been processed.

NSWERS SECURITY AGREEMENT TO ACCESS DATA

Step 1. For the authorized individual:

Enter your name, the details of the access being requested, the justification for your access, and your signature. By signing this security agreement, you agree to observe this level of data security when utilizing NSWERS data sets, and further agree to appropriately utilize the data in the strictest of confidence. Sharing of any personally identifiable information with unauthorized parties constitutes an illegal act and is subject to penalties imposed under FERPA. By signing this agreement, you accept the NSWERS Data Management Policy & Procedures.

Name:	Enter Text
Phone:	Enter Text
Email:	Enter Text
Justification:	Enter Text
Data Elements Requested:	Enter Text
Data Access Level:	Level 1 (Highly Restricted-Use Data) or Level 2 (Restricted-Use Data)
Signature:	
Date:	Enter Date

Step 2. For the office lead/director:

I acknowledge and assure that my office/company will adhere to the conditions set forth in this security agreement when working with any data provided by the NSWERS, and will immediately notify the NSWERS Executive Director if and when a breach in security is evident by my agency or a third-party representative. I further authorize the individual in Step 1 to utilize the data in the course of his/her duties and ensure that he/she has read and agreed to the conditions of this data disclosure.

Lead/Director Name:	Enter Text
Office:	Enter Text
Signature:	
Date:	Enter Date

Step 3. Deliver this **original** form to Dr. Matthew Hastings, Executive Director, NSWERS, 901 N 17th, NH W 208, Lincoln, NE 68588-0524. Original signatures are required. You do not need to deliver the instructions page. Please allow 7-10 business days for processing.

FOR OFFICIAL USE ONLY

NSWERS

Executive Director:	Enter Text
Signature:	
Date:	Enter Date

NSWERS Legal Counsel

Name:	Enter Text
Signature:	
Date:	Enter Date

APPENDIX C

NSWERS DATA REQUEST APPLICATION

The data you are looking for may already be available on the NSWERS website. Please review the data at the following URL prior to submitting this request for data **nswers.org**. Data will only be provided from Certified Data Collections. See NSWERS Data Collection Calendar at **nswers.org**.

Requestor's Name:	Enter Text
Dept./Company/ Institution:	Enter Text
Requestor's Affiliation:	Enter Text
Phone:	Enter Text
Email:	Enter Text
Date Submitted:	Enter Date
Description of Data Being Requested. (Please use specific field names when known):	Enter Text
Reason for the Data Request and how the data will be used. (Please describe and be specific):	
Reporting/Publication Details (Please select any that apply):	
School/Academic Year(s) for which data are requested:	

Type of Data (Please select any that apply):	State Level Data: [ ] District Level Data: [ ] School Data: [ ] Institution Level Data: [ ] Teacher/Administrator Data: [ ] *Individual Level Data: [ ] Other (please describe): [ ]
Special Considerations/ Notes Regarding Your Data Request (Optional):	Enter Text
Note: for individual-level data our minimum n-size = 10. All cells with less than ten (10) individuals will be suppressed to protect privacy.	
If there are costs involved in the fulfillment of your above request for data, NSWERS will provide you with a time/cost estimate prior to moving forward with the request.	

Please email the completed form to **matt.hastings@nswers.org**.

*Individual data are only available in aggregate and/or de-identified formats. Pursuant to FERPA, no personally identifiable information will be released to third parties without prior parental consent except when subject to formal research agreements where all parties are legally bound to the terms of a Data Disclosure Agreement.

APPENDIX D

NSWERS RESEARCH PROPOSAL APPLICATION

The NSWERS has developed a process whereby third party researchers may request extant data from the NSWERS to conduct research and program evaluation studies germane to the NSWERS mission and stated research agenda. All individuals or organizations requesting access to these data must complete this Research Application and submit it to the NSWERS for review. If the project is approved and the data requested are available, a Data Disclosure Agreement will be developed and must be signed prior to the release of any potentially identifiable student data. Please complete each section of the application fully. If any fields are left blank, the application will not be considered.

Section I. Your Contact Information

Name of Principal Investigator or Requestor: ______________________________

Organization (If applicable): ______________________________

Phone Number: ______________________________

Email Address: ______________________________

Address: ______________________________

City: ______________________________

State: ______________________________

Zip Code: ______________________________

Today's Date: ______________________________

Section II. Background Information About Your Project

1. What is the title of your study?
2. Provide a brief overview of the objectives of your study (please summarize each objective succinctly). If you have hypotheses you will be testing, please list them here.
3. When do you anticipate beginning and completing your research project?

   Project Start Date: ______________________________

   Project End Date: ______________________________

4. If your study is externally funded (e.g., foundation, government contract, or grant), please indicate the source(s) and amount(s) of the funding.

Section III. Purpose of the Proposed Research

1. Why is the study being conducted?
2. What potential benefits will this study have for the NSWERS, our local school systems, educators, policy makers, or researchers?
3. What are the anticipated benefits of the proposed study to study participants?

Section IV. Research Questions and Design

1. Please list your research/evaluation questions below.

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________

5 ______________________________

6 ______________________________

7 ______________________________

8 ______________________________

9 ______________________________

10 ______________________________

2. Describe the design of the proposed study and the methodology that will be used to address each of the aforementioned research questions. Use enough detail to ensure the NSWERS can assess the extent to which your proposed research project will meet the objectives you have provided in Section II of this application. Describe the population to be studied, data collection, analysis, and interpretation procedures to be used. Use as much space as necessary. You may also include attachments if relevant.

Section V. Data Requested

1. To the best of your ability, please list the data elements you are requesting in order to complete the proposed research project. For each data element, please also list the unit(s) of analysis for your research (e.g., student, school, district, etc.) and the school year(s) for which you are requesting information.

Data Element	Unit(s) of Analysis	School Years for Which Data Are Being Requested

Section VI. Proposed Data Collection Instruments/Protocols

1. If you intend to deploy additional data collection instruments/protocols as part of your research/evaluation project, please list them below including the audience from whom you intend to collect this information. Draft versions of these data collection instruments, if available, must be attached to this application.

Proposed Data Collection Instruments/Protocols

	Instrument/ Protocol	Audience	Notes
1			
2			
3			
4			
5			
6			
7			

Section VII. Human Subjects Protection

1. How will Institutional Review Board (IRB) approval be addressed in the proposed research/evaluation study? If your project has already been approved by an IRB or if an IRB has designated your project to be "exempt," please provide evidence of the IRB's review. If you do not plan to conduct an IRB review, please indicate why this project does not meet the definition of "research."
2. Describe training the study investigators/co-investigators have received regarding the protection of human subjects/confidentiality.
3. Describe the security procedures that will be utilized to protect the security of the information provided by the NSWERS for this project. Who will have access? How will information be stored and for what period of time? When and how will data be destroyed?

Section VIII. Reporting

1. For each anticipated report, provide the following information.

Report Title (e.g. Year 1 Report, Final Report)	Audience	Anticipated Completion Date	Dissemination Plans

Please submit your completed application to:

Dr. Matthew Hastings, Executive Director
Nebraska Statewide Workforce & Educational Reporting System (NSWERS)
901 N 17th
NH W 208
Lincoln, NE 68583-0524

FOR NSWERS USE ONLY
Proposal No.
Reviewer Name
Review Date
Approval Status YES NO
Signature

APPENDIX E

NSWERS DATA DISCLOSURE AGREEMENT

WHEREAS, the Nebraska Statewide Workforce & Educational Reporting System (NSWERS) has collected certain data containing confidential personally-identifiable information (PII) that the NSWERS is mandated by federal and state law to protect their confidentiality;

WHEREAS, the NSWERS is willing to make such data available for research and analysis purposes to improve instruction in public elementary and secondary schools, but only if the data are used and protected in accordance with the terms and conditions stated in this Agreement; and

WHEREAS, The INSERT NAME OF RESEARCH ORGANIZATION(S) HERE desire to INSERT PURPOSE OF RESEARCH STUDY HERE requiring individual student data from the NSWERS.

Now therefore, it is agreed that:

The INSERT NAME OF RESEARCH ORGANIZATION(S) HERE, hereinafter referred to as the "Researchers" and the NSWERS that:

I. DATA PROVIDED

The NSWERS will provide the Researchers with the following data:

INSERT COMPREHENSIVE LIST OF REQUESTED DATA ELEMENTS HERE:

If additional data elements are needed and are available, an addendum to this agreement will be drafted without the need to modify it.

II. INFORMATION SUBJECT TO THIS AGREEMENT

a. All data containing PII collected by or on behalf of the NSWERS that are provided to the Researchers and all information derived from those data, and all data resulting from merges, matches, or other uses of the data provided by the NSWERS with other data, are subject to this Agreement (referred to herein as the "target data"). The target data under this Agreement may be provided in various forms including but not limited to written or printed documents, computer tapes, diskettes, CD-ROMs, hard copy, or encrypted files.

b. The Researcher may use the target data only for the purposes stated in the Research Proposal Application which is attached hereto and made a part of this Agreement as though set forth fully therein (marked as Attachment 1), and is subject to the limitation imposed under the provisions of this Agreement, which is intended to and does comply with the Family Education Rights and Privacy Act (FERPA) and its regulations, attached as an Addendum to this Agreement.

III. INDIVIDUALS WHO MAY HAVE ACCESS TO TARGET DATA

The Researchers agree to limit and restrict access to the target data to the following three categories of individuals:

a. The Project Leader in charge of the day-to-day operations of the research and who are the research liaisons with the NSWERS, whose name is set forth in the Research Proposal Application.
b. The Professional/Technical staff in charge of the research under this Agreement, whose names are listed in the Research Proposal Application.
c. Support staff including secretaries, typists, computer technicians, etc., but only to the extent necessary to support the research.

IV. LIMITATIONS ON DISCLOSURE

a. The Researchers shall not use or disclose the target data for any purpose not expressly stated in the Research Proposal Application approved by the NSWERS, unless the Researchers have obtained advance written approval from the NSWERS.
b. The Researchers may publish the results, analysis, or other information developed as a result of any research based on the target data made available under this Agreement only with advance written approval from the NSWERS. The Researchers shall submit publication requests to the NSWERS in writing. Such requests shall include a full copy of the content to be considered for publication. The NSWERS will review publication requests on a case-by-case basis. Under no circumstances will the NSWERS be obligated to approve a publication request from the Researchers. Any such data, results, analysis, or information published consistent with this paragraph shall be in summary or aggregate form, ensuring that no PII is disclosed. The NSWERS has established ten (10) as the minimal cell size that maybe reported or published.

V. PROCEDURAL REQUIREMENTS

a. The research and analysis conducted under this Agreement shall be limited to, and consistent with, the purposes stated in the Research Proposal Application.
b. Notice of and training on confidentiality and nondisclosure.
    i. The Researchers shall notify and train each of its employees who will have access to the target data of the strict confidentiality of such data, and shall require each of those employees to execute an Acknowledgment of Confidentiality Requirements.
    ii. The Researchers shall maintain each executed Acknowledgment of Confidentiality Requirements at its facility and shall allow inspection of the same by the NSWERS upon request.
    iii. The Researchers shall promptly notify the NSWERS in writing when the access to the target data by any individual is terminated, giving the date of the termination and the reason for the termination.
c. Publications made available to the NSWERS.
    i. Copies of each proposed publication or document containing or based upon the target data shall be provided to the NSWERS at least ## days before the publication or document is finalized. The NSWERS shall promptly advise the Researchers whether the proposed publication or document discloses target data in a manner that violates this Agreement. If the issue cannot be resolved informally between the parties, the NSWERS will initiate the termination provisions contained in Section VII, B. The Researchers shall provide the NSWERS a copy of each publication containing information based on the target data or other data product based on the target data made available through the NSWERS.
d. The Researchers shall immediately notify the NSWERS in writing upon receipt of any request or demand for disclosure of the target data from an individual or entity not authorized by this Agreement.
e. The Researchers shall immediately notify the NSWERS in writing upon discovering any breach or suspected breach of security or of any disclosure of the target data to any unauthorized individual or entity.

VI. SECURITY REQUIREMENTS

a. Maintenance of, and access to, the target data.

   i. The Researchers shall retain the original version of the target data at a single location and shall not make a copy or extract of the target data available to anyone except individuals specified in paragraph III above.
   ii. The Researchers shall maintain the target data, (whether maintained on a mainframe facility, central server, personal computer, print, or any other medium) in an area that has limited access to authorized personnel only. The Researchers shall not permit removal of any target data from the limited access area. Only those individuals who have executed an Acknowledgment of Confidentiality Requirements shall be admitted to the storage area.
   iii. The Researchers shall ensure that access to the target data maintained in computer files or databases is controlled by password protection. The Researchers shall maintain all printouts, diskettes, or other physical products containing individually-identifiable information derived from target data in locked cabinets, file drawers, or other secure locations when not in use.
   iv. The Researchers shall ensure that all printouts, tabulations, and reports are edited for any possible disclosure of personally-identifiable target data and that cell sizes are ten (10) or more.
   v. The Researchers shall establish procedures to ensure that the target data cannot be extracted from a computer file or database by unauthorized individuals.

b. Retention of target data.

   i. Under the NSWERS' supervision, the Researchers shall destroy the target data including all copies, whether electronic or paper, when the research that is the target of this Agreement has been completed or this Agreement terminates, whichever occurs first.

VII. TERMINATION OF THIS AGREEMENT

a. This Agreement shall terminate at the time stated in the Research Proposal Application. The Agreement, however, may be extended by written agreement of the parties.
b. Any violation of the terms and conditions of this Agreement may result in the immediate revocation of this Agreement by the NSWERS.

    i. The NSWERS may initiate revocation of this Agreement by written notice to the Researchers.
    ii. Upon receipt of the written notice of revocation, the Researchers shall immediately cease all research activity related to the Agreement until the issue is resolved. The Researchers will have three (3) business days to submit a written Response to the NSWERS, indicating why this Agreement should not be revoked.
    iii. The NSWERS shall decide whether to revoke this Agreement based on all the information available to it. The NSWERS shall provide written notice of its decision to the Researchers within ten (10) business days after receipt of the Response. These time frames may be extended for good cause.
    iv. If revocation is based upon the Researchers' improper handling of PII from the target data or improper proposed publication of target data containing PII that the parties have been unable to resolve, the Researchers agree to return the data and not publish or disseminate the proposed article or other document.
    v. If the Researchers publish target data in an article or other document without first submitting to the NSWERS for review and the article or other document contains PII, the NSWERS reserve the right, in addition to terminating this Agreement, to seek legal redress.

VIII. MISCELLANEOUS PROVISIONS

a. Attached to this Agreement and incorporated herein are:

    i. FERPA, 20 U.S.C. § 1232g
    ii. 34 CFR § 99.31
    iii. NSWERS Research Proposal Application

IX. SIGNATURE PAGE

By signing below, the official of the Research Organization certifies that he or she has the authority to bind the Research Organization to the terms of this Agreement and that the Research Organization has the capability to undertake the commitments in this Agreement.

1. Location at which the target data will be maintained and analyzed.	Enter Text
2. Signature of the Official of the Research Organization	
3. Date	Enter Date
4. Type/Print Name of Official	Enter Text
5. Email	Enter Text
6. Title	Enter Text
7. Telephone	Enter Text
8. Mailing Address	Enter Text
9. Signature of the Principal Research Analyst	
10. Date	Enter Date
11. Type/Print Name of Principal Research Analyst	Enter Text
12. Email	Enter Text
13. Title	Enter Text
14. Telephone	Enter Text
15. Mailing Address	Enter Text

16. Signature of NSWERS Executive Director	
17. Date	Enter Date
18. Type/Print Name of NSWERS Executive Director	Enter Text
19. Email	Enter Text
20. Title	Enter Text
21. Telephone	Enter Text
22. Mailing Address	Enter Text
30. Signature of NSWERS Legal Counsel	
31. Date	Enter Date
32. Type/Print Name of NSWERS Legal Counsel	Enter Text
33. Email	Enter Text
34. Title	Enter Text
35. Telephone	Enter Text
36. Mailing Address	Enter Text

APPENDIX F

NSWERS DATA DESTRUCTION ASSURANCE

Organizations or individuals conducting research on behalf of the Nebraska Statewide Workforce & Educational Reporting System (NSWERS) are required to destroy the target data which have been loaned to them during the duration of the project. This includes all copies, whether electronic or paper. These data must be destroyed when the research described in the Research Proposal Application concludes, or the Data Disclosure Agreement terminates, whichever occurs first. In addition, researchers must provide copies of all reports associated with the research project to the NSWERS within the time period specified in the Data Disclosure Agreement. As an assurance that these tasks have been completed, the project's principal investigator must complete this Data Destruction Assurance Form, and submit it to the NSWERS for archival.

By signing below, I assure, as the Principal Investigator, that:

____________ (*initial here*) All data elements loaned to me as listed in the Data Disclosure Agreement for the research project titled, INSERT TEXT HERE have been destroyed in the manner specified in Section VI. B, Retention of Target Data.

____________ (*initial here*) Any and all publications associated with this project have been provided to the NSWERS in the manner specified in Section V. C, Publications Made Available to the NSWERS.

Signature: ____

Date: ____

Name of Principal: ____

Investigator or Requestor: ____

Organization (if applicable): ____

Phone Number: ____

Email Address: ____

Address: ____

City: ____

State: ____

Zip Code: ____

APPENDIX G

NSWERS EVALUATION REQUEST APPLICATION

Requestor's Name:	
Dept./Company/Institution:	
Requestor's Affiliation:	
Phone:	
Email:	
Date Submitted:	
Description of Evaluation. (Please provide a summary of the intervention(s) you aim to evaluate):	
Reason for the Evaluation Request and how the evaluation will be used. (Please describe and be specific):	
School/Academic Years(s) for which the evaluation will apply:	
Special Considerations/Notes Regarding Your Evaluation Request (optional):	
Note: our minimum n-size = 10. All cells with less than ten (10) persons will be suppressed to protect privacy.	
If there are costs involved in the execution of your above evaluation request, NSWERS will provide you with a time/cost estimate prior to moving forward with the evaluation.	

Please email the completed form to **info@nswers.org.**

APPENDIX H

NSWERS EVALUATION PROPOSAL

(The Evaluation Proposal was adapted from a tool created under U.S. Department of Education Institute of Education Sciences (IES) contracts ED-IES-10-C-0064 with Abt Associates and ED-ODS-12-A-0019/0031 with AEM Corporation and its subcontractor Abt Associates.)

The NSWERS has developed a process whereby third parties may request that NSWERS conduct an evaluation germane to the NSWERS mission, stated research agenda and outcomes. All individuals or organizations requesting an evaluation must complete this Evaluation Proposal and submit it to the NSWERS for review. If the evaluation is approved and the necessary data are available, a Data Sharing Agreement will be developed and must be signed prior to the execution of the evaluation. Please complete each section of the application fully. If any fields are left blank, the application will not be considered.

Section 1. Requestor Information

Section 1.1 Requestor Contact Information

1. Name of Principal Contact or Requestor:
2. Organization (if applicable):
3. Phone Number:
4. Email Address:
5. Address:
6. City:
7. State:
8. Zip Code:
9. Today's Date:

Section 1.2 Data Confidentiality Protections

Please indicate whether the study has secured student or parental consent and/or Institutional Review Board (IRB) approvals. Describe the plans for protecting confidential data.

Section 2. Summary of Intervention(s)

1. Provide a brief overview of the objectives of the intervention (what key outcomes are expected to be affected).
2. Identify the activities and services that will be newly introduced or expanded and are intended to achieve those objectives.
3. Describe the target population eligible to receive intervention services (e.g., schools serving disadvantages students; transfer students; low-achieving students),
4. What is the intended duration of the intervention(s)?

Section 3. Impact/Effectiveness Evaluation

Section 3.1 Research Questions

1. What is the name of the intervention (or, if there is no formal name, the intervention or combination of components).
2. What is the comparison condition or contrast?
3. What outcome is expected to be affected?
4. What is the educational level of the population receiving the intervention?
5. What potential benefits will this evaluation have for NSWERS, our local school systems, educators, policy makers, or researchers?

Section 3.2 Comparison Condition

Although you've already named the comparison condition in the previous section, this section can include a more complete description of the condition that the intervention is being compared to. It is helpful to describe the likely instruction, services, or experience of students in the comparison condition, and how they differ from those in the intervention.

1. An alternative intervention (e.g., an existing tutorial program, when the intervention being evaluated is a new one).
2. "Business-as-usual (whatever would ordinarily be available to the group targeted for the intervention)
3. No treatment at all (when the intervention represents a totally new type of service or activity)

Section 3.3 Study Sample and How Intervention and Comparison Groups are Selected/Assigned

The description of how the intervention and comparison groups are formed typically includes the following information:

Sample:

1. Identification of units eligible for participation (e.g., schools with low graduation rates; students who need developmental education)
   a. Inclusion/exclusion criteria (e.g., grade level, test scores, demographics, major)
2. Unit at which groups are to be selected/assigned (e.g., school, faculty/class, student)
3. Target sample size at each level
4. The extent to which the sample represents the full population and settings being served by the intervention (e.g., sites, grade levels, demographic characteristics).

Selection/Assignment:

1. Method of assignment (e.g., random assignment, matching or other non-random approach)
2. Timing of when intervention and comparison groups are to be selected/assigned
3. Procedure for selecting/assigning groups (e.g., grouping eligible units on some common dimensions and then randomly assigning within those groups ("blocking" or "stratification"); characteristics used for matching)
4. Procedures for tracking units after selection/assignment and ensuring intervention delivery to correct group (e.g., monitoring "cross-overs" (comparison group members who inadvertently participate in the intervention) and "no-shows" (intervention group members who do not wind up participating in the intervention offered/available to them)).

Multi-semester/year and multiple cohort studies:

1. For multi-semester interventions (where the intervention is intended to be provided to the sample for more than one semester) and multiple-cohort studies (where multiple samples receive the intervention in different years), how the sample will be followed over time, including:
   a. Length of intervention when outcomes are measured (e.g., after the intervention has been in place for one year, two years, and three years)
   b. Grades/school year when outcomes measured (e.g., grade 12, freshman year)
   c. Length of exposure for units measured at outcome (e.g., students who have participated in the intervention for two years)
   d. Number of cohorts that will be included in the sample (e.g., college freshmen from fall 2015, fall 2016, and fall 2017)
   e. Whether students will join the sample after the intervention and comparison groups have been assigned.

If cluster-level selection/assignment:

1. If groups are to be selected/assigned at the cluster level (e.g., school districts, schools, faculty, classes), criteria and procedures for identifying/selecting units within the cluster (e.g., all students in all developmental education classes will be included in the sample; students from one class section for each instructor will be included in the sample; a random sample of 10 students from each class will be included in the sample).
2. Inclusion/exclusion criteria

Section 3.4 Key Measures and Plan for Obtaining Data

Please identify the following:

1. Time period(s) the data will represent (e.g., spring 2016 and spring 2017 for cumulative credits earned)
2. Plans for transfer of administrative data or primary data collection, if applicable (e.g., spring 2016 credits earned will be obtained from school records during July-Aug 2016; a freshmen survey will be administered in fall 2016)
3. Plans to ensure the quality and consistency of data (e.g., strategies for common coding of records from multiple schools; procedures for training data collectors, such as those administering assessments or surveys; procedures for consistency across data collectors, such as those coding responses or observations)

4. For each outcome measure and baseline measure:
    a. Name and/or description of measure (e.g., instrument and subtest; number of credits accumulated; graduation rate; SAT/ACT score)
    b. Domain being measured (e.g., math achievement, persistence)
    c. Unit of measurement (e.g., school, teacher, class, student)
    d. How variables will be constructed for analysis (e.g., summing/averaging survey items; creating a composite measure; calculating z-scores)
    e. Information about reliability and face validity
    f. Indication of the baseline measure(s) that corresponds to each outcome (or if there is no corresponding baseline measure for a given outcome)
5. Other student, teacher, and/or school characteristics that will be included in impact analysis models as covariates or control variables.

Section 3.5 Statistical Analysis of Impacts

1. For each impact that will be estimated:
    a. Provide a brief description of the intervention sample and comparison sample (e.g., transfer students that participate in the College support services intervention compared to transfer students that anticipate in the business-as-usual support services).
    b. Outcome domain, outcomes measure, and unite of observation (e.g., school, teacher, class, student)
    c. Timing of outcome measurement (i.e., duration of intervention or exposure)
    d. Measures to be used to establish baseline equivalence
    e. Unit of observation for baseline measure(s) (e.g., student, teacher, class, school)
    f. Timing of baseline measurement (e.g., how long before the intervention was offered
2. Specification of the statistical model used to estimate the impact of the intervention
3. Approach to handling missing data (for outcomes, baseline variables, and other covariates)
4. Strategy for dealing with multiple comparisons (i.e., adjusting the threshold for statistical significance for multiple tests with the same outcome domain)
5. Subgroups for which the study plans to estimate intervention impacts, if applicable

6. For RCTs, plans for handling crossovers and no-shows
7. The estimated minimum detectable effect size, based on the design, planned sample size, and stated assumptions about other relevant factors affecting power (e.g., ICC, R-square)

Section 3.6 Attrition (RCTs Only)

Attrition occurs when eligible units (schools, teachers, students) are randomly assigned but, for whatever reasons, data cannot be collected from them. Significant amounts of attrition from either the intervention or comparison/control group or both groups can compromise the initial comparability of the groups resulting from random assignment and potentially lead to biased estimates of the intervention's impact.

For RCTs, this section should describe the strategies that will be used to minimize attrition (school, teacher, student) from the sample. Specifically, the plan should address efforts to maximize the number of units in the sample used to analyze impacts (i.e., those with outcome data).

In addition to describing strategies for minimizing attrition, it is also typical to describe the plan for calculating attrition (i.e., the difference between the number of units assigned and the number of units in the analytic sample – for the sample overall and for each condition separately). For RCTs in which students are randomly assigned to intervention and comparison/control conditions, attrition of students should be calculated, both the overall attrition (average, combining both groups) and the differential attrition (the difference in the attrition for each group separately). For RCTs in which clusters (schools, teachers/classrooms) are randomly assigned and joiners are not included in the sample, the overall and differential attrition of both clusters and students should be calculated. For RCTs in which clusters are randomly assigned and joiners are included in the sample, the overall and differential attrition of clusters should be calculated.

Section 3.7 Baseline Equivalence Testing (QEDs and RCTs with High Attrition)

The section on baseline equivalence testing should include a detailed description of plans for assessing whether the intervention and comparison groups in the analytic sample (i.e., those with outcomes data and included in the impact analysis) are equivalent at baseline on the baseline measure(s) identified for each outcome. The plan for assessing baseline equivalence typically describes the analytic approach that will be used to estimate the intervention-comparison group difference at baseline. Examples of these analytic approaches include:

- Difference between mean values for each group
- Intervention parameter estimate from a regression model with a baseline measure on the left-hand side, as a dependent variable, and the same structural components as the impact model, such as stratum dummies, random terms, or multilevel structure).

This section should also indicate that the standard deviation of the baseline measures will be reported for both the intervention group and the comparison group.

Section 3.8 Implementation Evaluation

An implementation study provides essential contextual information for understanding the intervention and interpreting its impacts. Implementation studies yield important information about when, why, and how interventions work. An implementation study plan should include (a) a well specified logic model that outlines the key components of the intervention/program; (b) research questions linked to the logic model, including questions about the extent to which the implementation of the program matches the program as planned (fidelity of implementation); (c) plans for systematic, valid data collection; and (d) plans for how the data will be analyzed.

Section 3.9 Logic Model for the Intervention(s)

The section on the logic model for the intervention would typically include both the graphic illustration and a narrative description of the logic model (i.e., the intervention as planned). Although a narrative description is sufficient, a graphic illustration often helps summarize key intervention components, mechanisms of change, and targeted outcomes. In some cases, aspects of the intervention, target sample, or outcomes may change throughout the planning stages, so carefully review and update your logic model so that it's consistent with your current evaluation plans.

The narrative generally describes the intervention with a sufficient level of detail to allow for replication, if found effective, and includes the following:

- A clear statement of the population for which it is intended;
- The theoretical basis for the intervention;
- The expected causal mechanisms by which the intervention should work;
- A detailed description of the intervention's content and organization, its duration, the amount required for each activity, intervention procedures, etc.
- The hypothesized connections between activities and intended outcomes.

The graphic illustration generally shows all program inputs, program activities, and theorized short-term, intermediate, and long-term outcomes including:

- The key components of the intervention (e.g., professional development model, curricular materials, administrative supports)
  - The activities associated with each key component
  - Professional development activities with faculty, coaches, administrative staff. Specify each type of PD activity, the amount offered/required, and who is providing the PD. This includes on-line training as well as in-person training, mentoring, coaching, etc.
  - Instructional strategies with students, including content of instruction, instructional materials, instructional approaches, uses of technology, formative assessment. Indicate the dosage or level of exposure students are expected to have to the programmatic elements.
  - Classroom environment elements, such as student groupings, use of time.
- Direct outcomes for faculty, administrators, students, etc.
- Intermediate outcomes (mediators) for faculty (e.g., changes in instructional practice), administrators, classroom environments, school climate, student attitudes, etc.
- Long-term outcomes for faculty, administrators, students (e.g., student academic achievement, persistence), etc.

For help in creating a logic model, see the following resources:

- Regional Education Laboratory – Pacific, Education Logic Model Application (An interactive tool for developing a logic model). Available at: **http://relpacific.mcrel.org/resources/elm-app**
- W.K. Kellogg Foundation (2004). W.K. Kellogg Foundation Logic Model Development Guide. Battle Creek, MI: W.K. Kellogg Foundation. Available at: **http://www.smartgivers.org/uploads/logicmodelguidepdf.pdf**

- Knowlton, L.W. & Phillips, CC. The logic model guidebook: Better strategies for great results. Los Angeles: Sage; 2009.
- McLaughlin, J., & Jordan, G. (1999). Logic models: A tool for telling your program's performance story. Evaluating and Program Planning, 22, 65-72.

Section 3.10 Research Questions for Implementation Evaluation

This section should include the research questions that the implementation study will address, and may include the following types of questions:

- Were the key components of the intervention implemented with fidelity (i.e., were the key components implemented as planned)?
- What was the amount of variation in implementation fidelity?
- What was the relationship of fidelity of implementation to intermediate outcomes associated with changes in faculty, coaches, counselors, or other individuals implementing the intervention?
- What were the barriers to and facilitators of implementation?

Section 3.11 Data Collection Plan and Key Measures

The data collection plan for the implementation study would typically include:

- Schedule of data collection for each source of data
- Who is responsible for collecting each data source
- Plans for transfer of data to NSWERS
- The data sources that will be used to construct measure(s) of implementation fidelity
- Plan for coding and scoring data to construct measures of implementation fidelity, including:
  - Measurable indicators within each key component
  - Plan for combining indicator scores to create a fidelity score for each key component
  - Unit of measurement
  - Plan for defining the threshold for determining whether each key component was implemented with (or without) fidelity at the sample level.

Section 3.12 Analysis Approach

The description of the analysis approach would typically describe how the fidelity data and other implementation data will be analyzed to address the research questions.

Section 3.13 Other Investigations

The section on “other investigations” is the place to describe analyses that are intended to explore the intervention using analytic approaches that are not formal implementation studies. Some examples include studies that compare different amounts of exposure to an intervention (e.g., studies of dosage); explore the relationship between implementation fidelity and outcomes; or examine moderator effects (e.g., interaction effects). There is no expectation that the evaluation will include these types of analyses, so this section may be blank.

To the extent possible, the descriptions here should follow the components of the impact evaluation sections (if the analyses are intended to examine effectiveness) or the implementation evaluation sections (if the analyses are intended to examine qualitative features of the intervention).

APPENDIX I

NSWERS PARTNER EVALUATION DATA SHARING AGREEMENT

This Agreement is entered into by and between (insert partner entity) (hereinafter the “Partner Entity”) and the Nebraska Statewide Workforce and Educational Reporting System (hereinafter “NSWERS”) (collectively, the “Parties”) to govern the exchange, maintenance, and disclosure of personally identifiable information disclosed from education records.

WHEREAS, it is necessary for the Partner Entity to disclose to NSWERS personally identifiable information from education records in order to undertake and complete the requested evaluation of Federal and State supported education programs;

WHEREAS, the Parties are committed to the secure exchange of information in conformance with all relevant provisions of state and federal law, including the Family Educational Rights and Privacy Act (FERPA);

Now, therefore, in consideration of the mutual benefits to, and the satisfaction of the legal obligations of, both Parties, the following terms shall govern the exchange, maintenance, and disclosure of personally identifiable information disclosed from education records.

1. **Term of Agreement.** This Agreement shall take effect upon its signing by all Parties. This Agreement may be amended at any time by mutual agreement of all Parties. All parties will conduct an independent review of this Agreement on an annual basis. This Agreement shall remain in effect until terminated by written notification from one party to another.
2. **Designation of Authorized Representative.** NSWERS is hereby formally recognized as an authorized representative of the Partner Entity in order to undertake and complete the requested evaluation of Federal and State supported education programs.
3. **Disclosure of Personally Identifiable Information.** In order to complete the requested evaluation of Federal and State supported education programs, the Partner Entity shall disclose to NSWERS personally identifiable information from student education records. Specifically, the following personally identifiable information shall be disclosed to NSWERS as appropriate:
    - Demographic and high school outcome data;
    - Data related to postsecondary enrollment, transfer, persistence, and completion;

- Data related to employment, including data related to student outcomes such as industry and wage;
- All information discussed in Exhibit A, below.

Personally identifiable information disclosed pursuant to this agreement may be re-disclosed to authorized representatives and agents of the Parties so long as such disclosure is for the purposes of completing the evaluation described herein, satisfies all requirements of this agreement, and is consistent with the requirements of state and federal law.

4. **Use of Personally Identifiable Information.** Personally identifiable information identified in Paragraph 2, above, shall be used to undertake and complete the requested evaluation of Federal and State supported education programs, and to enable seamless integration of data across educational and workforce systems, improve data literacy education and promote the use of this data to further evidence-based policy and practices across the educational systems of Nebraska. Exhibit A, below, specifically identify the manner in which such data will be used. Personally identifiable information shall be accessed and used consistent with NSWERS policies and state and federal law.
5. **Destruction of Personally Identifiable Information.** In accordance with all applicable laws, regulations, and record retention schedules NSWERS shall destroy personally identifiable information disclosed by the Partner Entity when that information is no longer necessary for the purposes of the evaluation of the Partner Entity's Federal and State supported education programs, or as otherwise directed by the Partner Entity. This information shall be destroyed by securely deleting or purging the information from utilized data management systems and physically destroying any information maintained in a physical media or format. Absent further agreement by and between the Parties, this information shall be destroyed in conformance with NSWERS policies and procedures and the applicable schedules promulgated by the Office of the Nebraska Secretary of State unless it remains necessary for the undertaking and completion of the evaluation described herein.

6. **Maintenance of Records.** NSWERS shall maintain all personally identifiable information in accordance with all applicable Federal and State laws and NWERS policies, protocols, and procedures established in order to protect personally identifiable information from unauthorized use or disclosure. NSWERS shall take reasonable measures to ensure that all agents and employees access, maintain, and disclose personally identifiable information in accordance with this agreement and all applicable laws, policies, and procedures.
7. **Deference to Transmitting Entity.** NSWERS shall return or destroy any personally identifiable information disclosed to it by the Partner Entity upon request.
8. **Incorporation of Interlocal Agreement.** The Parties enter this agreement consistent with their relationship as defined by the Interlocal Agreement establishing NSWERS. That Agreement is attached hereto as Exhibit B and incorporated herein by reference.

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APPENDIX J

DATA-SHARING AGREEMENT RELATED TO GENERAL EVALUATION REQUESTS

This Agreement is entered into by and between (insert third-party entity) (hereinafter "Third-Party"), (insert Sponsoring partner entity) (hereinafter the "Sponsoring Partner"), and the Nebraska Statewide Workforce and Educational Reporting System (hereinafter "NSWERS") (collectively, the "Parties") to govern the exchange, maintenance, and disclosure of personally identifiable information disclosed from education records.

WHEREAS, Third-Party has a *bona fide* interest in an evaluation designed to examine the effects of an intervention in order to discover those policies, processes, and practices that best improve education and workforce outcomes for students;

WHEREAS, the Sponsoring Partner has determined that the specific scope of the intervention and set of specific aims of the requested evaluation so closely align with those of the Sponsoring Partner that the Sponsoring Entity wishes for the Third-Party's evaluation request to be considered their own;

WHEREAS, NSWERS has examined the merit and feasibility of the evaluation as proposed and determined that the proposed evaluation aligns with all requirements of state law, federal law, and NSWERS policy;

WHEREAS, it is necessary for the Sponsoring Partner to disclose to NSWERS personally identifiable information from education records in order to undertake and complete the requested evaluation of Federal and State supported education programs;

[Delete if no data must be disclosed by the Third-Party to undertake the requested evaluation.] WHEREAS, it is necessary for the Third-Party to disclose to NSWERS supplemental information related to education records;

WHEREAS, the Parties are committed to the secure exchange of information in conformance with all relevant provisions of state and federal law, including the Family Educational Rights and Privacy Act (FERPA);

Now, therefore, in consideration of the mutual benefits to, and the satisfaction of the legal obligations of, the Parties, the following terms shall govern the exchange, maintenance, and disclosure of personally identifiable information disclosed from education records.

1. **Term of Agreement.** This Agreement shall take effect upon its signing by all Parties. This Agreement may be amended at any time by mutual agreement of all Parties. All parties will conduct an independent review of this Agreement on an annual basis. This Agreement shall remain in effect until terminated by written notification from one party to another.
2. **Designation of Authorized Representative.** NSWERS is hereby formally recognized as an authorized representative of the Sponsoring Partner and the Third-Party in order to undertake and complete the requested evaluation of Federal and State supported education programs.
3. **Disclosure of Personally Identifiable Information.** In order to complete the requested evaluation of Federal and State supported education programs, the Sponsoring Partner shall disclose to NSWERS personally identifiable information from student education records. Specifically, the following personally identifiable information shall be disclosed to NSWERS as appropriate:

    - All information maintained by the Sponsoring Partner and described in the Evaluation Proposal, attached as Exhibit A.

[Delete if no data must be disclosed by the Third-Party to undertake the requested evaluation.] In order to complete the requested evaluation of Federal and State supported education programs, the Third-Party shall disclose to NSWERS the following information as appropriate:

- All information maintained by the Third-Party and described in the Evaluation Proposal, attached as Exhibit A.

Third-Party warrants and represents that it has the authority to disclose the information identified in this paragraph.

Personally identifiable information disclosed pursuant to this agreement may be re-disclosed to authorized representatives and agents of the Parties so long as such disclosure is for the purposes of completing the evaluation described herein, satisfies all requirements of this agreement, and is consistent with the requirements of state and federal law.

4. **Use of Personally Identifiable Information.** Personally identifiable information identified in Paragraph 3, above, shall be used to undertake and complete the requested evaluation of Federal and State supported education programs as defined in Exhibit A, and to enable seamless integration of data across educational and workforce systems, improve data literacy education and promote the use of this data to further evidence-based policy and practices across the educational systems of Nebraska. Exhibit A, below, specifically identify the manner in which such data will be used. Personally identifiable information shall be accessed and used consistent with NSWERS policies and state and federal law.
5. **Destruction of Personally Identifiable Information.** In accordance with all applicable laws, regulations, and record retention schedules NSWERS shall destroy personally identifiable information disclosed by the Sponsoring Partner and Third-Party when that information is no longer necessary for the purposes of the evaluation of the Sponsoring Partner's Federal and State supported education programs, or as otherwise directed by the Sponsoring Partner. This information shall be destroyed by securely deleting or purging the information from utilized data management systems and physically destroying any information maintained in a physical media or format. Absent further agreement by and between the Parties, this information shall be destroyed in conformance with NSWERS policies and procedures and the applicable schedules promulgated by the Office of the Nebraska Secretary of State unless it remains necessary for the undertaking and completion of the evaluation described herein.
6. **Maintenance of Records.** NSWERS shall maintain all personally identifiable information in accordance with all applicable Federal and State laws and NWERS policies, protocols, and procedures established in order to protect personally identifiable information from unauthorized use or disclosure. NSWERS shall take reasonable measures to ensure that all agents and employees access, maintain, and disclose personally identifiable information in accordance with this agreement and all applicable laws, policies, and procedures.
7. **Deference to Transmitting Entity.** NSWERS shall return or destroy any personally identifiable information disclosed to it by the Sponsoring Partner and Third-Party upon request.
8. **Incorporation of and Deference to Interlocal Agreement.** The Parties enter this agreement consistent with, and in deference to, the relationship of NSWERS and Sponsoring Partner as defined by the Interlocal Agreement establishing NSWERS. That Agreement is attached hereto as Exhibit B and incorporated herein by reference.

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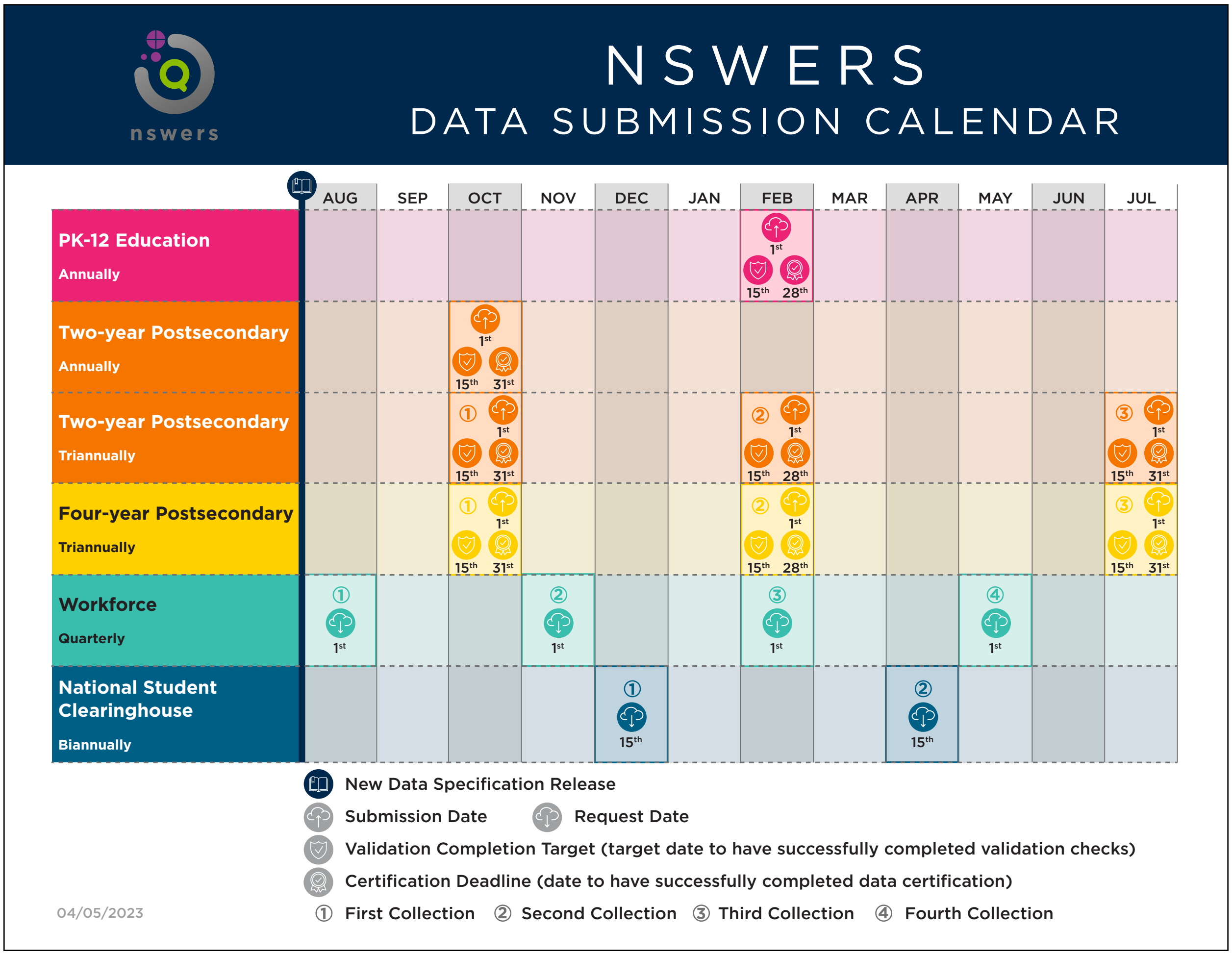
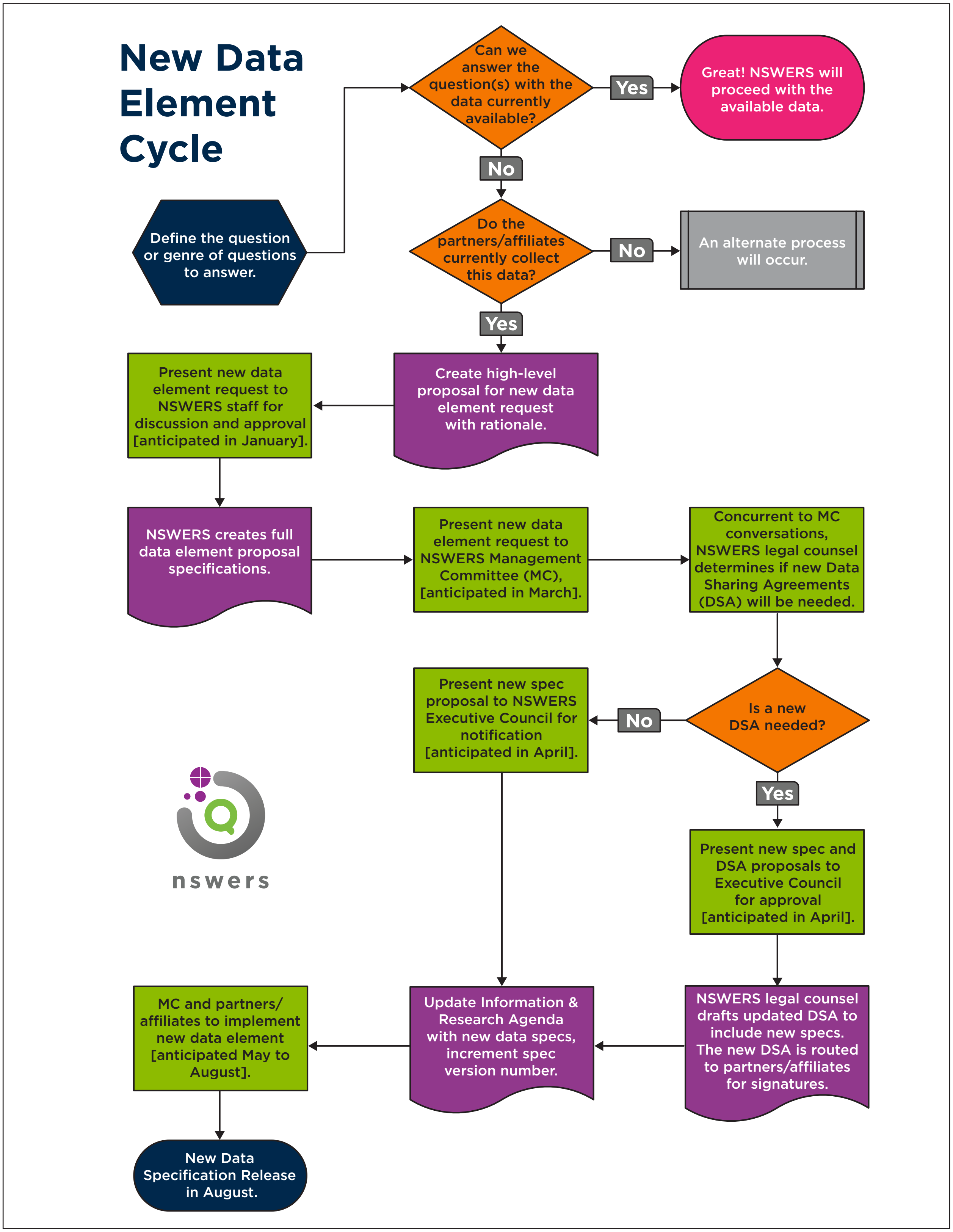
APPENDIX K

NSWERS DATA SUBMISSION CALENDAR



APPENDIX L

NSWERS NEW DATA ELEMENT PROCESS FLOWCHART



APPENDIX M

NSWERS CHANGE SUMMARY

Version 1.0 - adopted by the NSWERS Executive Council on June 9, 2021

- Initial version of the NSWERS Data Sharing & Management Policy and Procedures

Version 2.2 - adopted by the NSWERS Executive Council on April 26, 2023

- Includes the addition of additional policy sections, including: Data Access and Use, Data Requests and Disclosure, Data Security, and Data Quality

Version 2.3 - adopted by the NSWERS Executive Council on August 15, 2023

- Includes the additional policy section related to Evaluation Requests

Version 2.4 - adopted by the NSWERS Executive Council on April 24, 2024

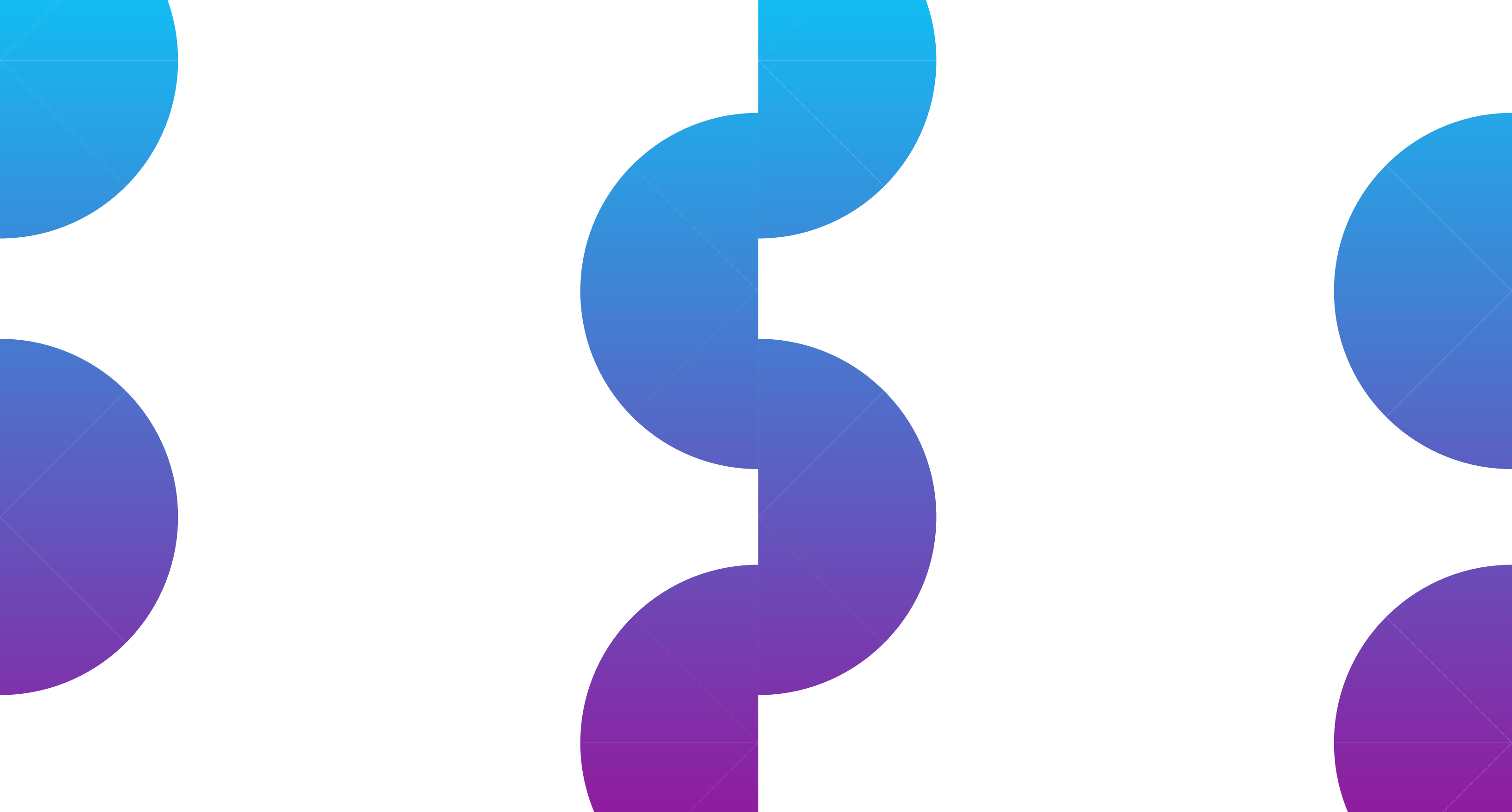
- Includes a revision to the policy section related to Data Access by NSWERS Staff

Version 2.5 - adopted by the NSWERS Executive Council on January 29, 2025

- Includes the addition of a policy section related to a Fee Schedule for Data and Evaluation Requests
- Includes a revision to the policy section related to Data Access by NSWERS Staff

Version 2.6 - adopted by the NSWERS Executive Council on October 27, 2025

- Includes allowance for Internal Use Only analytic outputs permitting limited relaxation of cell suppression rules within secure environments
- Includes language authorizing Partners to contribute supplemental data within NSWERS secure environment for approved Level 2 requests



Nebraska Statewide Workforce &
Educational Reporting System
901 N 17th
NH W 208
Lincoln, NE 68588-0524

Memo Outlining NSWERS Business & Finance Policy Edits

To: NSWERS Executive Council

From: Matthew J. Hastings, Executive Director, NSWERS

Date: April 15, 2026

Subject: Revised Business & Finance Policy Package: Disbursement Authority

At its previous meeting, the NSWERS Executive Council reviewed a proposed package of revisions to the Business & Finance policies that would have authorized the Executive Director to act as sole signatory for disbursements consistent with contracts and purchases already authorized under existing NSWERS policy. The Council declined to adopt the package but indicated, through subsequent discussion, that single-signature authority for disbursements up to seventy-five thousand dollars ($75,000) would be acceptable. The redline below proposes a revised package against the currently adopted policies.

Summary of Revised Package

The operative change appears in Policy 6002, where Section 2 (Signature Requirements) is restructured to set a hard $75,000 single-signature threshold per individual transaction. Carve-outs are limited to non-discretionary obligations: payroll, payroll taxes, and benefits payments. All other disbursements above $75,000 require two authorized signatures, one from an officer of the Executive Council.

Supporting changes appear in Policies 6006 (depository access does not equal expenditure approval), 6016 (bank reconciliation independence and disbursement log), 6101 (travel reimbursement processing reference), 6104 (lodging payment processing reference), 6400 (purchasing-to-payment authority cross-reference), 6401 (contract-to-payment authority cross-reference and cumulative payment reporting on Council-approved contracts), and 6801 (quarterly disbursement summary reporting, including identification of any individual disbursements exceeding the $75,000 threshold and the second authorized signatory). Taken together, these establish the visibility and internal-control framework that makes the operational threshold defensible.

Nebraska Statewide Workforce & Educational Reporting System

Business & Finance

Policy Name: Invoicing

Policy Number: 6001

A. PURPOSE

To establish consistent procedures for the preparation, issuance, and management of invoices to ensure timely and accurate billing for goods, services, or other financial obligations involving NSWERS.

B. DEFINITIONS

1. Invoice – A formal billing document that itemizes goods or services provided and the corresponding amount due.

2. Customer – Any external organization, agency, or partner responsible for payment to NSWERS.

3. Accounts Receivable – Funds owed to NSWERS for goods or services rendered.

C. POLICY

1. **Issuance of Invoices**
   Invoices must be issued in a timely manner upon the delivery of goods or completion of services, or as contractually agreed. All invoices must include:
   - Invoice number and date
   - NSWERS name and remittance address
   - Description of goods or services
   - Amount due and payment terms
   - Contact information for billing inquiries
2. **Approval Documentation**

All invoices must be reviewed and approved by the Executive Director or designee prior to issuance. Supporting documentation (e.g., contracts, service agreements, delivery records) must be retained in accordance with NSWERS recordkeeping policies.

3. **Payment Terms**
   Standard payment terms are net 30 days from the invoice date, unless otherwise stipulated in a formal agreement. Late payments may be subject to penalties or interest as outlined in the agreement or as determined by the Executive Council.
4. **Reissuance and Corrections**
   Any corrections or reissuance of invoices must be clearly marked as such and must reference the original invoice number. Credit memos may be issued in cases of overbilling or canceled services, subject to appropriate approvals.
5. **Tracking and Reconciliation**
   All invoices shall be tracked through the NSWERS accounting system. The Executive Director or designee shall monitor outstanding invoices and initiate appropriate follow-up communications for accounts past due, including reminders and escalation to the Executive Council as needed.

FORMS/APPENDICES:

None.

Source:

Policy Adopted: July 31, 2025

Policy Revised:

Nebraska Statewide Workforce & Educational Reporting System

Business & Finance

Policy Name: Check Signature

Policy Number: 6002

A. PURPOSE

To establish authorized check signatories and signature requirements for all disbursements made by NSWERS.

B. DEFINITIONS

1. Facsimile Signature – A legally valid reproduction of a handwritten signature affixed by mechanical or electronic means.

C. POLICY

1. Authorized Signatories

The following positions are authorized to sign checks on behalf of NSWERS:

- Executive Director
- Executive Council President
- Executive Council Secretary/Treasurer

2. Signature Requirements

~~All checks issued by NSWERS must bear two (2) facsimile or original signatures from authorized individuals. No single individual shall authorize and sign a check without a second required signature.~~ Disbursements made by NSWERS, including checks, electronic payments, and other transfers, shall require two (2) facsimile or original signatures from authorized individuals, except as set forth below.

The Executive Director is authorized as a sole signatory for disbursements up to and including seventy-five thousand dollars ($75,000) per individual transaction, provided the disbursement is consistent with an approved contract, purchase, or reimbursement authorized under NSWERS policy.

Disbursements exceeding seventy-five thousand dollars ($75,000) per individual transaction, or that are not otherwise authorized by policy, shall require two authorized signatures, one of which must be an officer of the Executive Council.

Payroll, payroll tax filings, and benefits payments may be processed with the Executive Director as sole signatory regardless of amount, given that these obligations are non-discretionary and approved through normal budget and personnel processes. Electronic or facsimile signatures may be used in accordance with applicable law and internal controls.

3. **Bonding and/or Insurance Requirement**
   ~~Employees~~ NSWERS shall obtain bond(s) and/or equivalent commercial insurance covering employee dishonesty of any NSWERS employee or other NSWERS official who is authorized to handle or disburse funds. ~~must be bonded under a corporate surety bond in accordance with Neb. Rev. Stat. § 85-1508 or other applicable state statutes.~~

FORMS/APPENDICES:

None.

~~*Neb. Rev. Stat. 85-1508* Requires corporate surety bonding for employees authorized to collect, receipt, and disburse public funds, ensuring protection of public assets.~~

Source:

Based on NCC Policy AP-6125.0

Policy Adopted: July 31, 2025

Policy Revised:

Nebraska Statewide Workforce & Educational Reporting System

Business & Finance

Policy Name: Reserve Requirement

Policy Number: 6005

A. PURPOSE

To identify an appropriate reserve requirement to meet emergency needs, unexpected expenses, and circumstances.

B. DEFINITIONS

None.

C. POLICY

1. Reserve Requirement

1.1. Minimum
NSWERS shall maintain a reserve fund that is no less than eight percent (8%) of the prior fiscal year's operating budget.

1.2. Purpose of Reserve
The reserve is intended as a last-resort source to manage unplanned expenditures, inflationary pressures, or revenue shortfalls (e.g., funding gaps or unanticipated costs).

1.3. Approval to Draw Below Minimum
Approval must be provided by the Executive Director before initiating any action that would cause the reserve to drop below the eight percent (8%) minimum reserve. The approval to drop below the minimum will be reported to the Executive Council along with a plan and timeline to return the reserve to the minimum level.

FORMS/APPENDICES:

None.

Source:

Based on NSCS Policy 6005

Policy Adopted: July 31, 2025

Policy Revised: DATE

Nebraska Statewide Workforce & Educational Reporting System

Business & Finance

Policy Name: Depositories

Policy Number: 6006

A. PURPOSE

To provide direction on lawful bank accounts and security requirements for those banks.

B. DEFINITIONS

None.

C. POLICY

1. Local Depository Accounts

1.1. Record of Local Accounts

NSWERS shall maintain a record of the locations of the depository accounts, the purpose of the accounts, and the authority for withdrawals shall be reported to the Executive Council prior to the start of each fiscal year. Authorization to access or withdraw from NSWERS depository accounts does not, by itself, confer authority to approve expenditures or disbursements, which shall be governed by Policies 6002, 6400, and 6401. Any changes to the information shall be reported to the Executive Council throughout the year.

1.2. Authorized Accounts

All cash receipts shall be deposited in banks to the credit of NSWERS. No deposits can be held or placed in an account in any other name.

FORMS/APPENDICES:

None.

Source:

Based on NSCS Policy 6006

Legal Reference:

Neb. Rev. Stat. 77-2301 State funds; deposit of funds; conditions

Neb. Rev. Stat. 77-2302 Federal Deposit Insurance Corporation references; how construed

Neb. Rev. Stat. 77-2303 State funds; depositories; bond required; approval; conditions

Neb. Rev. Stat. 77-2304 State funds; depositories; form of bond

Neb. Rev. Stat. 77-2305 State funds; depositories; limitations on amount deposited in any one bank

Neb. Rev. Stat. 77-2306 State funds; depositories; security in lieu of bonds

Neb. Rev. Stat. 77-2386 - 77-23,106 Public Funds Deposit Security Act

Policy Adopted: July 31, 2025

Policy Revised:

Nebraska Statewide Workforce & Educational Reporting System

Business & Finance

Policy Name: Safeguarding Assets

Policy Number: 6016

A. PURPOSE

To provide for the safekeeping of cash, financial assets, and personal property.

B. DEFINITIONS

1. Tangible Personal Property – Property exclusive of land and buildings that is movable, including equipment, furnishings, vehicles, appliances, electronics, scientific and academic instruments and other physical property.

2. Surplus Property - Usable or unusable tangible personal property, which has been declared excess or surplus to the needs of NSWERS.

3. Capital Item – Tangible personal property owned, leased, controlled or possessed that meets three criteria: 1) is not consumed in the normal course of business, 2) has a unit value of five thousand dollars ($5,000) or more, and 3) has an economic useful life that exceeds two (2) years.

C. POLICY

1. **Safekeeping Financial Assets**

   NSWERS shall develop specific safeguards to reduce the risk of theft and destruction of cash on hand and in transit as well as other financial assets.

   1.1. Internal Controls

   NSWERS shall adhere to a system of internal controls that provides for the necessary oversight and separation of duties to protect financial assets, is responsive to any audit findings identifying weaknesses, and includes on-going monitoring. Bank reconciliations shall be completed monthly and reviewed by an individual independent of disbursement authorization. Evidence of review shall be documented. NSWERS shall maintain a disbursement log (checks, ACH, and other electronic payments) sufficient to support periodic reporting to the Executive Council under Policy 6801.

1.2. Covered and/or Bonded Employees

NSWERS shall obtain bond(s) and/or equivalent commercial insurance covering employee dishonesty of any Executive Council members and employees who handle money on behalf of the Executive Council; and the amount of such bond(s) and/or insurance coverage shall be in an amount of at least one million dollars ($1,000,000) and subject to review and approval of the Executive Council on an approximately annual basis. ~~shall be bonded to the amount and in the matter prescribed by the State Risk Manager, state law and existing bond indentures as part of the state's corporate surety bonds~~.

2. Safeguarding Personal Property

Appropriate capital and non-capital inventories of tangible personal property shall be maintained by NSWERS. NSWERS shall be responsible for maintaining required inventory records for tangible personal property, performing physical inventories, reconciling physical inventories to the related records and reconciling additions and deductions on the inventory system to the general accounting system.

2.1. Capital Inventory

Procedures should be in place to ensure that newly acquired capital items are promptly added to the inventory records and any item which has been determined to be surplus to the needs of NSWERS, and has been transferred, sold, traded-in or disposed of, is deleted from the inventory records. A physical inventory is to be conducted annually to compare assets on hand to those listed on the inventory records. The location of equipment and other capital items should be updated as necessary to reflect the current status of the inventory; it is essential that persons taking the physical inventory be able to locate all items listed on the inventory promptly. Physical inventory as of June 30 should be completed and documented by August 31 each year.

2.2. Non-Capital Inventories

All desktop, laptop, and tablet computers will be tracked on inventory and tagged. NSWERS should define an appropriate level of control for other movable assets, including art, not included on the capital inventory and noncapital inventories.

2.3. Tagged Properties

All capital inventory and other non-capital inventory items required to be tracked shall be indelibly tagged, marked or stamped as belonging to NSWERS.

2.4. Recovery of Tangible Personal Property

If any property identified in the inventories is lost, destroyed or unaccounted for due to negligence or carelessness, proper steps shall be taken to recover such property or the reasonable value thereof from the responsible party.

FORMS/APPENDICES:

None.

Source:

Based on NSCS Policy 6016

~~Legal Reference:~~

~~*Neb. Rev. Stat. 11-201-11-202* Bonds or insurance; state officers and employees~~

Policy Adopted: July 31, 2025

Policy Revised:

Nebraska Statewide Workforce & Educational Reporting System

Business & Finance

Policy Name: Travel Authorization and Claims

Policy Number: 6101

A. PURPOSE

To identify the process for getting travel approved and for processing claims.

B. DEFINITIONS

None.

C. POLICY

1. **Approval of Travel**

1.1. Supervisor Approval

All travel must be approved in advance by the immediate supervisor and by the designated financial approver. Travel reimbursements that comply with Policies 6101-6105 and applicable rate limits may be approved for payment by the Executive Director (or designee) and processed under the signature requirements in Policy 6002.

1.2. Travel Outside the United States

No expenditure for traveling expenses outside the United States shall be allowed unless approval for such trip shall first be granted by the Executive Director.

2. **Travel Expense Claims**

2.1. Information Required for Claim

Whenever any person is entitled to be reimbursed for travel expenses incurred in the line of duty, they shall be required to submit a claim with all necessary documentation. A travel reimbursement claim with all receipts included must be approved by the supervisor and submitted to accounting for audit and payment. Information necessary to process a travel claim will include:

- Date(s)
- Purpose of travel
- Start and end times of travel
- Name and location of lodging documented with receipts
- Meals provided
- Other miscellaneous reimbursable expenses documented with receipts

2.2. The request for reimbursement must be submitted no later than thirty (30) days after the final day on which expenses were incurred for which reimbursement is sought.

2.3. Meals and incidental expenses incurred while traveling away from home are reimbursed up to the U.S. General Services Administration standard rate (www.gsa.gov) with itemized receipts.

FORMS/APPENDICES:

None.

Source:

Based on NSCS Policy 6101

Legal Reference:

Neb. Rev. Stat. 81-1174 Reimbursement for expenses; request; contents; automobile; airplane; statement required; receipts; limitation

Neb. Rev. Stat. 81-1175 Reimbursement for expenses; vouchers; written authorization; exceptions

Policy Adopted: July 31, 2025

Policy Revised:

Nebraska Statewide Workforce & Educational Reporting System

Business & Finance

Policy Name: Meal Reimbursement

Policy Number: 6103

A. PURPOSE

To explain reimbursement rules for meal costs related to NSWERS business.

B. DEFINITIONS

None.

C. POLICY

1. Eligible Meal Reimbursement

1.1. Meal Expenses

Meal expenses incurred while traveling away from home are reimbursed up to the U.S. General Services Administration standard rate (www.gsa.gov) with itemized receipts.

1.2. Meals Provided

Any meal provided to, but not paid for by the traveler, shall be identified on the request for reimbursement and will be deducted from the reimbursement request. This includes, but is not limited to, any meals provided as part of a business meeting, conference, or hotel. However, employees are entitled to claim reimbursement for breakfast if no protein meal is provided by the hotel.

1.3. Local Meals Provided

No meal expenses shall be allowed when such expenses are incurred in the city or town where the residence or headquarters of the employee is located, except for meal expenses that occur when the employee is required to attend official functions, conferences or hearings within such location. Written approval to attend such activities shall be obtained from the Executive Director or their designee prior to incurring the expenses.

2. Filing Claims

2.1. Detail of Claim

The request for reimbursement shall include the date the travel began and ended, the time of departure and time of return, the purpose for the travel and any meals provided.

2.2. Timely Claim

The request for reimbursement must be submitted not later than thirty (30) days after the final day on which expenses were incurred for which reimbursement is sought.

FORMS/APPENDICES:

None.

Source:

Based on NSCS Policy 6103

Legal Reference:

Neb. Rev. Stat. 81-1174 Reimbursement for expenses; request; contents; automobile; airplane; statement required; receipts; limitation

Policy Adopted: July 31, 2025

Policy Revised:

Nebraska Statewide Workforce & Educational Reporting System

Business & Finance

Policy Name: Lodging

Policy Number: 6104

A. PURPOSE

To provide guidance on booking lodging and getting reimbursed for lodging while on NSWERS business.

B. DEFINITIONS

None.

C. POLICY

1. Lodging Reservations

All travel and related lodging must be approved by the immediate supervisor and designated financial approver. Lodging expenses incurred in accordance with this policy may be approved for payment by the Executive Director (or designee) and processed under Policy 6002.

1.1. Authorized Rates

Travelers are expected to book lodging that is reasonably priced and relevant for the specific destination, time of year, and business purpose. When choosing a location, the traveler should always ask the vendor or booking agent for a government or event rate. The traveler is expected to book the lowest rate offered.

1.2. Direct Billed

Many lodging establishments are willing to bill NSWERS directly for employee lodging. The traveler should inquire with the respective accounting office if the lodging can be direct billed. Nebraska lodging that is direct billed should be tax-exempt. The traveler is solely responsible for initially paying any other charges incurred with the lodging.

1.3. Conference or Event Lodging

Travelers are expected to take advantage of special priced lodging blocked for conference or events. If discounted lodging collocated with the event is no longer available, then the traveler may choose the lowest priced rate currently available at the location or at a nearby location.

1.4. Individual Reservation

The traveler may personally reserve and pay for all lodging expenses if the location will not agree to a direct billing.

2. Lodging Claims

2.1. Authorized Reimbursement

Payment/reimbursement for lodging will be limited to the single occupancy rate, plus applicable fees and taxes. NSWERS is not required to pay lodging taxes in Nebraska so travelers should request an exemption.

2.2. Non-Reimbursable Expenses

Charges incurred for personal comfort/entertainment are not reimbursable. Meals charged to a room and included on a lodging receipt are only reimbursable when an itemized receipt is provided.

2.3. Shared Lodging

If more than one (1) traveler on NSWERS business chooses to share lodging, then the lodging expenses must be cross-referenced in each traveler's request for reimbursement. Total reimbursement for the shared lodging shall not exceed the combined cost of a single occupancy rate, plus applicable fees and taxes, for each traveler.

3. Filing Claims

3.1. Detail of Claim

The request for reimbursement shall include the date the travel began and ended, the time of departure and time of return, the purpose for the travel and any meals provided.

3.2. Timely Claim

The request for reimbursement must be submitted not later than thirty (30) days after the final day on which expenses

FORMS/APPENDICES:
None.

Source:
Based on NSCS Policy 6104

Legal Reference:

Neb. Rev. Stat. 81-1174 Reimbursement for expenses; request; contents; automobile; airplane; statement required; receipts; limitation

Neb. Rev. Stat. 81-1175 Reimbursement for expenses; vouchers; written authorization; exceptions

Policy Adopted: July 31, 2025

Policy Revised:

Nebraska Statewide Workforce & Educational Reporting System

Business & Finance

Policy Name: Private Vehicle Use

Policy Number: 6105

A. PURPOSE

To provide guidance on the use and reimbursement for using a private vehicle for NSWERS business.

B. DEFINITIONS

None.

C. POLICY

1. Private Vehicle Use

Every person authorized to operate a private vehicle for NSWERS business shall have completed a defensive driving course approved by the Nebraska Transportation Services Bureau. Employees that choose to use a private vehicle for NSWERS business must have a valid driver's license and valid personal automobile insurance. Authorized persons are entitled to be reimbursed on a per mile basis based on the circumstances.

1.1. No Fleet Vehicle Available

If there is no appropriate fleet vehicle available for business travel and the traveler chooses to use their own personal vehicle, they will be reimbursed at the high-mileage rate established by the Executive Director.

1.2. Written Approval

When a traveler has received written authorization to use a personal vehicle, the reimbursement rate will be the high-mileage rate established by the Executive Director.

1.3. Fleet Vehicle Available

If a traveler chooses to utilize a personal vehicle when a fleet vehicle is available, they will be reimbursed at the low-mileage rate established by the Executive Director.

2. Mileage Claims

If trips included in an expense claim are made by personal vehicle, only one (1) mileage claim shall be allowed for each mile actually and necessarily traveled by the most direct and efficient route, regardless of whether one (1) or more persons are transported in the same motor vehicle. Exceptions to the most direct route will be allowed for unusual circumstances such as road closures or accidents if documented by the traveler. No expenses beyond the mileage reimbursement will be paid for personal vehicle use. When mileage for a personal vehicle is claimed, the travel reimbursement request shall include the following information:

- Start and stop points for travel segments
- Time of departure and arrival
- Purpose for the trip
- Related receipts for tolls and parking fees
- Rate per mile claimed
- If the higher rate for personal mileage reimbursement is being claimed because no fleet vehicle was available, the approval document should be included with the claim.

3. Miscellaneous Expenses

Parking fees and toll charges incurred while on business can be reimbursed with appropriate receipts and documentation.

FORMS/APPENDICES:
None.

Source:

Based on NSCS Policy 6105

Legal Reference:

Neb. Rev. Stat. 81-1174 Reimbursement for expenses; request; contents; automobile; airplane; statement required; receipts; limitation

Neb. Rev. Stat. 81-1175 Reimbursement for expenses; vouchers; written authorization; exceptions

Neb. Rev. Stat. 81-1176 Mileage rates; how computer; adjustments; application

Neb. Rev. Stat. 81-1014 Privately owned vehicles

Policy Adopted: July 31, 2025

Policy Revised:

Nebraska Statewide Workforce & Educational Reporting System

Business & Finance

Policy Name: Purchasing of Materials and Equipment

Policy Number: 6400

A. PURPOSE

To secure the best possible prices and procure quality materials and equipment that meet specifications and other requirements. This policy applies to bidding and purchasing of all goods, materials, supplies and equipment, with the exception of fixed equipment, hereinafter referred to as "materials".

The purchase of any IT equipment or software must adhere to the purchasing thresholds.

B. DEFINITIONS

1. Informal Bids - Informal bids are price quotations which are secured by telephone calls, prices available online, or letters to potential vendors or from the vendors' published material.
2. Formal Bids - A formal bid is a written quote from a vendor which may include a facsimile quote or an email.
3. Competitive Sealed Bids - Price quotations secured from vendors by means of an advertised Request for Proposal (RFP). An RFP is a document that announces a project, describes the scope of the project, details criteria for bids, and solicits bids from vendors. A minimum of fifteen (15) calendar days shall elapse between the time the RFP is advertised and the time of the bid opening. Bids must be opened in the matter, time and date specified if the RFP. Facsimile quotes or emails are not allowed during this competitive process.
4. Information Technology (IT) - IT purchases include devices that have a primary function related to the collection, transfer, storage, or processing of data. Equipment includes office equipment used to display or print data.

Computers, printers, monitors, keyboards, servers, drivers, switches, routers, software and software licenses all fall within information technology.

5. Emergency: Any situation where it is necessary to enter into a contract to (a) avoid the loss of life, health, safety or property; (b) respond to time established by an external authority; (c) ensure the continuation of an essential NSWERS service, function, utility, facility or (d) avoid, correct or repair a situation outside the control of NSWERS including detrimental negligence or acts of an employee, natural or manmade disasters.

6. Fixed Equipment: Equipment that is affixed to the facility and is not movable.

C. <u>POLICY</u>

1. Purchasing Thresholds

All purchases shall conform to the following dollar thresholds and bidding processes.

1.1. Less than $5,000 – No bid required
No bid is required when the materials purchased are valued at less than five thousand dollars ($5,000). If it is determined by the NSWERS that solicitation of bids for materials costing less than five thousand dollars ($5,000) would result in a better quality product or lower cost, informal bids may be secured by telephone or in writing.

1.2. From $5,000 but less than $50,000 – Informal bid process
A minimum of three (3) informal bids are required when the total of a purchase is between five thousand dollars ($5,000) and less than fifty thousand dollars ($50,000). If the bids are obtained by telephone, documentation regarding such bids is required in writing. If it is not possible to get three (3) informal bids, the process and reasons should be documented.

1.3. $50,000 but less than $150,000 – Formal bid process
A formal process is required for all purchases that are fifty thousand dollars ($50,000) but less than one hundred fifty thousand dollars ($150,000). A minimum of three (3) written quotes is necessary. If it is not possible to get three (3) written quotes, the process and reasons should be documented.

1.4. $150,000 or more – Competitive Sealed bid process

On purchases of one hundred fifty thousand dollars ($150,000) or more competitive sealed bids are required.

2. General Purchasing Guidance

2.1. Purchase Orders

Purchase orders or purchase requisitions may serve as notification of award and documentation for the purchase of supplies and materials.

2.2. Most Advantageous Price

- Purchasing processes and procedures shall be designed to assure that all materials following appropriate standards and specifications can be purchased at the most advantageous price.
- Where feasible and appropriate, NSWERS shall attempt to determine its annual supply needs so that purchasing may be coordinated to realize the potential economies of standardization of materials and large-scale purchases.
- State purchasing assistance or contracts may be utilized where found to be advantageous.

2.3. Threshold Adherence

All purchases shall be bid as a single whole item. In no case shall purchases be divided or fractionated in order to produce several purchases which are of an estimated value below that required for competitive bidding.

3. General Bid Requirements

3.1. Minimum Number of Bidders

If materials are to be purchased by competitive sealed bidding, NSWERS shall prepare standards and specifications for the Request for Proposal (RFP) in such a manner it will be possible for three (3) or more manufacturers, vendors or suppliers to submit competitive bids. If bids cannot be obtained from three (3) bidders, bids may be accepted from a fewer number of bidders than three (3), upon documentation of the bidding process including the companies contacted.

3.2. Bid Timelines

The RFP shall state the manner, day and time upon which bids shall be returned, received and opened.

3.3. Bid Preference

When a public bid is to be awarded to the lowest bidder, a Nebraska residential bidder shall be allowed a preference over a nonresident bidder from a state which gives or requires a preference to bidders from that state. The preference shall be equal to the preference given or required by the state of the nonresident bidder. This provision shall not apply to any contract for any project upon which federal funds would be withheld because of such provisions.

3.4. Nondisclosure

No person who is in charge of any bids prior to the time fixed for opening, shall open them prior to the time or otherwise disclose to any bidder the contents, amount or other details or any rival bid.

3.5. Lowest Bidder

All purchases shall be made from the lowest bidder, taking into consideration the best interest of NSWERS, the quality of the materials proposed to be supplied, conformity with specifications, the purposes for which required, and the times of delivery. In determining the lowest bidder, in addition to price, NSWERS may develop in advance and include as part of the RFP criteria specific to a purchase or may give the following elements consideration when appropriate:

- The ability, capacity and skill of the bidder to meet the specifications;
- The character, integrity, reputation, judgment, experience and efficiency of the bidder;
- Whether the bidder can meet the delivery expectations;
- The performance on past awarded bids;
- The previous and existing compliance by the bidder with laws relating to the contract;
- The life cycle costs of the personal property in relation to the purchase price and specific use of the item;
- The performance of the materials, taking into consideration any commonly accepted tests and standards of product usability and user requirements; and

- Such other information as may be secured having a bearing on the decision to award the bid.

3.6. Bid Rejection

Any or all bids may be rejected including the bid of any bidder who has failed to perform a previous contract with NSWERS or the State of Nebraska. In any case, where competitive bids are required and all bids rejected, and the proposed purchase is not abandoned, new bids shall be called for as in the first instance.

4. Exceptions, Emergencies, and Sole Sourcing

4.1. Exceptions to bidding Requirements

The following are exceptions to bidding requirements. Documentation justifying the exception should be kept on file by NSWERS.

- Used items, used materials, or used supplies.
- Library books, magazines, electronic subscription services and acquisitions.
- Purchasing from a previously competitively bid government contract, including the State of Nebraska, the University of Nebraska System, or a multistate compact contract.
- When pricing has been established by the federal General Services Administration.
- Utilities include electricity, water and sewer, heating fuels, gasoline, diesel fuel, or wood chips.
- Lodging and airfare.

4.2. Emergency

Emergency purchases shall be documented by NSWERS and approved by the Executive Director. Executive Director approval of an emergency automatically includes the suspension of bidding requirements as appropriate for each emergency.

4.3. Sole Source

A sole source purchase is when there is only a single feasible or sole source for the supplies or equipment. Documentation to purchase based on sole source without competitive bids or proposals shall be documented by NSWERS. A single feasible or sole source exists when:

- Supplies or equipment are proprietary and only available from the manufacturer or a single entity and there is no similar equipment available that meets the requirements;
- Supplies or equipment that must be compatible with the original equipment;
- The software or materials are copyrighted and are only available from the publisher or a single distributor; or
- Donors providing majority funding for materials may specify a particular vendor.

5. Compliance Requirements

5.1. Purchasing Responsibility

- The responsibility for the purchasing, receiving, storing and distributing of all materials and supplies to support the activities and programs of NSWERS, unless otherwise provided, is delegated by the Executive Council to the Executive Director. The Executive Director shall serve as the principal purchasing agent for NSWERS and shall be responsible for the development and implementation of NSWERS processes and procedures which conform to the requirements of the Executive Council.
- Purchasing authority delegated under this policy carries corresponding authority to approve payment for goods and services received and accepted, subject to the single-signature threshold and other disbursement controls in Policy 6002.
- Should such processes and procedures include the appointment of a NSWERS purchasing agent and a decentralized purchasing function, responsibility for conformance with NSWERS' and the Executive Council's requirements shall remain with the principal purchasing agent.

5.2. Independence and Conflict of Interest

- While an employee as a prospective user may informally seek information and confer with a vendor about the characteristics and list price of a product, negotiation for purchase of such product must be done in compliance with NSWERS policies.

- The principal purchasing agent shall retain responsibility for assuring compliance with procurement procedures.
- If correspondence is carried on between a prospective user and a vendor, copies of such correspondence shall be included along with other price documentation accompanying a purchase order to the extent determined appropriate by the principal purchasing agent.
- No employee shall be financially interested, or have any beneficial personal interest, directly, or indirectly in the purchase of any articles or property, nor in any firm, partnership, corporation or association furnishing them. No such person shall receive or accept directly or indirectly from any person, firm or corporation submitting any bid or to whom a contract may be awarded, by rebate, gift or otherwise, any money or other thing of value whatsoever, or any promise, obligation or contract for future reward or compensation.

5.3. Disabled Veteran or Enterprise Zone Act Preference

- In accordance with state law, when a state contract is to be awarded to the lowest bidder, a resident disabled veteran or a business located in a designated enterprise zone under the Enterprise Zone Act shall be allowed a preference over any other resident or nonresident bidder, if all other factors are equal.
- Resident disabled veteran means any person who resides in the State of Nebraska, who served in the United States Armed Forces, including any reserve component or the National Guard, who was discharged or otherwise separated with a characterization of honorable or general (under honorable conditions), and who possesses a disability rating letter issued by the United States Department of Veterans Affairs establishing a service connected disability or a disability determination from the United States Department of Defense.

- The resident disabled veteran must own and control a business or, in the case of a publicly owned business, more than fifty percent (50%) of the stock must be owned by one or more persons that meet the definition of a resident disabled veteran. The management and daily business operations of the public business must also be controlled by one or more persons meeting the definition of resident disabled veteran.

5.4. Federal Funding

When purchases are made using federal funds, federal purchasing requirements must also be followed. For those purchases meeting the federal definition of a "covered transaction", the purchaser shall verify that the potential vendor has not been suspended or debarred.

5.5. Work Eligibility Status

All contractors shall register and use a federal immigration system to determine the work eligibility status of new employees physically performing services within the State of Nebraska.

5.6. Fair Labor Standards Compliance

All bids shall include a statement that they are complying with, and will continue to comply with, the fair labor standards in pursuit of their business and in the execution of the contract on which they are bidding. Fair labor standards shall mean wages paid and conditions of employment as are paid and maintained by at least fifty percent (50%) of similar businesses. If it is shown that any contractor submitting a bid has not complied with fair labor standards, such lack of compliance shall be the basis for disqualification of the bid.

5.7. Drug Free Workplace

All vendors responding to RFPs must establish and provide proof of a drug free workplace policy or submit a statement that they are in compliance with the State of Nebraska's Drug Free Workplace requirement. Purchase Orders used to obtain materials or equipment shall contain a statement that, by virtue of accepting the Purchase Order, the vendor is verifying that their business has established a drug free workplace policy and is in compliance with the policy.

Forms/Appendices:

None.

Source:

Based on NSCS Policy 6400

Legal Reference:

Neb. Rev. Stat. 4-114 Public employer and public contractor; register with and use federal immigration verification system; Department of Labor; duties.

Neb. Rev. Stat. 73-107 Resident disabled veteran or business located in designated enterprise zone; preference; contract not in compliance with section; null and void.

Policy Adopted: July 31, 2025

Policy Revised:

Nebraska Statewide Workforce & Educational Reporting System

Business & Finance

Policy Name: Contracts and Agreements

Policy Number: 6401

A. PURPOSE

To ensure that all situations involving a contract or agreement (hereinafter referred to as contracts) for acquiring goods and services are clear and that the appropriate process is followed when entering into a contract. A contract is necessary whenever a legal relationship is established consisting of rights and duties that go beyond the sale transaction details.

B. DEFINITIONS

1. Competitive Sealed Bids - Price quotations secured from vendors by means of an advertised Request for Proposal (RFP). An RFP is a document that announces a project, describes the scope of the project, details criteria for bids, and solicits bids from vendors. A minimum of fifteen (15) calendar days shall elapse between the time the RFP is advertised and the time of the bid opening. Bids must be opened in the manner, time and date specified in the RFP. Facsimile quotes or emails received by NSWERS are not allowed during this competitive process.

2. Contract - A written agreement between two or more parties creating legally enforceable obligations. Whether a document is titled as a contract, an agreement, a memorandum of understanding, or any other type of cooperative undertaking, any written arrangement wherein parties exchange value, such as the exchange of services for payment, is legally considered to be a contract. The relationship's legal status does not change just because the document is labeled as something other than a contract.

3. Emergency - Any situation where it is necessary to enter into a contract to (a) avoid the loss of life, health, safety or property; (b) respond to time limits established by an external authority; (c) ensure the continuation of an essential service, function, utility, facility or (d) avoid, correct or repair a situation outside the control of NSWERS including detrimental negligence or acts of an employee, natural or manmade disasters.

4. Formal Bids - A formal bid is a written quote from a vendor which may include a facsimile quote or an email.

5. Informal Bids - Informal bids are price quotations for services which are secured by telephone calls or letters to potential vendors or from the vendors' published material.

6. Information Technology (IT) - IT services include any contracting or support provided by vendors related to software systems or IT equipment.

7. Revenue Sharing – A financial arrangement where the parties agree to distribute a portion of the income generated from a specific activity, product, or service. Revenue sharing includes, but is not limited to commissions, royalites, profit sharing, or other forms of revenue distribution.

C. POLICY

1. **Application of Policy**
   - This policy applies to all situations where there will be a contractual relationship or terms established in writing with a third-party except capital construction and facility maintenance and repair, and where the purchase of fixed facility equipment acquisitions will involve a contract.
   - Purchases of insurance are not subject to these bidding and contract requirements.
2. **Contract Thresholds**
   Thresholds are determined based on the total contract amount for the initial term of the contract, not to include renewal periods. All contracts shall conform to the following thresholds for bidding and contract signature approvals.
   2.1. All Contracts Except for Consulting Agreements and Revenue Sharing Contracts
   - Contracts less than $25,000
     - Signed by the Executive Director
     - No bid is required when the contract will be less than twenty-five thousand dollars ($25,000). If it is determined

by NSWERS that solicitation of bids for contracts costing less than twenty-five thousand dollars ($25,000) would result in a lower cost or better service, informal bids may be secured by telephone or in writing.
    - No contract is required for repair or maintenance services less than twenty-five thousand dollars ($25,000) to moveable equipment, vehicles, and furnishings.
- From $25,000 but less than $150,000
    - Signed by the Executive Director
    - The contract is awarded using a formal bid process. If it is not possible to get three (3) bids, the process and reasons should be documented.
- $150,000 but less thanks $300,000
    - Contract is awarded based on a competitive sealed bid process.
    - Signed by the Executive Director
- $300,000 and above
    - Contract is awarded based on a competitive sealed bid process
    - Requires Executive Council approval or Executive Council authorization for the Executive Director to approve.
    - Signed by the Executive Director

2.2. Consulting Contracts

- Contracts less than $75,000
    - Signed by the Executive Director
    - No bid required when the contract will be less than seventy-five thousand dollars ($75,000). If it is determined by NSWERS that solicitation of bids for contracts costing less than seventy-five thousand dollars ($75,000) would result in a lower cost or better service, informal bids may be secured by telephone or in writing.
- From $75,000 but less than $150,000
    - Signed by the Executive Director
    - The contract is awarded using a competitive sealed bid process. A minimum of three (3) bids is necessary. If

it is not possible to get three (3) bids, the process and reasons should be documented.

- $150,000 or more
  - Requires Executive Council approval or Executive Council authorization for the Executive Director to approve.
  - Signed by the Executive Director
  - Contract is awarded based on a competitive sealed bid process.

2.3. Revenue Sharing Contracts

- Should utilize a sealed bid RFP process
- Must have Executive Council approval
- Signed by the Executive Director

3. General Bid Requirements

3.1. Minimum Number of Bidders

If services are to be purchased by competitive sealed bidding, NSWERS shall prepare standards and specifications for the RFP in such a manner it will be possible for three (3) or more vendors to submit competitive bids. If bids cannot be obtained from three (3) bidders, bids may be accepted from a fewer number of bidders than three (3), upon documentation of the bidding process, including the companies contacted.

3.2. Bid Timelines

The RFP shall state the manner, day and time upon which bids shall be returned, received and opened.

3.3. Bid Preference

When a public bid is to be awarded to the lowest bidder, a Nebraska residential bidder shall be allowed a preference over a nonresident bidder from a state, which gives or requires a preference to bidders from that state. The preference shall be equal to the preference given or required by the state of the nonresident bidder. This provision shall not apply to any contract for any project upon which federal funds would be withheld because of such provisions.

3.4. Nondisclosure

No person who is in charge of any bids prior to the time fixed for opening, shall open them prior to the time or otherwise disclose to any bidder the contents, amount or other details of any rival bid.

3.5. Lowest Bidder

All purchases of services shall be made from the lowest bidder, taking into consideration the best interest NSWERS, the quality of the materials proposed to be supplied, conformity with specifications, the purposes for which required, and the times of delivery. In determining the lowest bidder, in addition to price, NSWERS may develop criteria specific to a purchase or may give the following elements consideration when appropriate:

- The ability, capacity and skill of the bidder to meet the specifications;
- The character, integrity, reputation, judgment, experience and efficiency of the bidder;
- Whether the bidder can meet the delivery expectations;
- The performance on past awarded bids;
- The previous and existing compliance by the bidder with laws relating to the contract;
- The life-cycle costs of the personal property in relation to the purchase price and specific use of the item;
- The performance of the materials, taking into consideration any commonly accepted tests and standards of product usability and user requirements; and
- Such other information as may be secured having a bearing on the decision to award the bid.

3.6. Bid Rejection

Any or all bids may be rejected, including the bid of any bidder who has failed to perform a previous contract with NSWERS or the State of Nebraska. In any case, where competitive bids are required and all bids rejected, and the proposed purchase is not abandoned, new bids shall be called for as in the first instance.

4. Compliance Requirements

4.1. Contract Execution

No work should be performed under the contract until it has been signed by all parties. No contract, lease, or purchase agreement that requires approval by the Executive Council or Executive Director shall be signed or finalized in any form until authorized by the Executive Council or Executive Director. Authority granted under this policy to execute contracts and agreements includes corresponding authority to approve payment of invoices and contractual obligations incurred under those agreements, subject to the single-signature threshold and other disbursement controls in Policy 6002.

4.2. Contract Cancellation

Contracts can only be cancelled by individuals who are authorized to sign contracts on behalf of NSWERS.

4.3. Non-Appropriation Clause

No contract may commit funds for a future fiscal year, unless specific funding has been identified in a Legislative appropriation bill or an appropriate cancellation clause has been inserted in the contract.

4.4. Contract Negotiation and Authorization

The Executive Director is responsible for negotiating and signing contracts.

4.5. Executive Council President Clause

The President of the Executive Council can execute and sign a contract in place of the Executive Director.

4.6. Contract Reporting

Contracts over one hundred fifty thousand dollars ($150,000) and all subsequent change orders, addenda and amendments over fifty thousand dollars ($50,000) shall be reported to the Executive Council. For contracts that require Executive Council approval or Executive Council authorization for the Executive Director to approve, NSWERS shall include in the reporting a summary of payments made to date under the contract (cumulative total), consistent with Policy 6801.

4.7. Contract Form

- The NSWERS standard contract forms are to be used whenever possible.
- In cases where there are no alternatives to using vendor contract forms, the applicable provisions of the appropriate NSWERS form need to be incorporated into the contract.
- If an online user agreement (sometimes referred to as a "click-through agreement") is required for a purchase, the terms and conditions are to be approved by the Executive Director.

4.8. Equal Opportunity Statements

All contracts will contain equal opportunity statements to ensure compliance with Federal Government requirements associated with Title VI and Title VII of the Civil Rights Act of 1964, and other appropriate equal opportunity procurement policies.

4.9. Drug-Free Workplace

All contractors and vendors responding to bids with NSWERS must establish and provide proof of a drug-free workplace policy or submit a statement that they are in compliance with the State of Nebraska's Drug-Free Workplace requirement.

4.10. Fair Labor Standards Compliance

All bids shall include a statement that they are complying with and will continue to comply with the fair labor standards in the pursuit of their business and in the execution of the contract on which they are bidding. Fair labor standards shall mean wages paid and conditions of employment as are paid and maintained by at least fifty percent (50%) of similar businesses. If it is shown that any contractor submitting a bid has not complied with fair labor standards, such lack of compliance shall be the basis for disqualification of the bid.

4.11. Independence and Conflict of Interest

- While an employee, as a prospective user, may informally seek information and confer with a vendor about services and prices, negotiation for purchase of services must be done in compliance NSWERS policies.
- The principal purchasing agent shall retain responsibility for assuring compliance with procurement procedures.

- If correspondence is carried on between a prospective use and a vendor, copies of such correspondence shall be included, along with other price documentation accompanying a purchase order, to the extent determined appropriate by the principal purchasing agent.
- No employee shall be financially interested, or have any beneficial personal interest, directly or indirectly, in the purchase of any services, nor in any firm, partnership, corporation or association furnishing them. No such person shall receive or accept directly or indirectly from any person, firm or corporation submitting any bid or to whom a contract may be awarded, by rebate, gift or otherwise, any money or other thing of value whatsoever, or any promise, obligation or contract for future reward or compensation.

4.12. Threshold Adherence

All services shall be bid as a single whole item. In no case shall services be divided or broken up in order to produce several small contracts, which are of an estimated value below that required for bidding.

4.13. Work Eligibility Status

Contractors that are an individual, LLC, or sole proprietorship must complete the “United States Citizenship Attestation Form”. All other contractors shall register and use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska.

4.14. Disabled Veteran or Enterprise Zone Act Preference

- In accordance with state law, when a state contract is to be awarded to the lowest bidder, a resident disabled veteran or a business located in a designated enterprise zone under the Enterprise Zone Act shall be allowed a preference over any other resident or nonresident bidder, if all other factors are equal.
- Resident disabled veteran means any person who resides in the State of Nebraska, who served in the

United States Armed Forces, including any reserve component or the National Guard, who was discharged or otherwise separated with a characterization of honorable or general (under honorable conditions), and who possesses a disability rating letter issued by the United States Department of Veterans Affairs establishing a service-connected disability or a disability determination from the United States Department of Defense.

- The resident disabled veteran must own and control a business or, in the case of a publicly owned business, more than fifty percent (50%) of the stock must be owned by one (1) or more persons that meet the definition of a resident disabled veteran. The management and daily business operations of the public business must also be controlled by one (1) or more persons meeting the definition of resident disabled veteran.

4.15. Federal Funding

When services are purchased with federal funds, federal purchasing requirements must also be followed. For those purchases meeting the federal definition of a "covered transaction", the purchaser shall verify that the potential vendor has not been suspended or debarred.

5. Contracts Delegated to NSWERS

The following contracts do not require review and approval by the Executive Council, but must adhere to approval and bidding requirements, if appropriate:

- Any contracts that establish placements for students to complete work-based learning experiences, such as an internship, assistantship, clinical placement, etc.
- Any contract for the purchase of supplies and commodities used in the regular course of business operations.
- Any contract for the purchase of a license to use a mailing list, email list, or similar list of contracts.
- Any contract for trash services, cable television and internet services.

6. Exceptions, Emergencies, and Sole Sourcing

6.1. Exceptions to Bidding Requirements

The following are exceptions to the bid requirements. Documentation justifying the exception should be kept on file by NSWERS:

- Software license renewals.
- Technology resource maintenance contracts.
- Purchasing services from a previously competitively bid government contract, including the State of Nebraska, the University of Nebraska System, or a multi-state compact contract.
- When pricing has been established by the federal General Services Administration.
- Placement of ads or advertising.
- Purchase of insurance

6.2. Emergency

Emergency purchases shall be documented and submitted for approval by the Executive Director. Executive Director approval of an emergency automatically includes the suspension of bidding requirements as appropriate for each emergency. Emergency shall mean any situation where it is necessary to purchase something to:

- Avoid the loss of life, health, safety, or property.
- Respond to time limits established by an external authority.
- Ensure the continuation of an essential NSWERS service, function, utility, facility or computer/software system.
- Avoid, correct or repair a situation outside the control of NSWERS, including detrimental negligence or acts of an employee, natural or manmade disasters, and security or data compromise.

6.3. Sole Source

Documentation to purchase based on sole source without competitive bids or proposals shall be documented and given approval by either the Executive Director or President of the Executive Council. A sole source purchase is when there is only a single feasible or sole source for the services. A single feasible or sole source exists when:

- Services are proprietary and only available from the company or a single entity.

- The same vendor/contractor of an installed pilot project system is required to install expansions to that system.
- Factory authorized maintenance services must be utilized in order to maintain a warranty or integrity of system.
- Only one (1) type of product or solution or software exists for a specific application.
- The services of a particular provider are unique, e.g. entertainers, authors, etc.
- Based on current research, it is determined that only a single entity services the region in which the services are needed.

7. Contracts Requiring Executive Council Approval at Any Amount

7.1. Educational or Research Partnerships

- All contracts establishing collaborative, educational or research partnerships require Board approval. Contracts, Memorandum of Understandings, or Agreements establishing collaborative, educational or research partnerships between the NSWERS and external entities must be approved in advance by the Executive Council and signed by the Executive Director.
- Contracts that are solely for the purpose of exploring the potential for future substantive contracts do not require approval of the Executive Council and shall be signed the Executive Director.

8. Consultant Contract Guidance

The Executive Council recognizes the value and financial savings that may accrue from the use of experienced consultants to the Executive Council, staff and faculty on special aspects of NSWERS programs. Since NSWERS cannot include in its personnel appointments all the highly qualified and widely experienced people on all phases of NSWERS operations, the Executive Council will therefore contract from time to time, as appropriate, with individuals or groups for special consulting services.

8.1. CPA Firms, Lobbyist and Search Consultants

The hiring and retention of personnel, excluding annual auditors which are approved by the Executive Council, hired for a duration greater than five (5) days shall be approved by the Executive Director. The Executive Director is delegated the responsibility for selecting and negotiating these services on behalf of the Executive Council. The Executive Director shall determine if a contract is necessary. A competitive process is not required. In each instance the Executive Director shall notify the Executive Council.

8.2. Legal Services
All legal services shall be coordinated through the Executive Director.

8.3. System Consultants
The Executive Director is delegated the responsibility for selecting and negotiating on behalf of the Executive Council all other special consulting contracts for NSWERS where the total cost is expected to be under one hundred fifty thousand dollars ($150,000). Such contracts shall be signed by the Executive Director or President of the Executive Council.

FORMS/APPENDICES:

None.

Source:

Based on NSCS Policy 6401

Legal Reference:

Neb. Rev. Stat. 4-114 Public employer and public contractor; register with and use federal immigration verification system; Department of Labor; duties.

Neb. Rev. Stat. 73-107 Resident disabled veteran or business located in designated enterprise zone; preference; contract not in compliance with section; null and void.

Policy Adopted: July 31, 2025

Policy Revised:

Nebraska Statewide Workforce & Educational Reporting System

Business & Finance

Policy Name: Grants & Service Agreements

Policy Number: 6704

A. PURPOSE

To document the process of applying for and accepting grants or entering into service agreements where NSWERS will perform services for a third party.

B. DEFINITIONS

1. Grant – A financial award provided to NSWERS for a specific project or purpose. Grants are typically awarded based on a competitive application process, and recipients are expected to use the funds for the intended purpose outlined in the grant award. Grants are often given to support initiatives that align with the goals and priorities of the grantor, such as research, education, community development, or social impact. Importantly, grants do not involve a direct exchange of goods and services between the grantor and grantee.

2. Service Agreement – An arrangement between NSWERS and another party where NSWERS agrees to perform certain services and may be compensated for the services.

C. POLICY

1. **Applying for Grants**
   NSWERS may seek support from non-state funds as available and as needed in their programs. Support may be from private, state or federal sources. Such support may be for current educational and general purposes, research projects, capital outlay or other purposes. Such funds will be sought and used only to the extent that the funds are not restricted in any way that interferes unduly with NSWERS or Executive Council objectives and operational procedures.

2. Grant Application Approvals

2.1. Executive Director Approval

Applications for all grants shall be reviewed in advance by the Executive Director prior to the submittal of the application when possible. In cases where timing makes prior approval by the Executive Director impossible, the application will be submitted to the Executive Director for consideration as soon as possible thereafter. No grant may be accepted without approval of the grant application. Once the Executive Director has approved the application, the applicant will be notified, and NSWERS will report the application to the Executive Council at the next meeting

2.2. Executive Council Approval

Applications for grants which a) have as part of the agreement the obligation to accept fiscal responsibility in future years or b) which require maintenance of effort shall be approved by the Executive Council prior to submittal of the application when possible. In cases where timing makes prior approval by the Executive Council impossible, the application will be submitted to the Executive Council for consideration as soon as possible thereafter. No grant award requiring Executive Council approval may be accepted prior to Executive Council approval.

2.3. Grant Details

Information provided to the Executive Council and Executive Director relative to a grant application will include:

- Name of granting agency
- Purpose of grant
- Dollar amount being sought and source(s) of all funds
- Number of new positions to be funded from grant
- Amount of matching funds required
- Amount of in-kind funds required
- Source and amount of any other revenue obtained for the grant activity
- Time period of grant

2.4. Reporting Awards

NSWERS will report all grant awards to the Executive Council at the next regularly scheduled Executive Council meeting.

3. Service Agreements

NSWERS may enter into service agreements with third parties to perform services and may receive payment in connection with the services. There are various types of service agreements:

- Any agreement where services are provided to an external party, including, but not limited to, instruction, consulting, research, evaluation, planning, technical assistance or program development.

3.1. Reporting Service Agreements

NSWERS will report service agreements that have a total value of $25,000 or more over the term of the agreement, at the Executive Council meeting following approval of the agreement. The report shall include the name of the third party, the service to be rendered by NSWERS, the terms of the agreement, and the total amount to be paid by the third party.

FORMS/APPENDICES:

None.

Source:

Based on NSCS Policy 6704

Policy Adopted: July 31, 2025

Policy Revised:

Nebraska Statewide Workforce & Educational Reporting System

Business & Finance

Policy Name: Annual Audits

Policy Number: 6800

A. PURPOSE

To identify annual audit requirements.

B. DEFINITIONS

None.

C. POLICY

1. **Annual Audit Requirements**

   The financial transactions and accounting records of NSWERS shall be audited annually. The annual audit will be reviewed by the Executive Council at the meeting following receipt of each audit. Copies of the audit reports shall be made available for public inspection.

   1.1. APA Auditors

   The NSWERS Audit will be conducted by a contracted audit firm approved by the Executive Council. Audits of other programs will be conducted annually as required.

FORMS/APPENDICES:

None.

Source:

Based on NSCS Policy 6800

Policy Adopted: July 31, 2025

Policy Revised: October 27, 2025

Nebraska Statewide Workforce & Educational Reporting System

Business & Finance

Policy Name: Required Financial Reports

Policy Number: 6801

A. PURPOSE

To identify annual reporting requirements to the Executive Council.

B. DEFINITIONS

None.

C. POLICY

1. **General Operations Financial Reports**

   The following NSWERS reports will be submitted to the Executive Council in the format established by NSWERS:

   - Quarterly and annual revenue/expenditure financial reports.
   - Quarterly and annual expenditure reports will include information on FTEs, by employee group and by program, including salary and fringe benefits expended, and operating expenses.
   - Quarterly disbursements summary reports, including totals by category, a listing of any individual disbursements exceeding seventy-five thousand dollars ($75,000) processed during the quarter, and any exceptions processed under emergency provisions.
   - Reports comparing NSWERS expenditures to budgets for the six months ended December 30 and June 30. These reports will be prepared on an accrual basis.

FORMS/APPENDICES:

None.

Source:

Based on NSCS Policy 6801

Policy Adopted: July 31, 2025

Policy Revised:

Memo Supporting Avenue Scholars Evaluation Proposal

To: NSWERS Executive Council

From: Matthew Hastings, Executive Director, NSWERS, on behalf of the NSWERS Management Committee

Date: April 15, 2026

Subject: Recommendation for Approval: Avenue Scholars Evaluation Proposal

On behalf of the NSWERS Management Committee, I am pleased to present the Avenue Scholars Evaluation Proposal, submitted by Catie Dagle of Avenue Scholars (Omaha, NE). Following our review during the NSWERS Management Committee meeting on April 15, 2026, we unanimously support this proposal and recommend its approval by the Executive Council at the upcoming April 29, 2026, meeting.

Avenue Scholars is a career-readiness program that serves financially disadvantaged high school students in the Omaha metro area, helping them identify, prepare for, and enter high-demand careers requiring an associate degree or less. Programming begins in students' junior year of high school and continues through postsecondary training and for six months following career entry, encompassing career coaching, paid internships with local employers, and postsecondary scholarships at partner institutions. Program eligibility is based on financial need, interest in pursuing a sub-baccalaureate career pathway, and attendance at a partner high school.

The proposed evaluation employs a quasi-experimental design (QED) with propensity score matching to assess the impact of Avenue Scholars participation on six NSWERS-aligned outcomes: high school graduation rate, college-going rate, postsecondary graduation rate, employment location (in-state or out-of-state), time to employment, and annualized wages. The intervention group consists of program participants who meet the criteria to become Avenue Scholars Alumni, while comparison groups include program participants who did not complete or did not meet full-time employment criteria, as well as students who did not participate in the high school program component. Two cohorts are included in the study: Cohort 1 (program starts during 2013–2017) and Cohort 2 (program starts during 2017–2021), with an estimated study sample of 800 to 1,000 students per cohort.

The statistical approach includes generalized linear mixed models with relevant covariates such as gender, race and ethnicity, high school GPA, ACT score, and school-level identifiers. Effect sizes will be reported using the Cox index for dichotomous outcomes, consistent with What Works Clearinghouse (WWC) standards. Baseline equivalence will follow WWC thresholds, and multiple imputation will be used to address limited missing data in predictors and covariates. The proposal acknowledges that wage data are limited to Nebraska Unemployment Insurance quarterly wage reports, meaning that students employed outside of Nebraska may have missing wage information.

This evaluation aligns closely with NSWERS' mission and research agenda by examining outcomes that span the full education-to-workforce pipeline. The program provider has served local students for 15 years, and this evaluation will represent a significant milestone in demonstrating the organization's contribution to student success. The evaluation will also benefit NSWERS by demonstrating the quality and capability of its longitudinal data system for program evaluation, while identifying opportunities to strengthen data collection processes.

Based on the Management Committee's review, we recommend that the Executive Council approve this proposal and authorize NSWERS staff to proceed with the development of the appropriate Data Sharing Agreement and implementation steps consistent with NSWERS policies and security requirements.

Attachment: Avenue Scholars – NSWERS Evaluation Proposal

Section 1. Requestor Information

Section 1.1 Requestor Contact Information

1. Name of Principal Contact or Requestor: Catie Dagle
2. Organization (if applicable): Avenue Scholars
3. Phone Number: 402-960-5870
4. Email Address: cdagle@avescholars.org
5. Address: 2121 N. 117th Avenue, Suite 220
6. City: Omaha
7. State: NE
8. Zip Code: 68164
9. Today's Date: 08/13/2024

Section 1.2 Data Confidentiality Protections

Please indicate whether the study has secured student or parental consent and/or Institutional Review Board (IRB) approvals. Describe the plans for protecting confidential data.

N/A: IRB is not typically required for program evaluations.

Section 2 Summary of Intervention(s)

1. Provide a brief overview of the objectives of the intervention (what key outcomes are expected to be affected).
    a. The goal of the program, Avenue Scholars, is to help local high school students identify, prepare for, and ultimately enter financially sustaining, high-demand careers requiring an associate degree or less while satisfying high-demand workforce needs in the local area.
2. Identify the activities and services that will be newly introduced or expanded and are intended to achieve those objectives.
    a. High school program: Students take their initial Avenue Scholars class, explore their selected industry area through Career Awareness programming, and work one-on-one with their High School Career Coach to develop a personalized career plan based on their individual talents, interests, and goals. They also participate in financial and personal well-being activities and apply for an internship or a part-time job.
    b. Internship program: Avenue Scholars connects high school seniors in its program to paid internships with some of the area's best employers in a variety of high-demand career areas. Avenue Scholars students select, apply and interview for an internship during their junior year. Once accepted, specially designed coursework

allows students to earn high school and college credits, while working during the summer and throughout their senior year.

   c. Postsecondary program: Students who complete the Avenue Scholars high school program have access to a scholarship to continue their education/training at partner postsecondary institutions. Students can either pursue postsecondary education or enter the workforce with on-the-job training while continuing to receive one-on-one support from their Postsecondary Career Coach. After their education and training is complete, students still have the support of Avenue Scholars for up to 6 months into a workforce.

3. Describe the target population eligible to receive intervention services (e.g., schools serving disadvantages students; transfer students; low-achieving students).
   a. The program participation eligibility is based on financial need (eligibility for free or reduced-price school lunches or a federal Pell Grant), interest in pursuing a high-demand career requiring an associate degree or less, and attendance at any of partner high schools.
4. What is the intended duration of the intervention(s)?
   a. Programming begins in students' junior year of high school and continues uninterrupted through postsecondary training and for six months following career entry.

Section 3. Impact/Effectiveness Evaluation

Section 3.1 Research Questions

1. What is the name of the intervention (or, if there is no formal name, the intervention or combination of components).
   a. Avenue Scholars
2. What is the comparison condition or contrast?
   a. Comparison will be made, where appropriate, to 2 groups:
      i. Program participants who do not meet the criteria to become AS Alumni, including:
         1. Program completers who do not meet the full-time employment criteria (not on-track completers)
         2. Program non-completers
      ii. Program participants who did not participate in HS programs (not HS program completers)

   b. For each group, participants who are similar to the treatment group in terms of observed background characteristics will be identified and selected for comparison (selected by matching procedures).
3. What outcome is expected to be affected?
   a. Increase in high school graduation rates
   b. Increase in post-secondary matriculation rates
   c. Increase in post-secondary graduation rates
   d. Increase in employment location (in/out of state)
   e. Decrease in time lag to employment (in-state only)
   f. Increase in annualized wages
4. What is the educational level of the population receiving the intervention?
   a. Students in their sophomore year of high school are eligible for program application.
5. What potential benefits will this evaluation have for NSWERS, our local school systems, educators, policy makers, or researchers?
   a. Performing rigorous evaluations builds high-quality evidence about effective interventions. The program provider has been serving local students for 15 years. The proposed evaluation will become a significant milestone and benefit the program provider by demonstrating the organization's dedication to supporting local students in identifying and pursuing their career aspirations. The evaluation will also provide vital insights on participant success, program effectiveness, and allow for careful consideration of programming and model shifts moving forward.
   b. The program is engaging in collaboration with local partners to provide resources and guidance for high school students within the community. The proposed program evaluation will benefit stakeholders (including current and future program participants, partner businesses, partner high schools, and partner postsecondary institutions) by observing the long-term impact of their contribution on student outcomes and ensuring informed decision-making regarding the optimal utilization of their resources.
   c. Finally, NSWERS will benefit from this evaluation opportunity through demonstrating the quality of its data and its capability and cost-effectiveness of conducting longitudinal data analysis and program evaluation thus establishing its value of existence. NSWERS will also benefit by identifying shortcomings of current data collection and documenting new data needs throughout the preparation process.

Section 3.2 Comparison Condition

Although you've already named the comparison condition in the previous section, this section can include a more complete description of the condition that the intervention is being compared to. It is helpful to describe the likely instruction, services, or experience of students in the comparison condition, and how they differ from those in the intervention.

1. An alternative intervention (e.g., an existing tutorial program, when the intervention being evaluated is a new one).
    a. N/A
2. "Business-as-usual (whatever would ordinarily be available to the group targeted for the intervention).
    a. N/A
3. No treatment at all (when the intervention represents a totally new type of service or activity).
    a. N/A

Section 3.3 Study Sample and How Intervention and Comparison Groups are Selected/Assigned

The description of how the intervention and comparison groups are formed typically includes the following information:

Sample:

1. Identification of units eligible for participation (e.g., schools with low graduation rates; students who need developmental education)
    a. Inclusion/exclusion criteria (e.g., grade level, test scores, demographics, major).
        i. The program participation eligibility is based on financial need (eligibility for free or reduced-price school lunches or a federal Pell Grant), interest in pursuing a high-demand career requiring an associate degree or less, and attendance at any of partner high schools.
2. Unit at which groups are to be selected/assigned (e.g., school, faculty/class, student).
    a. The study sample is comprised of students selected at the individual level and not at any aggregate (school/class/program) level.
3. Target sample size at each level.
    a. Total sample size including treatment group and comparison group is around 800-1000 per cohort.
4. The extent to which the sample represents the full population and settings being served by the intervention (e.g., sites, grade levels, demographic characteristics).

   a. The study sample will be evaluated to determine the prevalence of the student population that meets the eligibility criteria to consider generalization of the intervention.

Selection/Assignment:

1. Method of assignment (e.g., random assignment, matching or other non-random approach).
   a. This impact study used a quasi-experimental design (QED) with a comparison group to assess the impact of Avenue Scholars on the outcomes of interest.
   b. Typically, the group of students selected into the treatment group is referred to as the treatment sample and the group of students matched for comparative purposes as the comparison sample. The total combining both the treatment and comparison samples is referred to as the study sample.
   c. In a QED, researchers typically do not have the same level of control over the assignment of the study sample to treatment and control groups as they would in a true experimental design. Instead, they attempt to draw causal inferences about program impact by selecting and comparing individuals who receive the intervention (treatment group) to similar individuals in terms of observed background characteristics yet do not receive the intervention (comparison group).
   d. There are a few common methods for selecting a comparison group in a QED. In this evaluation, propensity score matching will be used to match the program participants with non-participants based on a set of observable background characteristics.
2. Timing of when intervention and comparison groups are to be selected/assigned.
   a. The participants in the study sample were enrolled in the program in their junior year of high school. Students applied for the program through their high school guidance counselor or by individually completing the application. Non-HS program participants were enrolled in the program after their high school graduation.
   b. The treatment/comparison group assignment occurs retrospectively (an exposure to the condition and outcomes have already occurred at the time of selection).
3. Procedure for selecting/assigning groups (e.g., grouping eligible units on some common dimensions and then randomly assigning within those groups (“blocking” or “stratification”); characteristics used for matching).

   a. First, participants who meet the criteria to become AS Alumni will be identified and assigned to the treatment group.
   b. Then, among those who do not meet the criteria, a portion of participants will be selected and assigned to the comparison group based on observed background characteristics.
   c. To be eligible for selection into the comparison group, participants must attend the same partner high schools at the same time as treatment group participants and have all relevant data.
   d. For matching procedures, all available variables that are expected to be highly correlated with the outcome will be included. Examples of these may include: Gender, Race/ethnicity, High school GPA, ACT score, post-secondary GPA, Year, School ID (Last known High School).
4. Procedures for tracking units after selection/assignment and ensuring intervention delivery to correct group (e.g., monitoring "cross-overs" (comparison group members who inadvertently participate in the intervention) and "no-shows" (intervention group members who do not wind up participating in the intervention offered/available to them)).
   a. N/A

Multi-semester/year and multiple cohort studies:

1. For multi-semester interventions (where the intervention is intended to be provided to the sample for more than one semester) and multiple-cohort studies (where multiple samples receive the intervention in different years), how the sample will be followed over time, including:
   a. Length of intervention when outcomes are measured (e.g., after the intervention has been in place for one year, two years, and three years)
      i. The intervention is intended to be provided to the sample for multiple years. The intervention has a start date equal to the beginning of the Fall semester in each partner high school each year.
      ii. High school outcomes will be followed up to 2 years after the start date.
      iii. Post-secondary education outcomes will be tracked for up to 150% normal completion time (e.g., 3 years for a 2-year degree and 6 years for a 4-year degree) following their first enrollment date.
      iv. Workforce outcomes will be evaluated for up to 2 years following the students "educational exit", defined as either a

degree/diploma/certificate program completion or leaving the program without an award.

b. Grades/school year when outcomes measured (e.g., grade 12, freshman year)
    i. Postsecondary persistence was measured at their second year in 2-year or 4-year college.
    ii. Postsecondary Graduation was measured at their final year in 2-year or 4-year college.
c. Length of exposure for units measured at outcome (e.g., students who have participated in the intervention for two years)
    i. N/A
d. Number of cohorts that will be included in the sample (e.g., college freshmen from fall 2015, fall 2016, and fall 2017)
    i. The participants in the study sample consist of cohorts of high school students and graduates who participated in the program during the study period. The cohorts are arranged by year. This study includes 2 cohorts in total:
    ii. Cohort 1: program starts during 2013-2017.
    iii. Cohort 2: program starts during 2017-2021.
e. Whether students will join the sample after the intervention and comparison groups have been assigned.
    i. In this evaluation, participants who were still active in the program during the study period were not included.

If cluster-level selection/assignment:

1. If groups are to be selected/assigned at the cluster level (e.g., school districts, schools, faculty, classes), criteria and procedures for identifying/selecting units within the cluster (e.g., all students in all developmental education classes will be included in the sample; students from one class section for each instructor will be included in the sample; a random sample of 10 students from each class will be included in the sample).
    a. N/A: Groups are not selected/assigned at the cluster level.
2. Inclusion/exclusion criteria
    a. N/A: Groups are not selected/assigned at the cluster level.

Section 3.4 Key Measures and Plan for Obtaining Data

Please identify the following:

1. Time period(s) the data will represent (e.g., spring 2016 and spring 2017 for cumulative credits earned).

   a. N/A
2. Plans for transfer of administrative data or primary data collection, if applicable (e.g., spring 2016 credits earned will be obtained from school records during July-Aug 2016; a freshmen survey will be administered in fall 2016).
   a. N/A
3. Plans to ensure the quality and consistency of data (e.g., strategies for common coding of records from multiple schools; procedures for training data collectors, such as those administering assessments or surveys; procedures for consistency across data collectors, such as those coding responses or observations).
   a. NSWERS and Avenue Scholars data experts will meet and draft the data specification documents. These documents describe the data elements to be collected and include valid values and data validation rules that can be performed prior to data submission, where appropriate.
   b. All data submissions undergo an element-level validation to ensure data records are appropriately coded.
4. For each outcome measure and baseline measure:
   a. Name and/or description of measure (e.g., instrument and subtest; number of credits accumulated; graduation rate; SAT/ACT score).
      i. See below.
   b. Domain being measured (e.g., math achievement, persistence).
      i. See below.
   c. Unit of measurement (e.g., school, teacher, class, student).
      i. See below.
   d. How variables will be constructed for analysis (e.g., summing/averaging survey items; creating a composite measure; calculating z-scores).
      i. See below.
   e. Information about reliability and face validity.
      i. N/A
   f. Indication of the baseline measure(s) that corresponds to each outcome (or if there is no corresponding baseline measure for a given outcome).
      i. N/A

Name	**Description**	**Unit of Measurement**	**Variable Construction**

High School Graduation Rate	The percentage of students who graduate from high school within 4 school years.	Student	Determined by observing high school diploma record from Nebraska high schools within 4 school years or less.
College Going Rate	The percentage of students who attend a two-year or four-year postsecondary institution.	Student	Determined by observing post-secondary enrollment records for the student from Nebraska Public Post-Secondary Institutions.
Post-secondary Graduation Rate	The percentage of students that finish their post-secondary programs within 150% of the expected completion time.	Student	Determined by observing post-secondary award records for the student either from Nebraska Public Post-Secondary Institutions.
Employment Location	Whether a student is employed in-state or not following exiting their program.	Student	Determined by observing at least 4 quarters of wage records in Nebraska within the 2 years following educational exit.
Time to Employment	The amount of time it takes for employees to obtain employment.	Student	Determined by observing at least 3 consecutive quarters of wage records from the same employer within the 2 years following educational exit.
Annualized Wages	For those that records can be found in the UI Wage database, an annualized estimate of the students' wages, after educational exit.	Student	Determined by averaging the available quarterly wage records within a window and converting to an annual pay rate.

5. Other student, teacher, and/or school characteristics that will be included in impact analysis models as covariates or control variables.
    a. The effect of a limited number of covariates on the outcome will be estimated along with the intervention. Examples of these may include: Gender, Race/ethnicity, High school GPA, ACT score, post-secondary GPA, Year, School ID (Last known High School).

Section 3.5 Statistical Analysis of Impacts

1. For each impact that will be estimated:
    a. Provide a brief description of the intervention sample and comparison sample (e.g., transfer students that participate in the College support services intervention compared to transfer students that anticipate in the business-as-usual support services).
        i. The treatment group includes cohorts of junior high school students who participated in the program during 2008-2021. The comparison group includes junior high school students who went to the same high school as the students in the

treatment group each year and received a business-as-usual form of intervention.

b. Outcome domain, outcomes measure, and unit of observation (e.g., school, teacher, class, student).
    i. N/A
c. Timing of outcome measurement (i.e., duration of intervention or exposure).
    i. N/A
d. Measures to be used to establish baseline equivalence.
    i. A measure of academic achievement (e.g., high school grade point average) and a measure of student demographics (e.g., Gender, race/ethnicity, HAL eligibility, EL eligibility, Immigrant status, Homeless status, English at home)
e. Unit of observation for baseline measure(s) (e.g., student, teacher, class, school).
    i. N/A
f. Timing of baseline measurement (e.g., how long before the intervention was offered.
    i. N/A

2. Specification of the statistical model used to estimate the impact of the intervention.
    a. Generally, an intervention may have utilized a difference-in-differences model, but for the specific outcomes utilized in this evaluation, pre-test results are naturally not available.
    b. Therefore, depending on the data type and available covariates, we may utilize analysis of variance (ANOVA), analysis of covariance (ANCOVA), logistic regression, or generalized linear mixed models for the statistical models utilized in this evaluation.
    c. In this evaluation, a series of generalized linear mixed models will used for each cohort type with the following equation:

Y= b0 + b1(Gender) + b2(race/ethnicity) + b3(HAL eligibility) + b4(EL eligibility) + b5(Immigrant status) + b6(Homeless status) + b7(English at home) + b8(High school GPA) + b9(ACT score) + b10(post-secondary GPA if it's post-secondary outcome) + b11(Year) + u1(School ID) + error

    d. To report the magnitude of intervention effects for the continuous outcomes, the What Works Clearinghouse (WWC) adopted a standardized mean difference metric (Hedges' g) as the default effect size. For dichotomous outcomes, The WWC uses the Cox index. Since the key outcomes are all dichotomous, this study used the Cox index to report the effect sizes.

e. Making statistical comparisons in this evaluation is highly dependent on the quality of the comparison groups generated via propensity score matching. There are several data availability/attribute factors that influence the quality of the propensity score matching process, including:
    i. Availability of relevant explanatory variables to predict program participation. If program participation is independent of any explanatory variables, the quality of the matching is reduced.
    ii. Similarity of participant vs non-participant groups. If the groups are not similar enough, this does not allow for estimation of the average treatment effect.
    iii. Completeness of the population of data of students eligible to be selected into the comparison group. Any restriction on data availability for similar students reduces the quality of the matching process.

3. Approach to handling missing data (for outcomes, baseline variables, and other covariates).
    a. We anticipate the outcome with the highest likelihood of missing data is the calculation of annualized wages. At the time of this writing, wage information would only be available for those that would have been submitted through the State of Nebraska Unemployment Insurance quarterly wage reports. These are typically employees residing in Nebraska and working for Nebraska-based businesses, with some exceptions and limitations. Thus, students in the intervention and comparison groups that work outside of the state after graduation may have missing data for the wages.
    b. The best approach for handling this possibility is dependent on the scale of the missing data problem, among other factors.
    c. In the case of a limited amount of missing data in predictors/covariates, the multiple imputation technique will be used. This approach generates multiple datasets where missing values are replaced with plausible data points. Each dataset is then analyzed separately, and results are then pooled to produce a single result.

4. Strategy for dealing with multiple comparisons (i.e., adjusting the threshold for statistical significance for multiple tests with the same outcome domain).
    a. The What Works Clearinghouse (WWC) standards do not suggest applying multiple comparison corrections to the finding-level statistical significance anymore. The WWC instead addresses the issue of multiple comparisons by focusing the interpretation of evidence on the domain level average effect size (see Appendix F of the What Works Clearinghouse Procedures and Standards Handbook, version 5.0).
5. Subgroups for which the study plans to estimate intervention impacts, if applicable.
    a. N/A
6. For RCTs, plans for handling crossovers and no-shows.
    a. N/A: Groups are not randomly assigned.
7. The estimated minimum detectable effect size, based on the design, planned sample size, and stated assumptions about other relevant factors affecting power (e.g., ICC, R-square).
    a. N/A

Section 3.6 Attrition (RCTs Only)

N/A: Groups are not randomly assigned.

Section 3.7 Baseline Equivalence Testing (QEDs and RCTs with High Attrition)

- The section on baseline equivalence testing should include a detailed description of plans for assessing whether the intervention and comparison groups in the analytic sample (i.e., those with outcomes data and included in the impact analysis) are equivalent at baseline on the baseline measure(s) identified for each outcome. The plan for assessing baseline equivalence typically describes the analytic approach that will be used to estimate the intervention-comparison group difference at baseline. Examples of these analytic approaches include:
    - Difference between mean values for each group
    - Intervention parameter estimates from a regression model with a baseline measure on the left-hand side, as a dependent variable, and the same structural components as the impact model, such as stratum dummies, random terms, or multilevel structure).
- This section should also indicate that the standard deviation of the baseline measures will be reported for both the intervention group and the comparison group.

The baseline equivalence for QEDs will be demonstrated in two domains: a measure of academic achievement (e.g., high school grade point average) and a measure of student demographics (e.g., Gender, race/ethnicity, HAL eligibility, EL eligibility, Immigrant status, Homeless status, English at home).

In this evaluation, the What Works Clearing House (WWC) standards were followed to determine whether the groups are balanced at baseline or not: a standardized mean difference of .05 or less satisfies baseline equivalence; for values between .05 and .25, WWC recommends adjusting statistical models to satisfy baseline equivalence; and values over .25 do not satisfy baseline equivalence.

Section 3.8 Implementation Evaluation

N/A: Implementation is not considered for this evaluation.

Section 3.9 Logic Model for the Intervention(s)

See a separate file.

Section 3.10 Research Questions for Implementation Evaluation

N/A: Implementation is not considered for this evaluation.

Section 3.11 Data Collection Plan and Key Measures

N/A: Implementation is not considered for this evaluation.

Section 3.12 Analysis Approach

N/A: Implementation is not considered for this evaluation.

Section 3.13 Other Investigations

N/A: Implementation is not considered for this evaluation.

3.9 Logic Model for the Intervention(s)

The Avenue Scholars (AS) program aims to help local high school students identify, prepare for, and ultimately enter financially sustaining, high-demand careers requiring an associate degree or less while satisfying high-demand workforce needs in the local area by providing supportive relationships, individualized coaching, education, and training. The following narrative describes the inputs, outputs, outcomes, assumptions, confounders, and external factors presented in the logic model.

Inputs

Inputs are the resources needed to ensure implementation of the program. They include trainings and orientations for career coaches and student support teams, funding for scholarships, partnership with local high schools to recruit high school students and facilitate the program implementation, partnership with local community colleges that provide postsecondary education and training on a chosen career pathway, partnership with local businesses that provide career awareness and exploration opportunities as well as internships, full-time and part-time employment opportunities.

Outputs

Outputs are processes, actions, and events that use program resources to achieve intended outcomes. The outputs of Avenue Scholars (AS) program can be broken into high school program, internship program, post-secondary program.

Highschool program

Students are recruited from partner high schools during their sophomore year. In their junior year, Students take their initial Avenue Scholars class, explore their selected industry area through Career Awareness programming, and work one-on-one with their High School Career Coach to develop a personalized career plan. They also participate in financial and personal well-being activities and apply for an internship or a part-time job. Then, in their senior year, students take the Avenue Scholars class and continue progress in their career plan through one-on-one coaching. Students also participate in Senior Year Experience programming, which includes either coursework through partner postsecondary institutions or an internship/part-time work in their chosen career pathway. Students gain work experience by participating in an internship or a part-time job.

Internship program

Avenue Scholars connects high school students in its program with area businesses to combine classroom learning with first-hand work experience through year-long, paid internships. Best of all, it begins in high school as students explore the career fields that hold the greatest interest for them.

As part of their Avenue Scholars programming, students apply for internships during their junior year of high school – applying and interviewing with some of the area's top businesses. If selected, students spend the summer following their junior year, and the senior year that follows, working for that company. Students continue to participate in Avenue Scholars class activities during their internship, providing the opportunity to earn high school and college credit, wages, and work experience all at the same time.

Postsecondary program

A student's progress on their career plan will determine which postsecondary education or training options they may pursue. Students work with the Career Coach to identify and decide which option is best suited for their career plans, abilities, and skills.

Postsecondary Education/Training – Students pursue an associate degree or certification at partner postsecondary institutions or another approved training program while continuing to progress in their career plan through one-on-one coaching from their Postsecondary Career Coach. Students also participate in College Academy and secure and maintain work in their chosen career pathway.

Straight to Work – Students begin an apprenticeship or internship with an Avenue Scholars business partner or enter the workforce through another avenue with on-the-job training. Students continue to receive one-on-one support from their Postsecondary Career Coach.

Scholarship and Grants

AS seniors who complete the high school portion of the program receive a grant as well as ongoing coaching and support throughout their postsecondary education at approved partner postsecondary institutions.

Business Outreach and Engagement

Avenue Scholars' outreach team engages with partner businesses to provide career-building opportunities, such as career exploration events, mock interviews, job fairs, career consultations, job shadowing, internships, apprenticeships, and part-time and full-time employment, to students throughout the Avenue Scholars program.

Student Support

In addition to the dedicated support provided by career coaches, students also have access to specialized services of Avenue Scholars' student support team. This team of licensed counselors provides students with individual support, group programming, and referrals to community resources to help students meet basic life and social/emotional needs.

Outcomes

Outcomes are the direct results or benefits for individuals, families, groups, etc. that result from participation in, or exposure to, a program.

<u>Short-term outcomes</u>

It is hypothesized that all outputs will contribute to short-term outcomes. These include the following:

Program participants gain knowledge in a variety of high-demand career fields in the local area.

Program participants develop a personalized career plan that's based on their individual talents, interests, and goals.

Program participants develop the necessary education and skills for the career they choose (e.g., gaining a professional certification or license).

Program participants gain valuable work experience during high school by participating in an internship or a part-time job.

Program participants pursue a college degree or move from high school directly to work.

Partner businesses get the chance to showcase their company and career opportunities to the next-generation talent in the Avenue Scholars program.

Medium-term outcomes

These intermediate outcomes are then expected to lead the distal outcomes that the program seeks to achieve – helping local students identify, prepare for, and ultimately enter financially sustaining, high-demand careers requiring an associate degree or less while satisfying high-demand workforce needs in the local area.

Medium-term outcomes include educational attainment, employment, and financial well-being of program participants. More specifically:

Program participants show higher high school graduation rates.

Program participants show higher postsecondary graduation rates.

Program participants show higher employment rates at local businesses.

Program participants show less time lag to employment.

Program participants show higher annual income.

Program participants enjoy reduced financial burden and student loan debt.

Long-Term Outcomes

Improved overall quality of life for program participants.

Strengthened local workforce in high-demand fields with qualified employees.

Increased economic growth due to higher rates of in-state employment.

Reduction in out-migration of educated students (i.e, brain drain).

Enhanced community and societal reputation for education and employment opportunities.

Assumptions

Lack of connection with local businesses is a contributing factor for students not getting a job in the local area.

Lack of individualized career plan is a contributing factor for students not getting a job in the local area.

Avenue Scholars program influences students' decisions to get a job at local businesses.

Financial barriers are a contributing factor for students not pursuing or persisting in postsecondary education.

Postsecondary persistence and graduation increase employability.

In-state employers value and prioritize hiring local students.

Confounders

Change in the scholarship program over time

External factors

There are several external factors that may contribute to changes in student outcomes over time. These external factors include the following:

COVID effects

Shifts in career coach demographics

Changes in partnership with local high schools and businesses

Economic conditions (e.g., recessions, booms)

Policies related to education and employment at the state or national level

Trends in the job market and demands for specific professions

Availability of other scholarship or financial aid programs

Memo Supporting Sixpence Evaluation Proposal

To: NSWERS Executive Council

From: Matthew Hastings, Executive Director, NSWERS, on behalf of the NSWERS Management Committee

Date: April 15, 2026

Subject: Recommendation for Approval: Sixpence Evaluation Proposal

On behalf of the NSWERS Management Committee, I am pleased to present the Sixpence Early Learning Fund Evaluation Proposal, submitted by Sarah May of the Nebraska Children and Families Foundation (Lincoln, NE). Following our review during the NSWERS Management Committee meeting on April 15, 2026, we unanimously support this proposal and recommend its approval by the Executive Council at the upcoming April 29, 2026, meeting.

The Sixpence Early Learning Fund is a public-private partnership designed to improve developmental outcomes for children from the prenatal period through age three who are at elevated risk for school-related and later-life challenges. The intervention encompasses two service models: parent coaching and home visiting programs, and center-based early learning programs delivered in school-based or Educare settings. Sixpence targets families experiencing risk factors such as low household income, limited parental education, teen parenthood, premature birth or low birthweight, and English learner status. The program operates across approximately 40 Nebraska counties and 42 school districts, with cohort sizes ranging from 342 children in the earliest years to approximately 1,254 in recent years. Sixpence has been operational since 2008, with available data dating back to 2014.

The proposed evaluation is a retrospective study employing a quasi-experimental design with propensity score matching to assess whether Sixpence participation is associated with improved K–12 educational outcomes. The comparison group will consist of children who never participated in Sixpence, representing a business-as-usual condition that reflects the mix of early childhood services and programming otherwise available in the community. Exact matching will occur on cohort year, grade, and school district, and multiple matching specifications will be examined to assess the robustness of results. The evaluation will estimate both observed differences and matched and regression-adjusted treatment effects using G-computation for average treatment effect estimation, with cluster-robust standard errors to account for the matched sample structure.

Four student-level outcomes will be examined: third-grade reading proficiency (eight cohorts, 2017–2018 through 2024–2025), school attendance from kindergarten through grade 10 (ten cohorts, 2014–2015 through 2024–2025), absences due to suspensions and expulsions for grades 5 through 9 (four cohorts, 2021–2022 through 2024–2025), and ninth-grade GPA (two cohorts, 2023–2024 and 2024–2025). Covariate balance between groups will be assessed using standardized mean differences, variance ratios, and empirical cumulative distribution functions. The Bonferroni-Holm procedure may be used to adjust for multiple comparisons within outcome domains. The proposal includes a full logic model and a detailed power analysis for each outcome.

The study also advances NSWERS' mission by refining statistical comparison techniques and supporting evidence-based decision-making for early childhood programs in Nebraska. Findings will benefit policymakers, early childhood administrators, K–12 educators, and the communities served by the program.

Based on the Management Committee's review, we recommend that the Executive Council approve this proposal and authorize NSWERS staff to proceed with the development of the appropriate Data Sharing Agreement and implementation steps consistent with NSWERS policies and security requirements.

Attachment: Sixpence Early Learning Fund – NSWERS Evaluation Proposal

NSWERS EVALUATION PROPOSAL

(The Evaluation Proposal was adapted from a tool created under U.S. Department of Education Institute of Education Sciences (IES) contracts ED-IES-10-C-0064 with Abt Associates and ED-ODS-12-A-0019/0031 with AEM Corporation and its subcontractor Abt Associates.)

The NSWERS has developed a process whereby third parties may request that NSWERS conduct an evaluation germane to the NSWERS mission, stated research agenda and outcomes. All individuals or organizations requesting an evaluation must complete this Evaluation Proposal and submit it to the NSWERS for review. If the evaluation is approved and the necessary data are available, a Data Sharing Agreement will be developed and must be signed prior to the execution of the evaluation. Please complete each section of the application fully. If any fields are left blank, the application will not be considered.

Section 1. Requestor Information

Section 1.1 Requestor Contact Information

1. Name of Principal Contact or Requestor: Sarah May
2. Organization (if applicable): Nebraska Children and Families Foundation
3. Phone Number: 330-842-7270
4. Email Address: smay@nebraskachildren.org
5. Address: 215 Centennial Mall South, Suite 200
6. City: Lincoln
7. State: NE
8. Zip Code: 68508
9. Today's Date: 11-16-2026

Section 1.2 Data Confidentiality Protections

Please indicate whether the study has secured student or parental consent and/or Institutional Review Board (IRB) approvals. Describe the plans for protecting confidential data.

This evaluation is being conducted with the specific purpose of quality program improvement and, therefore, it does not meet the definition of research as outlined by federal regulations. The focus of this proposal is solely on evaluating and enhancing the internal processes and outcomes related to program quality and is not intended to contribute to generalizable knowledge. However, because evaluation and research projects may share overlapping elements, institutional partners are encouraged to consult with their IRB to confirm whether review is necessary under local policy.

Section 2. Summary of Intervention(s)

1. Provide a brief overview of the objectives of the intervention (what key outcomes are expected to be affected).

The Sixpence Early Learning Fund is a public-private partnership and family-based early childhood program designed to improve developmental outcomes for children from the prenatal period through age three who are at elevated risk for school-related and later-life challenges. The partnership consists of a private endowment, a public endowment, and yearly public funding. The intervention consists of two types of programming included in this study:

1. Parent coaching / Home visiting programs
    a. Sixpence practitioners provide voluntary home visiting services to prenatal mothers and families with infants and toddlers, focusing on strengthening parental practices, promoting healthy child development, supporting maternal and child health, and connecting families to additional community resources.
2. Center-based early learning programs
    a. Sixpence practitioners deliver high-quality infant and toddler care in school-based or Educare settings that follow evidence-informed curricula, emphasize parental engagement, and participate in continuous quality improvement systems.

In the short term, Sixpence aims to promote healthy physical, language, and social-emotional development and to strengthen parenting skills and family protective factors through home visits, parent coaching, and center-based early learning. In the long term, Sixpence seeks to influence sustained educational trajectories, including children's kindergarten readiness, third grade reading proficiency, school attendance, behavioral/disciplinary outcomes, and academic performance by ninth grade. A core objective is to reduce early developmental disparities that contribute to later academic and behavioral risk by providing high-quality early learning environments and coordinated family support. Collectively, Sixpence would like to link how their early childhood program might contribute to educational success and reduced risk for adverse school outcomes.

2. Identify the activities and services that will be newly introduced or expanded and are intended to achieve those objectives.

This is a retrospective study; there are no new activities or services to evaluate. The Sixpence program and family services have been operational since 2008, with available data dating back to 2014.

3. Describe the target population eligible to receive intervention services (e.g., schools serving disadvantaged students; transfer students; low- achieving students).

This evaluation includes children who have received or participated in the Sixpence program and will longitudinally examine educational outcomes as they enter formal schooling and matriculate through the education system. The Sixpence program targets prenatal mothers, infants, and toddlers (birth to age three) who are at elevated risk for adverse developmental, educational, and health outcomes, as defined by family-, child-, and community-level risk factors. Eligible families typically include those from low income, parents without a high school diploma, teen parents, premature birth or low birthweight, and English language learners. The Sixpence program also prioritizes communities that serve high concentrations of vulnerable children, including rural, tribal, and historically underserved populations. Therefore, Sixpence recipients will vary in disadvantage (or risk(s) for disadvantage), but all share admission and receipt of the program.

4. What is the intended duration of the intervention(s)?

Sixpence services span the prenatal period through age three, where families typically participate for up to four years, depending on the timing of enrollment and service model. Families may enter the Sixpence program during pregnancy or at any point in infancy or toddlerhood and continue receiving services until the child exits at age three. Duration and intensity vary by program type; home visiting/parent coaching programs often provide regular services over multiple years, while center-based programs support sustained participation across infancy and toddlerhood with continuity of care and quality improvement supports. This evaluation will examine the effects of the intervention on student outcomes up to 10th grade.

Section 3. Impact/Effectiveness Evaluation

Section 3.1 Research Questions

1. What is the name of the intervention (or, if there is no formal name, the intervention or combination of components).

The Sixpence model, “Sixpence”, or the Sixpence Early Learning Fund (Nebraska Early Childhood Education Endowment Fund), which finances a portfolio of prenatal-to-three service models.

2. What is the comparison condition or contrast?

Comparison group: students who never participated in the Sixpence service model.

3. What outcome is expected to be affected?

Outcomes of interest (disaggregated by race/ethnicity and gender):

- Third grade reading proficiency of Participants exiting Sixpence from 2012 to 2019 (data from 2018-2025)
- Ninth grade point average (GPA) of participants exiting Sixpence from 2012 to 2013 (data from 2024-2025)
- Student attendance of participants exiting Sixpence from 2012 to 2022, inclusive of

kindergarten through grade 10.

- Absences due to suspensions/expulsions of participants exiting Sixpence from 2012 to 2016 (detailed data starts in 2021-2022; see Table 1), inclusive of grades 5 through 9

Table 1

Sixpence Program Exit & Schooling Timeline

	Grade Level												
Sixpence Exit	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
2012	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025		
2013	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025			
2014	2017	2018	2019	2020	2021	2022	2023	2024	2025				
2015	2018	2019	2020	2021	2022	2023	2024	2025					
2016	2019	2020	2021	2022	2023	2024	2025						
2017	2020	2021	2022	2023	2024	2025							
2018	2021	2022	2023	2024	2025								
2019	2022	2023	2024	2025									
2020	2023	2024	2025										
2021	2024	2025											
2022	2025												

Notes. Year reflects end year of academic year; Green indicates availability of detailed attendance data. Bordered cells indicate academic years included for comparisons of student absences due to suspensions/expulsions.

4. What is the educational level of the population receiving the intervention?

K-12 students (the first cohort of students that received Sixpence entered Kindergarten in 2014-2015).

5. What potential benefits will this evaluation have for NSWERS, our local school systems, educators, policy makers, or researchers?

- Policy makers. Longitudinal evidence on the sustained effects of Sixpence participation will support informed decisions about the continued investment, scaling, and refinement of the Sixpence programming within the state.
- Early childhood administrators and community partnerships. Findings on differential outcomes by service model (home visit, center-based) and participation duration can help refine the Sixpence program design and resource allocation to maximize their impact.
- Educators and K-12 systems. Understanding how participation in Sixpence relates to downstream reading proficiency, school attendance, and behavioral outcomes can support the alignment between early childhood experiences within Sixpence and later educational outcomes such as literacy, attendance, and behavior.
- Families and communities. Evidence of sustained benefits of Sixpence for child development can strengthen community-level support for this program by reinforcing the value of parent-coaching, early childcare quality, and alignment across health, education, and social service sectors.
- NSWERS. The study advances NSWERS' mission by (a) demonstrating the utility of the P-20 data system to evaluate investments in early childhood interventions; (b) refining the matched comparison techniques for children entering formal schooling; and (c) supporting decision-making for educational programs in NE.

Section 3.2 Comparison Condition

Although you've already named the comparison condition in the previous section, this section can include a more complete description of the condition that the intervention is being compared to. It is helpful to describe the likely instruction, services, or experience of students in the comparison condition, and how they differ from those in the intervention.

1. An alternative intervention (e.g., an existing tutorial program, when the intervention being evaluated is a new one).
2. "Business-as-usual (whatever would ordinarily be available to the group targeted for the intervention)
3. No treatment at all (when the intervention represents a totally new type of service or activity)

Quasi-experimental comparison groups

The comparison condition in this evaluation will be a business-as-usual (BAU) group composed of children who did not participate in Sixpence. The BAU group represents what is typically available to children in similar situations throughout Nebraska communities during the same developmental period, including access to publicly available early childhood services, private childcare arrangements, informal care, or no formal early learning programming. We do not have information indicating whether children in the BAU group participated in any alternative early childhood interventions, received other structured home visiting services, or attended childcare programs with quality features comparable to Sixpence; therefore, the BAU condition reflects a mix of early education services and programming available in the absence of Sixpence participation.

This evaluation will estimate the added value of Sixpence participation relative to typical community offerings; no alternative intervention or "no treatment" counterfactual groups are available. Because Sixpence participation is voluntary and eligibility is risk-based, observed differences may reflect pre-existing characteristics rather than program effects. Families who enroll in Sixpence may differ from non-participants (e.g., in socioeconomic conditions, parental engagement, access to community resources). Such baseline differences could independently influence later academic and behavioral outcomes, regardless of Sixpence participation. To mitigate selection bias and strengthen causal inferences, quasi-experimental strategies will attempt to account for observable differences between Sixpence participants and the BAU comparison group.

Matched Sample Approach

Propensity score matching techniques will be used to create a quasi-control group of non-participants who are statistically similar to Sixpence participants on observable characteristics from data available in the NSWERS data system. Matching variables may include demographic characteristics (e.g., preschool enrollment, English language learner status, special education programming, mobility or homelessness indicators, immigrant status) and other relevant baseline covariates available prior to the outcomes of interest. Exact matching will occur for cohort year, grade, and school district. The resulting matched sample will provide greater balance between groups to allow a stronger causal claim when estimating the effect of Sixpence participation on outcomes (reading proficiency at third grade, attendance, absences due to suspensions/expulsions, GPA at ninth grade).

Using this approach, matched sample balance diagnostics can convey whether the matched groups are comparable across baseline covariates. Though, as with all matching strategies, the method relies solely on observed characteristics. If important factors influencing both Sixpence participation and later outcomes are not captured in NSWERS data (e.g., socioeconomic status), residual confounding may remain. For this reason, findings will be interpreted with appropriate caution regarding causal inferences.

Section 3.3 Study Sample and How Intervention and Comparison Groups are Selected/Assigned

The description of how the intervention and comparison groups are formed typically includes the following information:

Sample:

1. Identification of units eligible for participation (e.g., schools with low graduation rates; students who need developmental education)

   a. Inclusion/exclusion criteria (e.g., grade level, test scores, demographics, major)

Sixpence eligibility is defined at the child/family level. Units eligible for participation include prenatal mothers, infants, and toddlers (birth through age three) residing in communities served by a funded Sixpence partnership, which involves about 40 NE counties and 42 school districts. Eligibility is often determined by the presence of developmental and/or family risk factors, such as premature birth or low birthweight, low household income, limited parental education, teen parenthood, and English learner status.

2. Unit at which groups are to be selected/assigned (e.g., school, faculty/ class, student)

The unit of assignment and analysis is the child (student) level. Participation in Sixpence occurs at the individual child/family level.

3. Target sample size at each level

The sample size for Sixpence recipients is fixed/preordained based upon programming that began in the 2011-2012 academic year and continues today. The smallest cohort size (the first Sixpence cohort) was *N* = 342, though this number has increased to an estimated 1,254 children served in 2022-2024.

4. The extent to which the sample represents the full population and settings being served by the intervention (e.g., sites, grade levels, demographic characteristics).

The primary analytic samples for this evaluation will include all Nebraska public school students who can be linked to prior Sixpence participation and observed in the NSWERS data system for specific outcome years. Cohort definitions will vary by outcome to align with data availability and student grade level.

- Third-grade reading proficiency cohorts will span 2017-2018 through 2024-2025 (7 academic years), reflecting the years in which participants exiting Sixpence (beginning in 2011-2012) reach grade three.

- Ninth-grade GPA cohorts will be limited to 2023-2024 and 2024-2025 (2 academic years), corresponding to the earliest Sixpence participant cohorts reaching grade nine.

- Attendance will include cohorts from 2014-2015 through 2024-2025 (10 academic years). Detailed attendance records, which are available from 2021-2022 and on, are not necessary to track basic attendance.

- Absences due to suspension/expulsion outcomes will include grade 5 through 9 student cohorts from 2021-2022 through 2024-2025 (3 academic years), consistent with the availability of detailed attendance data. These grades were selected because Nebraska discipline rules substantially differ for students before grade three.

The analytic sample will be restricted to students enrolled in Nebraska public schools, as statewide longitudinal identifiers are not available for students attending private schools. Additionally, participation intensity and service dosage data may vary across cohorts depending on Sixpence historical record completeness, and certain early participant cohorts may have limited baseline covariates available for matching purposes. It is possible for some Sixpence participants to have too little of overlap/covariate balance with students in BAU conditions that they cannot be adequately matched, which may result in their exclusion from analysis. These constraints and instances will be documented and addressed in the analysis plan and interpretation of results.

Selection/Assignment:

1. Method of assignment (e.g., random assignment, matching or other non- random approach)

Sixpence participation is not randomly assigned. Enrollment is voluntary and occurs when eligible prenatal mothers or families with infants and toddlers choose to participate in a Sixpence program. Eligibility is based on documented developmental and family risk factors. Admission is determined by program capacity/waitlists within each community.

Because participation depends on self-selection and local availability of services rather than random assignment, this evaluation will rely on matching and quasi-experimental methodologies to construct comparable BAU groups for effect estimation.

2. Timing of when intervention and comparison groups are to be selected/ assigned

Not applicable, this study is retrospective.

3. Procedure for selecting/assigning groups (e.g., grouping eligible units on some common dimensions and then randomly assigning within those groups (“blocking” or “stratification”); characteristics used for matching)

Not applicable, families self-select to enter the Sixpence programming. Random assignment procedures such as blocking or stratification are not used. Families voluntarily enroll in the program, and participation occurs when eligibility criteria are met and program capacity is available within the local partnership.

4. Procedures for tracking units after selection/assignment and ensuring intervention delivery to correct group (e.g., monitoring “cross-overs” (comparison group members who inadvertently participate in the intervention) and “no-shows” (intervention group members who do not wind up participating in the intervention offered/available to them)).

NSWERS data, combined with Sixpence participation records, provided by the Nebraska Children and Families Foundation and evaluation partners under the guidance of the Sixpence Endowment Board, will be used to identify children who have participated in Sixpence and longitudinally track outcomes. Because Sixpence participation occurs between prenatal and age three, and is recorded at the child level, participants can be followed via later academic records unless the participant enters education outside of NE or within a private school system in NE.

“No-show” cases are limited in this context, as children included in the analytic sample will be those with documented Sixpence participation. However, variation in dosage/duration of participation (e.g., shorter participation windows) will be considered in analytic models. Still, the Sixpence intervention group will be determined upon any participation in the Sixpence program.

“Cross-over” cases cannot be ruled out in the BAU comparison group, as some children who did not participate in Sixpence may have participated in other early childhood or childcare programs with components like Sixpence. The NSWERS data system does not capture participation in all other early childhood interventions. Consequently, the comparison group reflects early childhood/childcare programs that are typically offered to communities rather than a "no-treatment" condition. This limitation will be acknowledged when interpreting estimated effects.

Multi-semester/year and multiple cohort studies:

1. For multi-semester interventions (where the intervention is intended to be provided to the sample for more than one semester) and multiple-cohort studies (where multiple samples receive the intervention in different years), how the sample will be followed over time, including:

   a. Length of intervention when outcomes are measured (e.g., after the intervention has been in place for one year, two years, and three years)

The length of time since the intervention varies by outcome and the point at which participants exit Sixpence (prenatal through age three):

- Third grade reading proficiency: measured when participants reach 3rd grade (cohorts spanning academic years 2017-2018 through 2024-2025), approximately 6 years after completion of the intervention.
- Attendance outcomes: measured across kindergarten through grade 10 using available statewide attendance records (cohorts spanning academic years 2014-2015 through 2024-2025).
- Absences due to suspensions/expulsions: measured during grades 5 through 9 using available detailed attendance records (cohorts spanning academic years 2021-2022 through 2024-2025).
- Ninth grade GPA: measured after participants reach 9th grade (cohorts spanning academic years 2023-2024 and 2024-2025), approximately 12 years after completion of the intervention.

   b. Grades/school year when outcomes measured (e.g., grade 12, freshman year)

Reading proficiency will be analyzed at grade three. Grade point average will be analyzed at grade nine. School attendance will be analyzed from kindergarten through grade ten. Student absences due to suspension/expulsion will be analyzed from grade 5 through 9.

   c. Length of exposure for units measured at outcome (e.g., students who have participated in the intervention for two years)

See above. The length of exposure to intervention varies by the point at which participants enter and exit Sixpence. The maximum length of exposure can be up to three or four years of participation (i.e., prenatal to age three).

   d. Number of cohorts that will be included in the sample (e.g., college freshmen from fall 2015, fall 2016, and fall 2017)

- Third grade reading proficiency includes eight cohorts (academic years 2017-2018 through 2024-2025)

- Attendance and absences due to expulsion/suspension outcomes include 4 cohorts (academic years 2021-2022 through 2024-2025)
- Ninth grade GPA includes two cohorts (academic years 2023-2024 and 2024-2025)

e. Whether students will join the sample after the intervention and comparison groups have been assigned.

No additional students will join the sample.

If cluster-level selection/assignment:

1. If groups are to be selected/assigned at the cluster level (e.g., school districts, schools, faculty, classes), criteria and procedures for identifying/ selecting units within the cluster (e.g., all students in all developmental education classes will be included in the sample; students from one class section for each instructor will be included in the sample; a random sample of 10 students from each class will be included in the sample).
2. Inclusion/exclusion criteria

Not applicable. Sixpence recipients are selected on the individual level.

Section 3.4 Key Measures and Plan for Obtaining Data

Please identify the following:

1. Time period(s) the data will represent (e.g., spring 2016 and spring 2017 for cumulative credits earned)

The data collection time periods vary by outcome and cohort, though outcomes will be examined at the academic year level rather than at the semester level. For example:

- The first cohort for third grade reading will be in the 2018-2019 academic year.
- The first cohort for attendance will be in the 2014-2015 academic year.
- The first cohort for absences due to expulsion/suspension outcomes will be in the 2021-2022 academic year.
- The first cohort for ninth grade GPA will be in the 2023-2024 academic year.

2. Plans for transfer of administrative data or primary data collection, if applicable (e.g., spring 2016 credits earned will be obtained from school records during July-Aug 2016; a freshmen survey will be administered in fall 2016)

The data necessary for the evaluation will be securely provided to NSWERS through the standard data submissions framework.

- Standard data submission: Sixpence participation data will be provided through the standard data submission process. NSWERS will match the participation data provided to existing records in the NSWERS data system. The following data from NSWERS will be utilized for the evaluation:

Data Element	Use	Source
Third Grade Reading Proficiency (NSCAS Reading scores)	Outcome Evaluation	K-12 Assessment Table
Student Attendance	Outcome Evaluation	K-12 Attendance Table
Suspension/Expulsions Absences	Outcome Evaluation	Detailed K-12 Attendance Table
Ninth Grade GPA	Outcome Evaluation	Student Warehouse Table

The evaluation will include other select demographic variables which NSWERS regularly receives from its Partners and Affiliates. Applicable fields include:

- Student gender
- Student race/ethnicity
- Special education participation
- English language learner status
- High ability learner status
- Preschool enrollment and course codes for early childhood education

Lastly, intervention duration may be used to identify intervention "dosage" of Sixpence. This information will derive from Sixpence-provided administrative data (e.g., number of academic semesters or years in which the child received Sixpence programming).

3. Plans to ensure the quality and consistency of data (e.g., strategies for common coding of records from multiple schools; procedures for training data collectors, such as those administering assessments or surveys; procedures for consistency across data collectors, such as those coding responses or observations)

All data submissions undergo element-level validation to ensure data records are appropriately coded. Regular NSWERS data submissions are subject to an additional level of validation, known as the "certification process". That includes an expert review of summary statistics generated from data submission.

For more details, refer to NSWERS data specification and certification processes.

4. For each outcome measure and baseline measure:
    a. Name and/or description of measure (e.g., instrument and subtest; number of credits accumulated; graduation rate; SAT/ACT score)
    b. Domain being measured (e.g., math achievement, persistence)
    c. Unit of measurement (e.g., school, teacher, class, student)
    d. How variables will be constructed for analysis (e.g., summing/averaging survey items; creating a composite measure; calculating z-scores)
    e. Information about reliability and face validity
    f. Indication of the baseline measure(s) that corresponds to each outcome (or if there is no corresponding baseline measure for a given outcome)
5. Other student, teacher, and/or school characteristics that will be included in impact analysis models as covariates or control variables.

Third Grade Reading Proficiency

a) Third grade reading proficiency based on statewide standardized assessments (e.g., Nebraska state reading assessments).

b) Reading achievement and literacy proficiency.

c) Student.

d) Reading proficiency will be analyzed using raw test scores and categorical proficiency indicators (e.g., proficient vs. not proficient).

e) State standardized reading assessments are designed to measure grade-level literacy skills and are subject to state psychometric validation processes. They have strong face validity for evaluating academic reading outcomes.

f) No corresponding baseline measures will be used.

School Attendance

a) Student attendance records from statewide administrative data.

b) School engagement and participation.

c) Student.

d) Attendance will be operationalized as the number of school days attended and a categorical indicator (e.g., chronically absent vs. not chronically absent) based on established state thresholds (e.g., 10% of missingness).

e) Administrative attendance records are routinely collected by school districts and represent direct measures of student engagement in schooling.

f) No corresponding baseline measures will be used.

Absences from Suspensions/Expulsions

a) Student disciplinary records capturing absences due to suspensions or expulsions.

b) Behavioral outcomes and school disciplinary involvement.

c) Student.

d) Variables will be operationalized as counts of disciplinary incidents during the school year and a categorical indicator (any absences due to suspension vs. none, any expulsion vs. none, any absences due to suspension/expulsion vs. none).

e) Administrative attendance records are routinely collected by school districts and represent direct measures of student engagement in schooling.

f) No corresponding baseline measures will be used.

Ninth Grade GPA

a) Grade point average earned during ninth grade.

b) Academic performance and high school success.

c) Student.

d) GPA will be analyzed as a continuous variable representing a cumulative grade point average for the ninth-grade year.

e) GPA is a widely used marker of academic achievement and is commonly used as a predictor of high school graduation and subsequent educational outcomes.

f) No corresponding baseline measures will be used.

Section 3.5 Statistical Analysis of Impacts

1. For each impact that will be estimated:

    a. Provide a brief description of the intervention sample and comparison sample (e.g., transfer students that participate in the College support services intervention compared to transfer students that anticipate in the business-as-usual support services).

Intervention sample: Those who previously received Sixpence programming in each cohort under examination.

Comparison samples: Those who did not previously receive Sixpence programming in each cohort under examination.

    b. Outcome domain, outcomes measure, and unite of observation (e.g., school, teacher, class, student)

Refer to section 3.3. All outcomes are measured and analyzed at the student level.

c. Timing of outcome measurement (i.e., duration of intervention or exposure)

Refer to section 3.3 for duration of, and exposure to, the Sixpence intervention.

d. Measures to be used to establish baseline equivalence

Not applicable.

e. Unit of observation for baseline measure(s) (e.g., student, teacher, class, school)

Across each impact estimated, all observed units are at the student level.

f. Timing of baseline measurement (e.g., how long before the intervention was offered

Not applicable. The intervention was offered before K-12 schooling.

2. Specification of the statistical model used to estimate the impact of the intervention

This evaluation aims to estimate two types of effects of participation in Sixpence programming: (a) observed differences in outcomes; and (b) matched and regression-adjusted treatment effects.

Observed Differences in Outcomes

For each evaluation outcome, unweighted/unadjusted descriptive statistics (counts, means, and rates) will be reported separately for Sixpence participants and the comparison group. These descriptive comparisons will convey whether children who participated in Sixpence demonstrate different academic or behavioral outcomes than nonparticipants. However, these observed differences alone cannot establish causal relationships between Sixpence participation and later outcomes because participants and nonparticipants may differ in underlying characteristics prior to program participation.

Matched and Regression-Adjusted Treatment Effects

To strengthen causal inference, quasi-experimental methods will be used to estimate the association between Sixpence participation and evaluation outcomes.

Propensity score matching will first be used to create comparison samples that are similar to Sixpence participants on observable baseline characteristics available in the NSWERS data system. Propensity scores will be estimated using generalized linear models that include baseline covariates (e.g., demographics) associated with both Sixpence participation and later educational outcomes.

After estimating propensity scores, Sixpence participants will be matched to nonparticipants with similar baseline demographic characteristics. For third grade reading and ninth grade GPA outcomes, exact matching will occur at the academic year and school district level, so students are only compared to students within the same academic year and school district. For outcomes related to attendance or absences due to suspension/expulsions, exact matching will occur at the student grade level and academic year to ensure students are only compared to other students within the same grade and year. Multiple matching specifications will be examined to assess the robustness of results across model assumptions (e.g., generalized and optimal full matching).

Following matching, regression-adjusted models will be estimated within the matched sample to evaluate the relationship between Sixpence participation and each outcome measure. These models will include treatment status and relevant covariates. The estimated matching weights will be incorporated within these models. Treatment effects will be estimated using model-based prediction methods (e.g., G-computation) to approximate the average treatment effect (ATE) in the population. Cluster-robust standard errors will be used to account for the matched sample structure.

3. Approach to handling missing data (for outcomes, baseline variables, and other covariates)

Generally, data missingness will not influence the variables used in this evaluation. In cases where there is missing data, it tends to be structural (e.g., ninth grade GPA is missing for students that move to a private school in eighth grade). Missing values will be flagged, excluded from specific analyses when
Unavoidable, and will be clearly communicated.

4. Strategy for dealing with multiple comparisons (i.e., adjusting the threshold for statistical significance for multiple tests with the same outcome domain)

The Bonferroni-Holm procedure may be used to adjust for multiple comparisons within an outcome domain, which may occur due to subgroup analyses based on student demographics.

5. Subgroups for which the study plans to estimate intervention impacts, if applicable

The cohort year will be used as an exact matching variable so that subsequent estimates of the treatment effects of the intervention can be made specific to each cohort year.

6. For RCTs, plans for handling crossovers and no-shows

Not applicable.

7. The estimated minimum detectable effect size, based on the design, planned sample size, and stated assumptions about other relevant factors affecting power (e.g., ICC, R-square)

A series of power analyses were performed to estimate minimum detectable effect (MDE) for each outcome. MDE calculation is based on conventional standards of 80% power at a 5% significance level. Two independent groups, equal allocation, no covariates, no clustering, and two-sided tests are assumed. N = 334 was used because that is the smallest and first cohort of Sixpence recipients.

- **Third Grade Reading Proficiency (NSCAS Reading scores)**
  - ± 19.583 (*N* = 334 per group; base mean was 2463)
- **School Attendance**
  - ± 3.02 days (*N* = 334 per group; base mean was 11 days)
- **Suspensions/Expulsions Absences**
  - ± .05 days (*N* = 334 per group; base mean was 0.904 days)
- **Ninth Grade GPA**
  - ± .145 (*N* = 334 per group; base mean was 3.21)

Section 3.6 Attrition (RCTs Only)

Attrition occurs when eligible units (schools, teachers, students) are randomly assigned but, for whatever reason, data cannot be collected from them. Significant amounts of attrition from either the intervention or comparison/ control group or both groups can compromise the initial comparability of the groups resulting from random assignment and potentially lead to biased estimates of the intervention's impact.

For RCTs, this section should describe the strategies that will be used to minimize attrition (school, teacher, student) from the sample. Specifically, the plan should address efforts to maximize the number of units in the sample used to analyze impacts (i.e., those with outcome data).

In addition to describing strategies for minimizing attrition, it is also typical to describe the plan for calculating attrition (i.e., the difference between the number of units assigned and the number of units in the analytic sample – for the sample overall and for each condition separately). For RCTs in which students are randomly assigned to intervention and comparison/control conditions, attrition of students should be calculated, both the overall attrition (average, combining both groups) and the differential attrition (the difference in the attrition for each group separately). For RCTs in which clusters (schools, teachers/classrooms) are randomly assigned, and joiners are not included in the sample, the overall and differential attrition of both clusters and students should be calculated. For RCTs in which clusters are randomly assigned, and joiners are included in the sample, the overall and differential attrition of clusters should be calculated.

Not applicable. This study is not an RCT.

Section 3.7 Baseline Equivalence Testing (QEDs and RCTs with High Attrition)

The section on baseline equivalence testing should include a detailed description of plans for assessing whether the intervention and comparison groups in the analytic sample (i.e., those with outcomes data and included in the impact analysis) are equivalent at baseline on the baseline measure(s) identified for each outcome. The plan for assessing baseline equivalence typically describes the analytic approach that will be used to estimate the intervention-comparison group difference at baseline. Examples of these analytic approaches include:

- Difference between mean values for each group
- Intervention parameters estimate from a regression model with a baseline measure on the left-hand side, as a dependent variable, and the same structural components as the impact model, such as stratum dummies, random terms, or multilevel structure.

This section should also indicate that the standard deviation of the baseline measures will be reported for both the intervention group and the comparison group.

Observed Differences in Outcomes:

No baseline equivalence testing will be performed because the results are not intended to be interpreted in a causal manner.

Matched and Regression-Adjusted Treatment Effects:

Covariate balance between Sixpence participants and the matched comparison group will be assessed using standardized mean differences (SMD; often visualized via Love plots), variance ratios, and empirical cumulative distribution functions (eCDFs). Benchmarks for SMDs include $|SMD| \geq 0.10$ (potential imbalance), $|SMD| < 0.10$ (good balance), $|SMD| < 0.05$ (very good balance). Variance ratios compare the variance of a covariate between treatment and comparison groups, where values near 1 indicate equal variances; therefore, extremely small or large variance ratios suggest remaining distributional differences. Finally, eCDFS convey differences in cumulative proportions of observations across all values of a variable between treatment and comparison groups. Thresholds for eCDFs position maximum values of eCDFS < 0.25 as acceptable and average eCDFs < 0.10 as preferred (Stuart, 2010; What Works Clearinghouse, 2022).

Stuart E. A. (2010). Matching methods for causal inference: A review and a look forward. *Statistical Science, 25*(1), 1-21. https://doi.org/10.1214/09-STS313

What Works Clearinghouse. (2022). *What Works Clearinghouse procedures and standards handbook*, version 5.0. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.

https://ies.ed.gov/ncee/wwc/Handbooks

Section 3.8 Implementation Evaluation

An implementation study provides essential contextual information for understanding the intervention and interpreting its impacts. Implementation studies yield important information about when, why, and how interventions work. An implementation study plan should include (a) a well specified logic model that outlines the key components of the intervention/program; (b) research questions linked to the logic model, including questions about the extent to which the implementation of the program matches the program as planned (fidelity of implementation); (c) plans for systematic, valid data collection; and (d) plans for how the data will be analyzed.

Not applicable. This study is not an implementation study.

Section 3.9 Logic Model for the Intervention(s)

The section on the logic model for the intervention would typically include both the graphic illustration and a narrative description of the logic model (i.e., the intervention as planned). Although a narrative description is sufficient, a graphic illustration often helps summarize key intervention components, mechanisms of change, and targeted outcomes. In some cases, aspects of the intervention, target sample, or outcomes may change throughout the planning stages, so carefully review and update your logic model so that it's consistent with your current evaluation plans.

The narrative generally describes the intervention with a sufficient level of detail to allow for replication, if found effective, and includes the following:

- A clear statement of the population for which it is intended;
- The theoretical basis for the intervention;
- The expected causal mechanisms by which the intervention should work;
- A detailed description of the intervention's content and organization, its duration, the amount required for each activity, intervention procedures, etc.
- The hypothesized connections between activities and intended outcomes.

The graphic illustration generally shows all program inputs, program activities, and theorized short-term, intermediate, and long-term outcomes including:

- The key components of the intervention (e.g., professional development model, curricular materials, administrative supports)
  - The activities associated with each key component
  - Professional development activities with faculty, coaches, administrative staff. Specify each type of PD activity, the amount offered/required,

and who is providing the PD. This includes on-line training as well as in-person training, mentoring, coaching, etc.

  - Instructional strategies with students, including content of instruction, instructional materials, instructional approaches, uses of technology, formative assessment. Indicate the dosage or level of exposure students are expected to have to the programmatic elements.
  - Classroom environment elements, such as student groupings, use of time.
- Direct outcomes for faculty, administrators, students, etc.
- Intermediate outcomes (mediators) for faculty (e.g., changes in instructional practice), administrators, classroom environments, school climate, student attitudes, etc.
- Long-term outcomes for faculty, administrators, students (e.g., student academic achievement, persistence), etc.

For help in creating a logic model, see the following resources:

- Regional Education Laboratory – Pacific, Education Logic Model Application (An interactive tool for developing a logic model). Available at: **http://relpacific.mcrel.org/resources/elm-app**
- W.K. Kellogg Foundation (2004). W.K. Kellogg Foundation Logic Model Development Guide. Battle Creek, MI: W.K. Kellogg Foundation. Available at: **http://www.smartgivers.org/uploads/logicmodelguidepdf.pdf**
- Knowlton, L.W. & Phillips, CC. The logic model guidebook: Better strategies for great results. Los Angeles: Sage; 2009.
- McLaughlin, J., & Jordan, G. (1999). Logic models: A tool for telling your program's performance story. Evaluating and Program Planning, 22, 65-72.

Inputs

- Public–private endowment funding supporting Sixpence grants
- Sixpence Board of Trustees and program administration
- Community partnerships led by school districts and early childhood providers
- Home visit specialists, early childhood educators, and childcare providers
- Professional development and support for participating providers
- Partnerships with childcare centers and family childcare providers
- Data systems and evaluation partnerships (e.g., Munroe-Meyer Institute, NSWERS)

Activities

- Outreach and enrollment of eligible prenatal mothers and families with infants and toddlers (prenatal to age three)
- Delivery of home visiting and parent coaching services
- Implementation of center-based early learning programs

- Establishment of Child Care Partnerships with local childcare providers
- Delivery of professional development, coaching, and quality improvement support for childcare providers
- Parent education and assistance related to child development, health, and early learning
- Connection of families to community resources and services
- Monitoring and continuous quality improvement of program implementation

Outputs

- Number of families and children enrolled in Sixpence programs
- Number of home visits or parent coaching sessions delivered
- Number of early childhood educators and childcare providers receiving training or coaching
- Number of participating childcare centers and family childcare providers
- Number of communities participating in Sixpence partnerships
- Number of developmental and family assessments administered

Short-Term Outcomes

- Improved parent knowledge of child development and parenting practices
- Increased quality of early learning environments in childcare programs
- Improved early language, cognitive, and social-emotional development in children
- Increased family engagement with early childhood services and community resources
- Strengthened interactions between parents and children, other family protective factors

Medium-Term Outcomes

- Improved school readiness at kindergarten entry
- Higher early literacy and language proficiency in early elementary grades
- Improved school attendance
- Reduced behavioral challenges and disciplinary incidents in school
- Stronger developmental trajectories among Sixpence participant children

Long-Term Outcomes

- Increased academic achievement (e.g., higher third grade reading proficiency)
- Improved academic performance during secondary school (e.g., ninth grade GPA)
- Reduced risk of attendance issues and chronic absenteeism
- Reduced risk for behavioral challenges and resultant absences due to suspensions/expulsions
- Increased likelihood of high school completion and postsecondary participation
- Improved long-term educational, economic, and health outcomes for participants
- Strengthened communities through improved early childhood systems and family stability

Assumptions

- Early childhood experiences during the prenatal-to-age-three period have lasting effects on cognitive, social-emotional, and academic development.
- Strengthening parenting practices and early learning environments improves developmental and downstream academic outcomes.
- High-quality early childhood education and care can reduce developmental disparities associated with socioeconomic disadvantage.
- Community-based partnerships can effectively deliver early childhood services tailored to fit local needs.

External Factors

- Economic conditions affecting families and childcare systems.
- Availability of other or additional early childhood services and programs in the community.

- State and federal policies related to early childhood education and childcare funding.
- Changes in community demographics or childcare workforce availability.
- Broader educational and social service systems influencing child development and family functioning.

Section 3.10 Research Questions for Implementation Evaluation

This section should include the research questions that the implementation study will address, and may include the following types of questions:

- Were the key components of the intervention implemented with fidelity (i.e., were the key components implemented as planned)?
- What was the amount of variation in implementation fidelity?
- What was the relationship of fidelity of implementation to intermediate outcomes associated with changes in faculty, coaches, counselors, or other individuals implementing the intervention?
- What were the barriers to and facilitators of implementation?

Not applicable. This evaluation is not an implementation study.

Section 3.11 Data Collection Plan and Key Measures

The data collection plan for the implementation study would typically include:

- Schedule of data collection for each source of data
- Who is responsible for collecting each data source
- Plans for transfer of data to NSWERS
- The data sources that will be used to construct measure(s) of implementation fidelity
- Plan for coding and scoring data to construct measures of implementation fidelity, including:

- Measurable indicators within each key component
- Plan for combining indicator scores to create a fidelity score for each key component
- Unit of measurement
- Plan for defining the threshold for determining whether each key component was implemented with (or without) fidelity at the sample level.

Not applicable. This evaluation is not an implementation study.

Section 3.12 Analysis Approach

The description of the analysis approach would typically describe how the fidelity data and other implementation data will be analyzed to address the research questions.

Not applicable. This evaluation is not an implementation study.

Section 3.13 Other Investigations

The section on “other investigations” is the place to describe analyses that are intended to explore the intervention using analytic approaches that are not formal implementation studies. Some examples include studies that compare different amounts of exposure to an intervention (e.g., studies of dosage); explore the relationship between implementation fidelity and outcomes; or examine moderator effects (e.g., interaction effects). There is no expectation that the evaluation will include these types of analyses, so this section may be blank.

To the extent possible, the descriptions here should follow the components of the impact evaluation sections (if the analyses are intended to examine effectiveness) or the implementation evaluation sections (if the analyses are intended to examine qualitative features of the intervention).

Not applicable. This evaluation is not an implementation study.

Memo Supporting Northeast Community College Data Request

To: NSWERS Executive Council

From: Matthew Hastings, Executive Director, NSWERS, on behalf of the NSWERS Management Committee

Date: April 15, 2026

Subject: Recommendation for Approval: Northeast Community College Data Request

On behalf of the NSWERS Management Committee, I am pleased to present a data sharing request submitted by Danielle Gibson, Lindsay Spiegel, and Stacy Dieckman of Northeast Community College (Norfolk, NE) titled "Student Tuition and Transparency System and Workforce Outcomes for Northeast Community College." Following review by the NSWERS Management Committee on April 15, 2026, we support this request and recommend its approval by the Executive Council at the upcoming April 29, 2026, meeting.

This request is designed to support Northeast Community College's compliance and strategic planning needs related to the federal Student Tuition and Transparency System (STATS) accountability requirements enacted through the One Big Beautiful Bill Act, signed into law on July 4, 2025. Under these regulations, students who complete programs awarding a bachelor's degree or less must earn more than individuals aged 25 to 34 with a high school diploma. Programs whose median earnings fail to meet this earnings premium threshold in two out of three consecutive award years will lose eligibility for Federal Direct Loans. The purpose of this request is to enable Northeast to proactively identify potential at-risk programs, understand why certain programs may not meet requirements, and intervene as needed before federal determinations are made.

Northeast's research questions include calculating the earnings premium by program, degree level, and CIP and SOC code; identifying employment rates and median earnings of graduates by program; flagging underperforming programs based on STATS metrics; and examining characteristics that distinguish underperforming programs from others. Secondary questions address employment and transfer rates by program and year to support broader strategic planning, grant writing, and accreditation efforts. Operationalization of the STATS metrics will follow the federal regulations draft consensus language.

Northeast is requesting student-level linked data elements for Northeast Community College students only, including postsecondary enrollment, awards, courses, transcript, and term records (2016–2025), as well as Nebraska Unemployment Insurance wage records (2018–2025) and National Student Clearinghouse postsecondary records (2018–current). The unit of analysis for all data elements is the student level. Northeast anticipates this as a recurring annual request to monitor program performance over time.

All analysis will be conducted within NSWERS' secure Restricted Research Environment (RRE). Outputs carry an Internal Use Only (IUO) designation, meaning that only aggregated information will be shared outside the secure environment and any output subsequently intended for public release or external sharing will undergo a disclosure review consistent with NSWERS policy, ensuring that standard privacy protections and suppression rules are applied prior to dissemination.

The Management Committee believes this request aligns closely with NSWERS' mission and statewide research agenda by strengthening Nebraska's ability to evaluate postsecondary program performance using linked education-to-workforce outcomes. The project also presents an opportunity to compare NSWERS-calculated metrics with federal earnings sources, helping quantify the scope of NSWERS' wage-data coverage limitation for future STATS-related work with other institutions. This request mirrors a previously approved data sharing request from Metropolitan Community College for similar FVT/GE purposes.

Based on the Management Committee's review, we recommend that the Executive Council approve this request and authorize NSWERS staff to proceed with development of the appropriate Data Disclosure Agreement and implementation steps consistent with NSWERS policies and security requirements.

Attachment: Northeast Community College – STATS/Workforce Outcomes – NSWERS Research Proposal Application

NSWERS RESEARCH PROPOSAL APPLICATION

The NSWERS has developed a process whereby third party researchers may request extant data from the NSWERS to conduct research and program evaluation studies germane to the NSWERS mission and stated research agenda. All individuals or organizations requesting access to these data must complete this Research Application and submit it to the NSWERS for review. If the project is approved and the data requested are available, a Data Disclosure Agreement will be developed and must be signed prior to the release of any potentially identifiable student data. Please complete each section of the application fully. If any fields are left blank, the application will not be considered.

Section I. Your Contact Information

Name of Principal Investigator or Requestor: Danielle Gibson, Lindsay Spiegel, Stacy Dieckman

Organization (If applicable): Northeast Community College

Phone Number: 402-844-7115 (Danielle); 402-844-7237 (Lindsay); 402-844-7288(Stacy)

Email Address: dgibson@northeast.edu; lindsay@northeast.edu; stacyd@northeas.edu

Address: 801 E Benjamin Ave

City: Norfolk

State: NE

Zip Code: 68701

Today's Date: February 23, 2026

Section II. Background Information About Your Project

1. What is the title of your study? Student Tuition and Transparency System and Workforce Outcomes for Northeast Community College.

2. Provide a brief overview of the objectives of your study (please summarize each objective succinctly). If you have hypotheses, you will be testing, please list them here.
    - The primary objective is to obtain Department of Labor wage data to assess accountability outcomes for Northeast graduates. This will establish baseline data for new federal accountability regulations and support program-level strategic planning, grant writing, and accreditation.
    - Define and develop Student Tuition and Transparency System metrics for Northeast's Gainful Employment (GE) programs and eligible non-GE programs based on program completers calculated earnings premium measure.
    - Perform an internal evaluation of Northeast 's GE programs and non-GE programs using the newly developed metrics and identify programs that do not meet performance benchmarks (failing programs).

3. When do you anticipate beginning and completing your research project?

    TBD with consultation with NSWERS

    Projected start date: 05/01/2026

    Project end date: Recurring yearly

4. If your study is externally funded (e.g., foundation, government contract, or grant), please indicate the source(s) and amount(s) of the funding.

    n/a

Section Ill. Purpose of the Proposed Research

1. Why is the study being conducted?
    - On July 4, 2025, the One Big Beautiful Bill (OBBB) Act was signed into law. This bill created an accountability measure law to hold all programs at colleges and universities accountable to the same standard.
      In OBBB, students who complete programs that award a bachelor's degree or less must earn more than individuals aged 25-34 with a high school diploma. If a program has median earnings calculated that do not pass the threshold (providing an earnings premium measure) two out of three years after the first calculation was made, then that program loses access to Federal Direct Loans.

- In addition, the Department aims to enhance transparency by providing information on financial costs and benefits to students across nearly all academic programs at postsecondary institutions that are eligible for Title IV funding under the Higher Education Act of 1965, as amended (HEA).

- The Department will send institutions a notice of determination for each program after the Department calculates the earnings premium (EP) measures, indicating whether the program passes or fails. The notice will highlight whether an institution is required to provide a student warning and whether or not a program could become ineligible for Federal Direct Loans.

Earnings Accountability

If a program at an institution is considered a failing program under the earnings premium measure for two out of three consecutive award years, the program will be considered a low-earning outcome program and its participation in the Federal Direct Loan program will end. The Department will allow an institution to appeal the decision if an institution believes that the Department wrongfully calculated the program's earning premium measure. If an institution officially loses its participation in the Federal Direct Loan program, the institution will not be able to have that particular program become eligible for the Federal Direct Loan program until two years have passed. This two-year period could be from the date the program loses eligibility after failing the earnings premium measure two out of three years or the period the institution voluntarily discontinued the failing program.

If an institution fails the earnings premium measure in the first year, they will have the ability to voluntarily close the program, which would allow students to continue to use their Direct loan eligibility to finish out the program. The institution would have to inform the state authorizing agency and accrediting agency and meet any program discontinuation or closure requirements by those agencies. The institution would also have to acknowledge that the program has been voluntarily discontinued and maintain the program under a warning status and provide warning notice to students. In addition, the institution would have to provide academic and financial options to students to allow them to continue their education in another program where academic credit would transfer. Finally, institutions would have to agree to not restart the same program for at least two award years after the program has voluntarily been discontinued.

The purpose of this research is to identify potential at-risk programs at Northeast in advance, enabling Northeast to understand why certain programs do not meet requirements and intervene as needed.

2. What potential benefits will this study have for the NSWERS, our local school systems, educators, policy makers, or researchers?

    - Northeast will benefit from this evaluation by assessing the effectiveness of its programs in preparing students for employment. The information gained from the evaluation will enable Northeast to make evidence-based decisions about program improvements/continuation.

    - NSWERS will benefit from this evaluation by identifying shortcomings of current data collection and documenting new data needs throughout the preparation process. For example, the USDOE obtains the annual earnings data for a GE program directly from the Social Security Administration (SSA), which should cover all declared income of the cohort. On the other hand, NSWERS data is not as comprehensive as SSA data in terms of income coverage - NSWERS data is limited for those employed at Unemployment Insurance (UI) liable employers in Nebraska and NSWERS does not capture wage data for workers outside Nebraska. Comparison of the metrics calculated using NSWERS data with metrics calculated from SSA data can help quantify the effect of NSWERS' limitation to Nebraska UI wage data on FVT metrics.

3. What are the anticipated benefits of the proposed study to study participants?
   Although there is no direct benefit, current and prospective students at Northeast may benefit from this evaluation since the analyses resulting from this data request may inform efforts to improve the performance of programs.

Section IV. Research Questions and Design

1. Please list your research/evaluation questions below.
   STATS reporting

Calculation of the earnings premium by program, degree level, and/or CIP code and SOC code?.

What are the employment rates and median earnings of Northeast graduates by program, degree level, and CIP code?

Which of Northeast programs are underperforming based on the STATS metrics?

What characteristics distinguish underperforming programs from others?

Strategic Planning and Performance Monitoring

What are the employment and transfer rates by program and year?

2. Describe the design of the proposed study and the methodology that will be used to address each of the aforementioned research questions. Use enough detail to ensure the NSWERS can assess the extent to which your proposed research project will meet the objectives you have provided in Section II of this application. Describe the population to be studied, data collection, analysis, and interpretation procedures to be used. Use as much space as necessary. You may also include attachments if relevant.
   Operationalization of the STATS metrics will follow the federal regulations draft consensus language is available https://www.ed.gov/media/document/ahead-proposed-accountability-reg-text-day-5-afternoon-final-113130.pdf.

   Strategic Planning and Performance Monitoring
   Employment rate: calculated as the percentage of program completers or stop-outs that are observed to have worked in Nebraska based on NSWERS wage records.
   Transfer rate: calculated as the percentage of program completers or stop-outs that have transferred to a different postsecondary institution based on NSWERS and National Student Clearinghouse enrollment data.

   Employment and transfer rates may be disaggregated by: NECC program

Section V. Data Requested

To the best of your ability, please list the data elements you are requesting in order to complete the proposed research project. For each data element, please also list the unit(s) of analysis for your research (e.g., student, school, district, etc.) and the school year(s) for which you are requesting information.

- 2-year Post-Secondary elements
  - Enrollment file (2016-2025)
    - All fields
  - Academic Awards (2016-2025)
    - All fields
  - Courses (2016-2025)
    - All fields
  - Transcript (2016-2025)
    - All fields
  - Terms (2016- 2025)
    - All fields
    - Workforce elements (data years 2018 - 2025)
- Unemployment insurance file
  - Wages
  - Year and Quarter
  - NAICS Code
  - Job Title
  - Employer ID
  - Ownership Code
  - National Student Clearinghouse (data years 2018 - current)
- Postsecondary
  - All fields

The unit of analysis for all data elements is the student level. Only data records associated with Northeast Community College students will be included in this linked data request.

Section VI. Proposed Data Collection Instruments/Protocols

1. If you intend to deploy additional data collection instruments/protocols as part of your research/evaluation project, please list them below including the audience from whom you intend to collect this information. Draft versions of these data collection instruments, if available, must be attached to this application.

Proposed Data Collection Instruments/Protocols

	Instrument/Protocol	Audience	Notes
1	Student Title IV indicators	NECC completers and enrollment	Data will be used to identify which students need to have earning premium measure calculated
2	National Student Clearinghouse	N/A	Used for transfer rates
3	PIA UCNS or NSWERS UI wage table with inflation adjusted wages		Inflation adjusted wages will be used for the earnings premium measure calculation

Section VII. Human Subjects Protection

1. How will Institutional Review Board (IRB) approval be addressed in the proposed research/evaluation study? If your project has already been approved by an IRB or if an IRB has designated your project to be "exempt," please provide evidence of the IRB's review. If you do not plan to conduct an IRB review, please indicate why this project does not meet the definition of "research."

    This project constitutes an evaluation study which does not meet the definition of "research".

2. Describe training the study investigators/co-investigators have received regarding the protection of human subjects/confidentiality

    Staff at Northeast will follow the Northeast Information Security procedure and Privacy and Release of Information procedure which includes adherence to FERPA and HEA data privacy rules.

3. Describe the security procedures that will be utilized to protect the security of the information provided by the NSWERS for this project. Who will have access? How will information be stored and for what period of time? When and how will data be destroyed?

This data will be used only in the secure environment created by NSWERS. Data analytics staff members at Northeast will have access to the data and secure environment; Financial Aid and Records Staff will have access to more detailed information due to involvement with STATS reporting only aggregated information will be shared outside of the secure environment.

Section VIII. Reporting

1. For each anticipated report, provide the following information

Report Title (e.g. Year 1 Report, Final Report)	Audience	Anticipated Completion Date	Dissemination Plans
STATS Preview Report	Financial Aid/Records and Executive Leadership	07/01/2026	Disseminate aggregate program results following STATS methodologies first to Financial Aid and Records leadership, followed by release to program leadership for program evaluation. This will not be reported externally.

This data request for any FVT/GE reports is designated as Internal Use Only (IUO). IUO outputs are intended exclusively for authorized NSWERS staff and, when applicable, the requesting Partner's named officials. These analyses may omit certain disclosure controls, including cell suppression or rounding, provided all of the following conditions are met:

- The outputs are maintained and viewed only within NSWERS' secure Restricted Research Environment (RRE) or other approved restricted workspace.
- The IUO designation, including its purpose, data elements, and authorized users, is documented and approved by the NSWERS Executive Director or delegate.

- IUO outputs are not shared, exported, or disclosed outside NSWERS or the requesting Partner without a new disclosure review and application of appropriate privacy enhancing techniques (e.g., suppression, aggregation, or differential privacy).

- All other security, audit, and role-based access controls described in this policy remain in full effect.

- Any IUO output subsequently intended for public release or external sharing shall undergo a disclosure review consistent with the Data Requests and Disclosure section of this policy, ensuring that standard privacy protections and suppression rules are applied prior to dissemination.

April 10, 2026

NSWERS
Attn: Matthew Hastings
901 N 17th, NH W 208
Lincoln, NE 68588-0524

RE: Non-binding Letter of Intent – Office Lease

Dear Mr. Hastings,

Following is a summary of the non-binding terms and conditions under which Landlord would be interested in leasing space at the referenced property to NSWERS. The terms set forth herein do not constitute a complete statement of all the terms and conditions that may be included in a definitive agreement, nor does this letter constitute a legally binding or enforceable agreement between the parties. For purposes of this letter, the term "Premises" means the interior of the actual leased premises and, where specifically mentioned, certain exterior portions of the building in which the Premises are located.

Landlord:	Site Development Lease Three, LLC, a Nebraska limited liability company; 14606 Branch Street, Suite 100, Omaha, NE 68154
Tenant:	Nebraska Statewide Workforce & Educational Reporting System (NSWERS) / a public body corporate and politic of the State of Nebraska pursuant to the Interlocal Cooperation Act, Neb. Rev. Stat. §§ 13-801 to 13-827 / Nebraska / 901 N 17th, NH W 208 / 402-472-5238 / matthewhastings@nebraska.edu
Guarantor(s):	____________________
Financials:	Upon execution of this letter, Tenant shall provide Landlord with its most recent financial statements, including a balance sheet, income statement, and statement of cash flows, or such other financial information as Landlord may reasonably request to evaluate Tenant's financial condition. In addition, Tenant shall provide such information on an annual basis.
Campus:	A mixed-use development commonly known as Nebraska Innovation Campus, as generally depicted on the campus plan attached hereto as **Exhibit A-1**
Building:	An existing three-story office building in the Campus commonly known as the Rise Building, Lancaster County, Nebraska, with a street address of 2125 Transformation Drive, Lincoln, Nebraska

	68508, and which is generally depicted on the building site plan attached hereto as **Exhibit A-2** and legally described on **Exhibit A-3**
Leased Premises:	Approximately 3,238 rentable square feet commonly referred to as Suite 2210 in The Rise building having an address of 2125 Transformation Drive, Lincoln, NE as generally shown on the Site Plan attached to this letter as **Exhibit A-4**. The rentable square footage is subject to remeasurement by Landlord prior to the Rent Commencement Date.
Right of Relocation	Landlord shall have the right upon 30 days' notice to relocate the Tenant to another space of reasonably equal size and area within the Building at a rent equivalent to the Base Rent under this Lease. Landlord shall bear the expense of such relocation.
Use of Premises:	Tenant shall use the Premises for general office purposes.
Initial Lease Term:	Five (5) years
Renewal Options:	Two (2) terms of five (5) years each with
Security Deposit:	Last month's Base Rent
Base Rent:	$20.00 per rentable square foot with annual 2% escalation
	Renewal Rent Basis: Market Rate
Rent Commencement:	Tenant shall commence paying Base Rent and Additional Rent on July 1, 2026.
Landlord's Work:	None. Landlord shall deliver the Premises to Tenant in their as-is, where-is condition.
Tenant's Improvements:	Tenant shall perform all work that it deems necessary for Tenant to open for business in the Premises ("Tenant's Work"), at Tenant's cost and expense, and in in accordance with plans and specifications approved by Landlord.
Tenant Allowance:	None.
NNN Lease:	The Lease shall be absolute triple net. Tenant shall pay its proportionate share of common area and operating expenses (CAM), taxes and insurance.

Utilities: Tenant shall pay all costs for water, sewer, gas, electricity and all other utilities used upon or in relation to the Premises. Tenant will be charged a reasonable after-hours rate for use of utilities.

ROFR: Right of first refusal on Suites 2200, 2215, 2220, and 2225.

BROKERS: None.

It is understood and agreed that nothing in this letter is contractually binding on the parties, and this letter is only an expression of the basic terms and conditions that may be incorporated into a formal written agreement. This letter does not obligate either party to negotiate in good faith or to proceed to the completion of a definitive agreement, and either party may terminate negotiations at any time for any or no reason. There shall be no binding obligation on the part of either party unless and until a definitive lease agreement, in form and content satisfactory to each party and its counsel in their sole discretion, is signed and delivered by both parties. If the parties are unable for any reason to reach a full and final agreement for the lease of the Premises, resulting in a fully signed and delivered lease, then neither party will have any claim against the other, including but not limited to any claim based on "part performance," "detrimental reliance," "good faith," or other similar causes of action. All expenditures made and actions taken by either party prior to the execution and delivery of a fully signed lease agreement are at the sole risk and expense of the party making those expenditures and taking those actions.

If you have any questions regarding the above, please contact: Wilma Hanson-McCoy at 402-770-1286 or whansonmccoy@goldenrodcompanies.com.

Sincerely,

Future Tenant: Nebraska Statewide Workforce & Educational Reporting System (NSWERS)

Name: Matthew J. Hastings

Signature: Matthew J Hastings

Title: Executive Director

Date Signed: 04/20/2026 | 15:54 CDT

APPROVED AND ACCEPTED THIS __23rd__ DAY OF __________APRIL, 2026.

[Insert Tenant Name and Entity Type] Site Development Lease Three, LLC, a Nebraska limited liability company

Zachary A. Wiegert

By: T&G Investments, LLC, a Delaware limited liability company,
its Manager

Name: Zachary A. Wiegert

Title: Manager

Exhibit A-1

Campus Plan

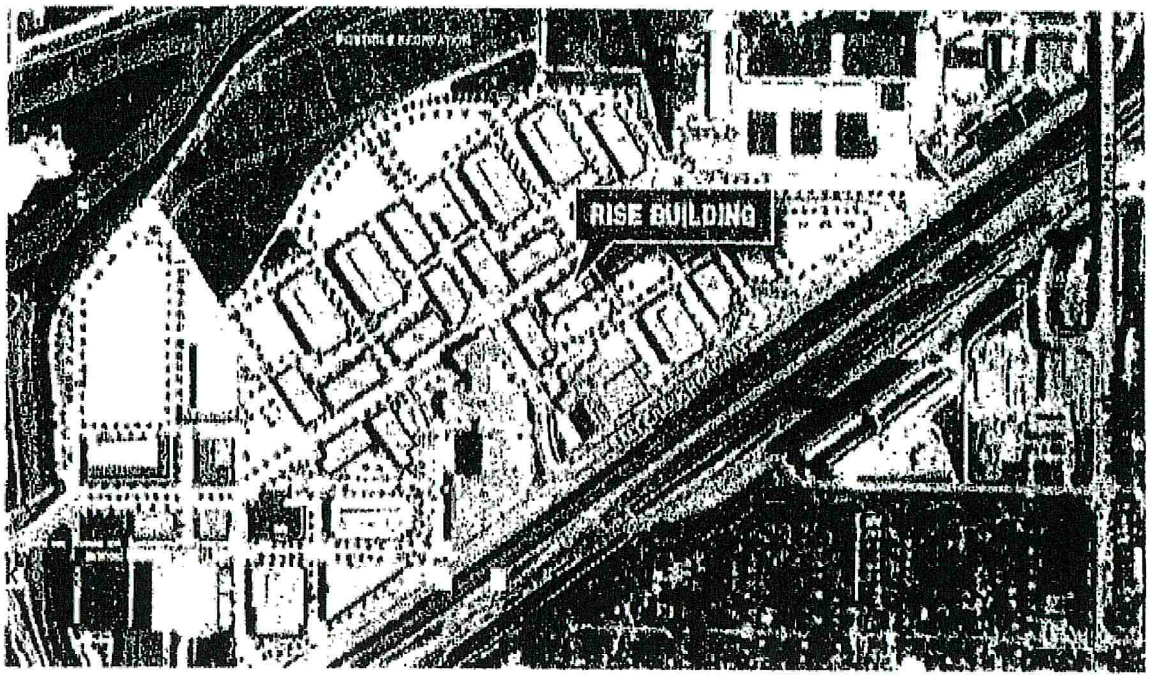


Exhibit A-2

Building Site Plan

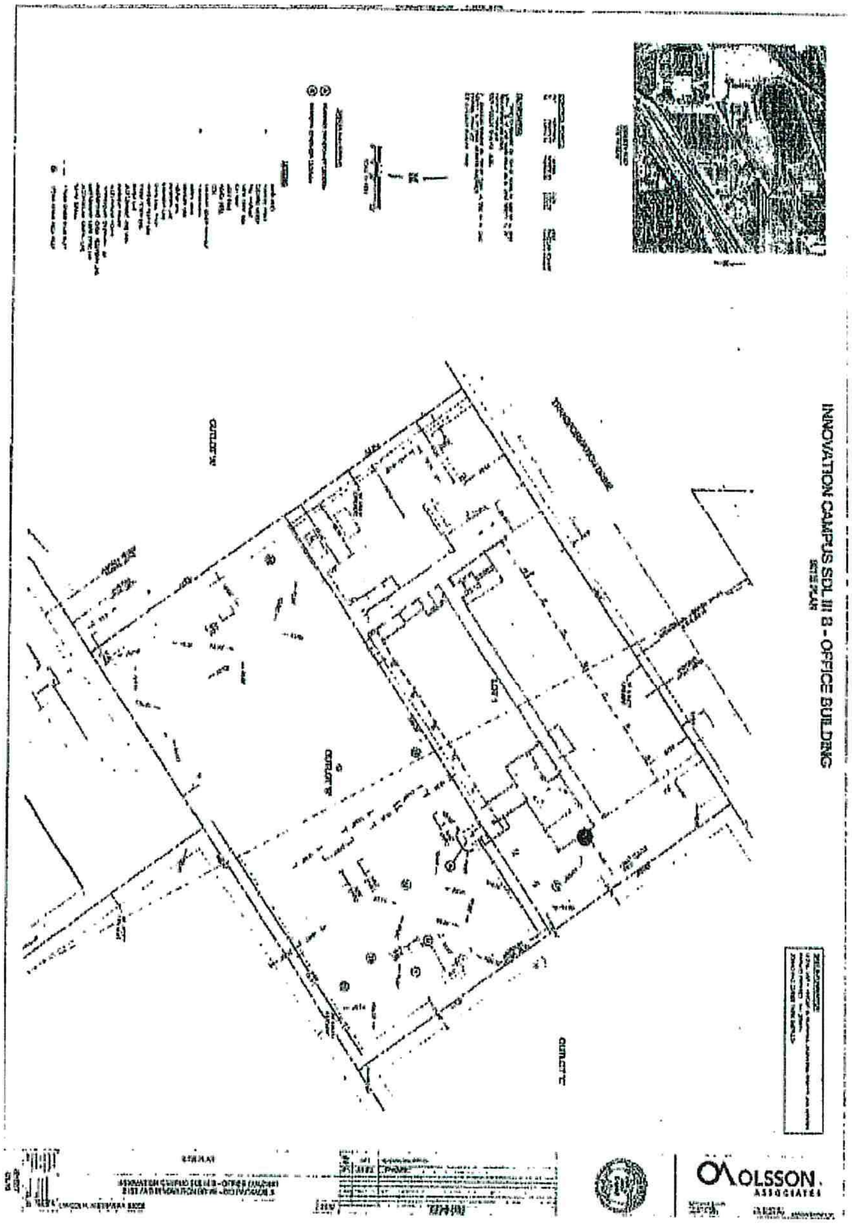


Exhibit A-3

Legal Description

Unit 3, Innovation Commons Condominium, a condominium organized and existing under the laws of the State of Nebraska, pursuant to the Declaration of Innovation Commons Condominium, recorded on January 15, 2013 as Instrument No. 2013002193 in the Lancaster County, Nebraska Register of Deeds.

Exhibit A-4

Site Plan

docusign

Certificate Of Completion

Envelope Id: BDCFE1F2-6BEC-4D07-A881-D6E8193D2EEA
Subject: Complete with Docusign: SDL III - NSWERS Office Lease LOI draft v1.pdf
Source Envelope:
Document Pages: 8
Certificate Pages: 5
AutoNav: Enabled
EnvelopeId Stamping: Disabled
Time Zone: (UTC-06:00) Central Time (US & Canada)

Signatures: 1
Initials: 0

Status: Completed

Envelope Originator:
Jennifer Schrodt
1400 R St.
Lincoln, NE 68588
jschrodt@nebraska.edu
IP Address: 129.93.161.209

Record Tracking

Status: Original 4/20/2026 3:37:30 PM	Holder: Jennifer Schrodt jschrodt@nebraska.edu	Location: DocuSign

Signer Events	Signature	Timestamp
Matthew Hastings matthewhastings@nebraska.edu Executive Director Security Level: Email, Account Authentication (Optional)	Signature Adoption: Uploaded Signature Image Using IP Address: 208.127.88.70	Sent: 4/20/2026 3:42:02 PM Viewed: 4/20/2026 3:53:13 PM Signed: 4/20/2026 3:54:46 PM

Electronic Record and Signature Disclosure:
Not Offered via Docusign

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Wilma Hanson-McCoy whansonmccoy@goldenrodcompanies.com Director of Property Management Security Level: Email, Account Authentication (Optional)	COPIED	Sent: 4/20/2026 3:54:47 PM Viewed: 4/23/2026 10:51:29 AM

Electronic Record and Signature Disclosure:
Accepted: 1/28/2026 10:34:31 AM
ID: f0d78e68-62ee-42c4-98ed-5408fefc8872

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	4/20/2026 3:42:03 PM
Certified Delivered	Security Checked	4/20/2026 3:53:13 PM
Signing Complete	Security Checked	4/20/2026 3:54:46 PM
Completed	Security Checked	4/20/2026 3:54:47 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Electronic Record and Signature Disclosure created on: 1/22/2021 10:26:07 AM
Parties agreed to: Wilma Hanson-McCoy

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, Internet 2 OBO University of Nebraska - Lincoln (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to this Electronic Record and Signature Disclosure (ERSD), please confirm your agreement by selecting the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after the signing session and, if you elect to create a DocuSign account, you may access the documents for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a $0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Internet 2 OBO University of Nebraska - Lincoln:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:
To contact us by email send messages to: esignature@nebraska.edu

To advise Internet 2 OBO University of Nebraska - Lincoln of your new email address

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at esignature@nebraska.edu and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

To request paper copies from Internet 2 OBO University of Nebraska - Lincoln

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to esignature@nebraska.edu and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

To withdraw your consent with Internet 2 OBO University of Nebraska - Lincoln

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;

ii. send us an email to esignature@nebraska.edu and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: https://support.docusign.com/guides/signer-guide-signing-system-requirements.

Acknowledging your access and consent to receive and sign documents electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

By selecting the check-box next to 'I agree to use electronic records and signatures', you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify Internet 2 OBO University of Nebraska - Lincoln as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by Internet 2 OBO University of Nebraska - Lincoln during the course of your relationship with Internet 2 OBO University of Nebraska - Lincoln.

Mathematica
Progress Together

TEAMING AGREEMENT
TA. 1736

This Teaming Agreement ("Agreement") is made effective as of March __, 2026 (the "Effective Date"), by and between Mathematica Inc., with an office located at 600 Alexander Park, Princeton, New Jersey 08540 ("Mathematica" or "Prime Contractor") and Nebraska Statewide Workforce & Educational Reporting System, with an office located at 901 N 17th NH W 208 Lincoln, Nebraska 68588-0524 ("NSWERS" or "Subcontractor"). Mathematica and Subcontractor may sometimes be referred to herein collectively as the "Parties" or individually as a "Party."

WHEREAS, The United States Department of Education (the "Client") has issued a Solicitation for *Regional Educational Laboratory Program (REL), 2027-2031 Central* (the "Solicitation");

WHEREAS, Mathematica intends to submit a proposal (the "Proposal") as prime contractor to the Client in response to the Solicitation and enter into an agreement with the Client to provide the services as set forth in the Solicitation ("Prime Contract");

WHEREAS, Mathematica and Subcontractor wish to enter into a business relationship related to the potential award by the Client of a Prime Contract for the performance of work under the Solicitation;

WHEREAS, each of the Parties hereto, having carefully assessed the qualifications and interest of the other, has concluded that a mutual effort would be advantageous; and

WHEREAS, the Parties desire to define their mutual rights and responsibilities with regard to the Solicitation, information sharing and dissemination, Proposal preparation and submittal, and opportunities under any Prime Contract resulting therefrom, consistent with federal and state laws governing restraint of trade or competition and the confidentiality of education records;

NOW, THEREFORE, in consideration of these premises and of the mutual agreements set forth herein, the Parties hereby agree as follows:

Article 1. ROLES AND SCOPE OF WORK

1.1 The Parties hereto agree and understand that Mathematica shall be the Prime Contractor under any Prime Contract awarded by the Client pursuant to the Solicitation. Mathematica shall be responsible for overall Proposal and project management. Mathematica has sole discretion to prepare and submit the Proposal to the Client that is, in Mathematica's sole opinion, the most competitive and responsive to the requirements of the Solicitation.

1.2 Subcontractor shall timely furnish personnel, information and materials as reasonably necessary and as requested by Mathematica and shall devote reasonable business efforts to assist Mathematica in developing and preparing sections of the Proposal. Subcontractor shall timely furnish personnel, information and materials and devote reasonable business efforts to assist Mathematica in developing and preparing Proposal modifications related to Subcontractor's proposed scope of work, as set forth in Exhibit A Subcontractor's General Scope of Work attached hereto and incorporated herein by this reference.

1.3 If the Prime Contract is awarded to Mathematica as a result of the Proposal prepared under this Agreement, after final execution of the Prime Contract, and subject to the Client's approval of Subcontractor as a subcontractor, if required, the Parties will negotiate in good faith and endeavor to enter into a subcontract based upon mutually agreed upon project responsibilities and as described in Exhibit A ("Subcontract").

1.4 Mathematica reserves the right to add additional participants to the Proposal team for the purpose of preparing the Proposal and for performance of the potential Prime Contract. Mathematica agrees to protect Subcontractor's confidential and proprietary information from the new team members as set forth in Article 8 below (Confidential Information).

Article 2. EXPECTATIONS

2.1 With respect to the Solicitation, each Party shall exert its reasonably diligent efforts to produce a Proposal and conduct subsequent oral and written negotiations, if required, that meet the requirements of the Solicitation. Mathematica will keep Subcontractor apprised of any changes to the Solicitation which will materially affect Subcontractor's areas of responsibility, as set forth in Exhibit A.

2.2 Subcontractor shall timely furnish to Mathematica for incorporation into the Proposal all Proposal materials; product samples; designs; all necessary management and technical information; disclosures, certifications or attestations relating to organizational, personal or financial conflicts of interest or compliance program matters; plans of relevant previous work that are pertinent to the scope of work identified in Exhibit A; and other information which will enable Mathematica to fully respond to the Solicitation or the Client.

2.3 Subcontractor shall provide administrative and pricing or cost information to Mathematica in the format requested in the Solicitation. Subcontractor may provide any competition sensitive pricing or cost information directly to the Client in a sealed package and a sanitized version to Mathematica. If after receipt of the pricing or cost information from Subcontractor, Mathematica determines that an adjustment is necessary to achieve price objectives conducive to the award of the Prime Contract, the Parties shall negotiate the price adjustments in good faith and for a reasonable period of time, as determined solely by Mathematica.

2.4 Subcontractor shall provide all necessary resumes, project performance records, corporate past performance information, and corporate capability information in accordance with Solicitation requirements.

2.5 Subcontractor shall provide requested inputs and resources for any post-Proposal submission meetings, in support of discussions (as required) and final Proposal revision activities.

2.6 The Parties shall timely furnish qualified personnel who will cooperate in preparing the Proposal and provide the assistance reasonably required to fulfill the Party's obligations under this Agreement.

2.7 Each Party shall ensure that its management and technical personnel are available to assist in preparing the technical and business portions of the Proposal and are available to participate in any discussions or negotiations with the Client that may be necessary for Mathematica to obtain the Prime Contract.

2.8 Each Party certifies that it does not operate diversity, equity and inclusion programs that violate federal anti-discrimination laws.

Article 3. COMMUNICATIONS WITH THE CLIENT

All communications with the Client about the Solicitation shall be made through Mathematica, unless otherwise authorized by Mathematica in writing prior to the communication. In the event that the Client contacts Subcontractor directly about the Solicitation, Subcontractor shall notify Mathematica immediately and inform Mathematica about the contents of the communication.

Article 4. COST OF PROPOSAL PREPARATION

4.1 Each Party shall bear all costs, risks and liabilities incurred by it as a result of its obligations and efforts under this Agreement and during all activities and periods covered by this Agreement (e.g., Proposal, pre-Prime Contract award, award of Prime Contract to Mathematica, and negotiation and execution of the related Subcontract).

4.2 Nothing herein shall be construed as providing for the sharing of profits or losses arising out of the efforts of either or both Parties.

Article 5. LIMITATION OF LIABILITY

Except for liability arising from a breach of Article 8 hereinbelow (Confidential Information) or a Party's infringement of the other's intellectual property, in no event shall either Party be liable to the other Party for consequential, incidental, special (including punitive) or other indirect damages that are claimed to be incurred by the other Party whether such claim arises under contract, tort (including strict liability) or any other theory of law.

Article 6. DISCLOSURE

6.1 Neither Party shall be precluded from revealing the contents of this Agreement to the Client, and both Parties recognize that the Client may compel disclosure of this Agreement.

6.2 Subcontractor shall not disclose this Agreement or any of the terms and conditions herein to any third party without the prior written consent of Mathematica, except as required by law.

Article 7. REPRESENTATIVES OF THE PARTIES

Each Party hereby designates in writing one or more individuals within its own organization as its representative responsible to direct performance of the Party's necessary functions and to effectuate the requirements and responsibilities of the Party under this Agreement.

For Mathematica:

Technical and Business Proposal:
Stephen Lipscomb
Mathematica Inc.
600 Alexander Park
Princeton, New Jersey 08540
Phone: (617) 674-8371
Email: slipscomb@mathematica-mpr.com

Contractual Matters and Receipt of Notices:

Gina T. Coleman
Director, Contract Administration
Mathematica Inc.
600 Alexander Park
Princeton, New Jersey 08540
Phone: (510) 768-1263
Email: TANDA@mathematica-mpr.com

For Subcontractor:

Technical Proposal:

[Name]
[Title]
[Company Name]
Address
Phone:
E-mail:

Business Proposal:

[Name]
[Title]
[Company Name]
Address
Phone:
E-mail:

Article 8. CONFIDENTIAL INFORMATION

8.1 During the term of this Agreement, and up to the effective date of the potential Subcontract between the Parties contemplated hereunder, Mathematica and Subcontractor may exchange proprietary or confidential information as required for each Party to perform their obligations hereunder.

8.2 For purposes of this Agreement, "Confidential Information" means any information, proprietary information, technical data, or know-how (including, but not limited to, information relating to research, products, software, services, development, inventions, processes, engineering, marketing, techniques, internal procedures, business plans, marketing plans, strategies, technical solutions, finances, employees, trade secrets and business opportunities), disclosed by the disclosing Party ("Disclosing Party") to the receiving Party ("Receiving Party") under this Agreement, directly or indirectly and in any form whatsoever (including, without limitation, written, machine readable, other tangible form, orally or visually): (i) that has been marked as confidential or proprietary at the time of disclosure by an appropriate legend, marking, stamp or other positive written identification; (ii) whose confidential nature has been made known by Disclosing Party to Receiving Party, orally or in writing; or (iii) that, due to its character and nature, a reasonable person under like circumstances would treat as Confidential Information or proprietary. Confidential Information shall also include, without limitation, a Party's drafts, revisions, and final documents that, in whole or in part, comprise or include proposals, proposal information, financial data, project information, methodologies, technical data, processes, diagrams, designs, models, or strategic plans. Such Confidential Information shall be handled according to the terms of this Agreement, without the requirement of marking the information.

8.3 Each Party is authorized to incorporate such Confidential Information into the Proposal prepared pursuant to this Agreement consistent with the requirements of state and federal law.

8.4 Confidential Information may be used by the Receiving Party only in connection with the Proposal prepared pursuant to this Agreement. Except as expressly provided herein, the Disclosing Party does not grant the Receiving Party any license, right or interest in any information disclosed to the Receiving Party pursuant to this Agreement, whether such license, right or interest is under a copyright, patent, trademark, trade secret or other property right held by the Disclosing Party.

8.5 Confidential Information shall be shared on a need-to-know basis with the Parties' personnel connected with the Solicitation and Proposal effort and will not be shared with third parties. A Party's Representatives shall mean the affiliates, officers, agents or advisers of a Party hereto (including, without limitation, attorneys, accountants, consultants, and financial advisors). Confidential Information may be shared on a need-to-know basis with Representatives who (i) have a need to know the Confidential Information for purposes related to the Solicitation or Proposal effort and (ii) are subject to a fiduciary, professional or written contractual obligation, no less restrictive than the terms of this Article 8, to properly protect the Confidential information from disclosure.

8.6 The standard of care for protecting such Confidential Information is the same degree of care the Receiving Party uses to prevent disclosure, publication, or dissemination of its own Confidential information, but in no event shall the

Receiving Party use anything less than a reasonable degree of care in protecting Confidential Information under this Agreement.

8.7 Each Party shall return or destroy all Confidential Information of the other Party upon termination of this Agreement. Where Confidential Information is destroyed, the Receiving Party shall provide the Disclosing Party with a signed Certificate of Destruction.

8.8 The terms and conditions of this Article 8 with respect to the Receiving Party's obligations for the care and use of Confidential Information shall survive the termination of this Agreement for a period of three (3) years, unless a Subcontract is executed between the Parties prior to the expiration date for this Agreement and the Subcontract provides protection for Confidential Information disclosed under this Agreement. Notwithstanding the foregoing, Confidential Information that constitutes trade secrets of the Disclosing Party shall be subject to the terms of this Agreement for as long as such information remains a trade secret under applicable law, including, but not limited to, methodologies, algorithms, computer software (whether in source code or object code), and technical data.

8.9 Except as required by law, neither Party shall be obligated under the provisions of this Article with respect to Confidential Information that:

a. Is now or hereafter becomes publicly known unless it becomes publicly known as a result of a disclosure by the Receiving Party in breach of this Agreement;

b. Is disclosed by the Receiving Party with the prior written consent of the Disclosing Party;

c. Is developed by the Receiving Party independent of the Disclosing Party's Confidential Information, as demonstrated by written records of the Receiving Party;

d. Was in the Receiving Party's possession prior to any disclosures by the Disclosing Party to the Receiving Party, as demonstrated by Receiving Party's written records;

e. Is disclosed by the Disclosing Party to a third party with no continuing obligation of confidentiality; or

f. Is required to be disclosed by a court of competent jurisdiction, administrative agency, state or governmental body, law, rule, regulation, subpoena, any other administrative or legal process, or applicable regulatory or professional standard. However, before any such disclosure, the Receiving Party shall notify Disclosing Party of such requirement and, to the extent permitted by applicable law, provide commercially reasonable cooperation to the Disclosing Party, at Disclosing Party's expense, in the following:

i. Protecting against any such disclosure;

ii. Obtaining a protective order preventing or narrowing the scope of such disclosure or use of the Confidential Information; and

iii. Disclosing only the limited information required to comply with the obligation to disclose.

8.10 The Parties acknowledge and agree that the loss to the Disclosing Party associated with the unauthorized disclosure, use or sale of Disclosing Party's Confidential Information or material created from Confidential Information, in whole or in part, cannot be reasonably or adequately compensated in damages. The Parties further agree that such a breach of this Agreement may cause irreparable harm to the Disclosing Party. As such, both Parties agree that the Disclosing Party shall be afforded the right to seek injunctive relief to prevent a breach or continued breach of this Article 8, in addition to any other remedies available to the Disclosing Party. The provisions of this Article 8 shall survive the termination of this Agreement for any reason.

Article 9. <u>TERMINATION</u>

9.1 This Agreement shall terminate one (1) year after the Effective Date of this Agreement. However, this Agreement shall be extended for one (1) additional year if the Proposal has been submitted and the Client has not provided written notice as to contract award within the one-year period following the Effective Date. This Agreement will automatically terminate upon the occurrence of any of the following:

a. The final, uncontested and non-appealable award of the prime contract to a party other than Mathematica;
b. The Client cancels the Solicitation;
c. The receipt of notice from the Client that Subcontractor will not be approved as subcontractor as set forth in Article 11.2;
d. Substantial alteration or elimination of Subcontractor's proposed scope of work, as identified in Exhibit A;
e. The Subcontractor is in a conflict of interest situation that cannot be mitigated and, due to this or other ethical bar, may not continue as a member of the Proposal team;
f. Failure of Subcontractor to provide timely and acceptable input during the pre-award Proposal phase, with a five (5) day written cure notice to Subcontractor prior to termination;
g. Any significant change in the financial capability of the Subcontractor that seriously affects the Subcontractor's ability to fulfill its responsibilities, including, without limitation, if Subcontractor becomes insolvent, is placed into receivership, becomes the subject of proceedings under the laws relating to bankruptcy, is subject to the relief of debtors or assignment for the benefit of creditors, or admits in writing its inability to pay its debts as they become due;
h. Prime Contractor's receipt of credible information which a reasonable person would construe to convey that a continued partnership with Subcontractor would cause significant damage to Prime Contractor's competitive position for the Solicitation or significantly reduce the likelihood of Client awarding this or any other prime contract to Prime Contractor.

i. When the Solicitation or Prime Contractor requires Subcontractor to provide past performance references and Prime Contractor determines that Subcontractor is unable to provide past performance references that will be evaluated or rated as acceptable by the Client;

j. Failure of the Parties good faith efforts to negotiate a change in Subcontractor's cost or pricing data in accordance with Article 2.3 herein;

k. Subcontractor's suspension or debarment, ineligibility to receive the award of a federal government contracts or ineligibility to receive the award of the Subcontract under the Solicitation;

l. Upon execution of a Subcontract between the Parties after the award of the Prime Contract to Mathematica;

m. Failure of the Parties to execute the Subcontract as set forth in Article 11.1 herein, with ten (10) days' advance written notice of termination to the other Party;

n. Prime Contractor's timely written notice to Subcontractor that it has decided not to submit a Proposal in response to the Solicitation or that it has decided to withdraw its submission;

o. Either Party's breach of a material provision of this Agreement, provided that the terminating Party provides the breaching Party with written notice and an opportunity to cure five (5) days' prior to termination; or

p. The mutual written agreement of the Parties to terminate.

Article 10. <u>DISPUTES</u>

10.1 Should a dispute arise between Mathematica and Subcontractor with respect to the performance of this Agreement, every reasonable effort will be made to resolve the dispute, first among the personnel among whom the dispute was originally recognized and, if necessary, with the participation of senior management or officers of the Parties, as may be deemed appropriate.

10.2 If satisfactory resolution is not achieved, then the dispute shall be settled at the originating Party's initiation of arbitration in the metropolitan Washington, DC/ Northern Virginia area under the American Arbitration Association Rules, unless the Party determines that satisfactory resolution of the dispute requires injunctive relief by a court of competent jurisdiction over the parties. Should arbitration be necessary the Parties shall agree upon the sole arbitrator for the arbitration and proceed diligently with the performance of this Agreement pending the resolution of any dispute.

Article 11. <u>GOOD FAITH NEGOTIATIONS</u>

11.1 If during the period of this Agreement Mathematica is awarded a Prime Contract as a result of the Proposal, Mathematica and Subcontractor will enter into good faith negotiations to subcontract the work in Exhibit "A" that was included in the Proposal and awarded to Mathematica by Client under the Prime Contract, to the extent permitted by government rules, regulations, and applicable law and to the extent that no termination event as described in Article 9 occurs. The Parties shall engage in good faith negotiations such that a Subcontract will be reached within a reasonable period of time, which shall in no event exceed ninety (90) days after the award of a Prime Contract, unless the negotiation period is mutually extended in writing. The terms and conditions of the Subcontract will include all applicable "flow-down" provisions from the Prime Contract, as well the obligation for Subcontractor to perform the relevant work no later than required under the Prime Contract schedules and to a standard no less stringent than required by the Prime Contract technical specifications, if any. The price and other terms and conditions will be mutually agreed upon between the Parties. The Parties agree that the Subcontract terms and conditions will not conflict with government rules, regulations or applicable law.

11.2 It is understood that Mathematica may be directed by the Client not to use Subcontractor or to involve other organizations in the work to be performed and that some of that work could be work that either Mathematica or Subcontractor expected to conduct. It is agreed that Mathematica and Subcontractor will comply with the Client's direction.

11.3 In the event that the situation described in Article 11.2 occurs, Subcontractor may, with Mathematica's prior written approval, present to the Client its reasonable grounds for reversal of the Client's decision.

Article 12. CONFLICTS OF INTEREST

12.1 With regard to the work to be performed under the Solicitation, Subcontractor represents and warrants that, to the best of its knowledge and belief and except as otherwise disclosed to Mathematica, it does not have an actual, apparent or potential conflict of interest as set forth in Federal Acquisition Regulation ("FAR") Subpart 9.5 or as set forth in any other applicable regulation or provision. Subcontractor further represents and warrants that it will not knowingly accept work during the term of this Agreement that would create either of the following:

a. A conflict of interest as described in the FAR, other applicable regulation, or any provision; or

b. A business or personal conflict of interest with the work or services described in the Solicitation.

12.2 Subcontractor shall promptly notify Mathematica if Subcontractor discovers either of the following:

a. An actual, apparent or potential conflict of interest as described by the FAR, other regulation, or any provision; or

b. Any other business or personal conflict of interest relating to the Solicitation or Mathematica's potential award of the Prime Contract.

12.3 Subcontractor shall provide Mathematica with all information, including disclosures and certifications, pertaining to any actual, apparent or potential conflict of interest as required by the Solicitation or the Client.

Article 13. INDEPENDENT CONTRACTORS

13.1 This Agreement is not intended by the Parties to constitute or create a joint venture, partnership, or formal business organization of any kind whatsoever, and the rights and obligations of the Parties shall only be those expressly set forth herein.

13.2 Neither Party shall have authority to bind the other except to the extent authorized herein.

13.3 The Parties to this Agreement shall at all times remain independent contractors, and the employees of one Party shall not be deemed the employees of the other Party. Neither Party shall act as the agent for the other Party. Notwithstanding Articles 13.1 through 13.3 hereinabove, the Parties' intent is that this Agreement shall be a contractor team arrangement as defined in FAR 9.601(2).

Article 14. ASSIGNMENT

Neither Party may assign, transfer, sell, or in any way encumber, its interest in this Agreement, in whole or in part, without the prior written consent of the other Party, which consent shall not be unreasonably delayed or withheld.

Article 15. DEALINGS WITH THIRD PARTIES

This Agreement shall apply only to the Proposal, pre-award, and Subcontract negotiation efforts relating to the Solicitation and Prime Contract and to no other effort undertaken by Mathematica or Subcontractor jointly or separately. Except as provided in this Agreement, neither Party is limited or restricted from quoting, offering to sell, or selling to others, including the federal government, any items or services not uniquely identified in the Solicitation which the Party may regularly offer for sale, even where a uniquely identified version of the item or service may be included in the Proposal under this Agreement. This Agreement is intended to protect products or services arising from the combined efforts of the Parties and to protect proprietary and confidential Information furnished as a result of this Agreement.

Article 16. SEVERABILITY

If any part, term, or provision of this Agreement is held void, illegal, unenforceable, or in conflict with any law of a federal, state or local government having jurisdiction over this Agreement, the validity of the remaining portions or provisions of the Agreement shall not be affected.

Article 17. EXCLUSIVITY

Subcontractor agrees that it shall be exclusive to Mathematica in its response to the Solicitation. Subcontractor shall not bid with, advise, or otherwise assist a third party in the preparation of a competitive proposal. Subcontractor shall not bid with, advise, or otherwise assist a third party in related, subsequent written or oral negotiations. Subcontractor shall not independently submit a competitive proposal with respect to the Solicitation.

Article 18. GOVERNING LAW

The validity, enforceability, and interpretation of this Agreement shall be determined and governed by the laws of the State of New Jersey without giving effect to any choice or conflict of law provision or rule. Suit to enforce this Agreement or any provision thereof shall be brought exclusively in the state or federal courts of New Jersey or Nebraska.

Article 19. NOTICES

Whenever one Party under this Agreement is required to give notice to the other Party, such notice shall be addressed to the Party's Business Point of Contact and address set forth in Article 7 hereinabove. Each Party may change its address for notices by giving written notice of such change to the other Party.

Article 20. RIGHTS IN INTELLECTUAL PROPERTY

20.1 Each Party's pre-existing intellectual property, whether or not copyrighted, patented or patentable, or otherwise, shall remain the property of the originating Party. Intellectual property developed solely by employees of one Party in performance of this Agreement shall be solely owned by the Party whose employees developed the intellectual property. In the event joint intellectual property is developed during the term of this Agreement, the Parties shall establish their respective rights in such joint intellectual property by negotiations between them.

20.2 The exchange of intellectual property under this Agreement shall not constitute any representation, warranty, assurance, guarantee or inducement by either Party to the other Party with respect to the infringement of patents, copyrights or other third-party rights.

Article 21. JUSTIFICATION OF RESTRICTIONS

The Client may require written justification for any restrictions placed on its rights in any technical data, software, reports and other intellectual property to be delivered under the Proposal or Prime Contract. Subcontractor agrees to provide such written justification, if requested, for any such restriction asserted by Subcontractor in relation to the Solicitation. Such justification shall be provided at no cost to Mathematica. Subcontractor shall cooperate with Mathematica in every reasonable manner to resolve the Client's questions or assertions regarding the restrictions and the validity of Subcontractor's assertion of intellectual property rights.

Article 22. NON-SOLICITATION OF EMPLOYEES

During the term of this Agreement and for a period of one (1) year after its expiration, without the prior written consent of the other Party, neither Party shall directly recruit, hire or contract with as a consultant any personnel of the other Party who participated directly and substantially in work relating to the Solicitation. However, this Article 22 does not and will not prevent either Party from hiring any such person who contacts that Party as a result of the Party placing general advertisements in trade journals, newspapers or similar publications that are not directed at the other Party or its employees.

Article 23. APPLICABLE LAWS

The Parties shall comply with all applicable federal, state and local laws and regulations, including without limitation, Executive Orders of the President of the United States, the Procurement Integrity Act, implementing provisions of the Federal Acquisition Regulation, implementing provisions of the Federal Educational Rights and Privacy Act, and other Agency regulations, as applicable.

Article 24. **PUBLICITY**

24.1 Any publicity or advertising in connection with the subject matter of this Agreement proposed by Subcontractor shall be subject to the prior written approval of Prime Contractor. Such prior approval shall not be unreasonably withheld. Prime Contractor shall not reference Subcontractor in conjunction with this Agreement in any publicity or advertising without the advance written consent of Subcontractor, which consent shall not be unreasonably withheld.

24.2 No name, logo, or trademark of either Party may be used by the other Party for any purpose without the prior written approval of such Party, which shall not be unreasonably withheld.

24.3 Notwithstanding the foregoing, the content of this Agreement may be made known to applicable Client or U.S. Government representatives.

Article 25. **ENTIRE AGREEMENT**

25.1 This Agreement constitutes the entire, complete, and final understanding of the Parties hereto, and supersedes any prior written agreements, commitments, understandings or communications with respect to the subject matter of this Agreement.

25.2 This Agreement shall not be amended or modified unless such amendment or modification is set forth in a document executed by a duly authorized representative for Mathematica and Subcontractor, nor shall any waiver of any right hereunder be effective in the absence of such a signed writing.

IN WITNESS WHEREOF, each Party has each caused this Agreement to be signed by their duly authorized representative. The Agreement is effective as of the Effective Date stated above.

Mathematica Inc.	**Nebraska Statewide Workforce & Educational Reporting System**
By: ______________________	By: ______________________
Name: ______________________	Name: ______________________
Title: ______________________	Title: ______________________
Date: ______________________	Date: ______________________

EXHIBIT A

SUBCONTRACTOR'S GENERAL SCOPE OF WORK

The Parties agree that Subcontractor's scope of work cannot be fully defined until the negotiation and finalization of the Prime Contract. The Parties further agree that Subcontractor's scope of work is also dependent on the following:

a. The work included in the Prime Contract awarded to Mathematica and funded;
b. Whether Subcontractor has any potential or actual conflicts of interest with the work to be performed;
c. Whether Subcontractor provides timely responses to Mathematica's requests for information in submitting the Proposal;
d. Mathematica's applicable commitments to small, disadvantaged, or other categories of subcontractors, as required by the Solicitation or Client;
e. Whether Client authorizes Subcontractor to perform the work, if such approval is required;
f. Whether Subcontractor offers personnel and services which meet the technical requirements of the Solicitation and which are acceptable to the Client;
g. Whether Subcontractor offers competitively priced personnel and services, including labor rates, which fall within the Prime Contract's financial constraints; and
h. Whether Subcontractor takes all reasonable and necessary steps to ensure that its personnel identified as key personnel in the Proposal are available to perform upon Prime Contract award. If Subcontractor becomes aware that key personnel are unavailable or might become unavailable, Subcontractor shall promptly provide Mathematica with written notice of such unavailability or potential unavailability.

Subject to the foregoing, Mathematica anticipates that Subcontractor will have the following areas of responsibility in providing services required under the Solicitation:

- Subcontractor shall help the Regional Educational Laboratory (REL) Central ensure REL activities are grounded in Nebraska's context and priorities of the Nebraska Department of Education (NDE).

- Subcontractor shall support REL Central teams with identifying NSWERS data needed for REL activities and obtaining data access as allowable, or a means of collaborating to analyze NSWERS data.

- Subcontractor shall support REL Central teams with applied research, technical support, and/or dissemination activities connected to postsecondary readiness, teacher workforce, and other issues that NDE states as priorities of REL support.

Support materials for agenda item 5.1
April 29, 2026

Expense Detail March '26

Budget Category	GL TITLE	Posting date	Doc Header Text	Item Text	Debit Amount
	Administrative - Permanent	03/25/2026	PP0000021637	University Salary Payroll 02/27/26	16,250.00
	Managerial/Professional - Permanent	03/25/2026	PP0000021637	University Salary Payroll 02/27/26	69,552.75
	Post Doctoral	03/25/2026	PP0000021637	University Salary Payroll 02/27/26	5,000.00
	Retirement Contribution	03/25/2026	PP0000021637	University Salary Payroll 02/27/26	6,520.31
	FICA Contribution	03/25/2026	PP0000021637	University Salary Payroll 02/27/26	6,502.57
	Health Insurance Contribution	03/25/2026	PP0000021637	University Salary Payroll 02/27/26	15,970.00
	Life Insurance Contribution	03/25/2026	PP0000021637	University Salary Payroll 02/27/26	95.73
Total Personal Services					**119,891.36**
	Communications	03/25/2026	NU INFOTECHSERV	CELLULAR	45.02
	Communications	03/25/2026	NU INFOTECHSERV	VOICE-VOIP BRODERSEN, ALEX	33.00
	Communications	03/25/2026	NU INFOTECHSERV	VOICE-VOIP NGUYEN, DAVID	35.00
	Communications	03/25/2026	NU INFOTECHSERV	VOICE-VOIP BIEBER, KATIE	43.00
	Communications	03/25/2026	NU INFOTECHSERV	VOICE-VOIP SCHRODT, JENNIFER	29.50
	Communications	03/25/2026	NU INFOTECHSERV	VOICE-VOIP GRANTHAM, MICHAEL	29.50
	Communications	03/25/2026	NU INFOTECHSERV	VOICE-VOIP HASTINGS, MATT	34.00
	Communications	03/25/2026	NU INFOTECHSERV	VOICE-VOIP CHOI, TOM	35.00
	Communications	03/25/2026	NU INFOTECHSERV	VOICE-VOIP RAJAWAT, AKSHDEEP SINGH	35.00
	Communications	03/25/2026	NU INFOTECHSERV	VOICE-VOIP HEFLEY, DAVID	43.00
	Communications	03/25/2026	NU INFOTECHSERV	VOICE-VOIP JONKER, SCOTT	35.00
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT DATA	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT CPC COPIER FOR NSWERS	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT NSWERS	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	(CustCr)DATAPORT SUMMER GRA	-0.64
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT NSWERS	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT CHOI, TOM	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT NSWERS	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT NGUYEN, DAVID	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	(CustCr)DATAPORT NSWERS	-0.64
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT JONKER, SCOTT	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT NSWERS	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT LAPTOP / JENNIFER SCHRODT	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT NSWERS #2	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT HASTINGS, MATT	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT NSWERS	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT NSWERS	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	(CustCr)DATAPORT NSWERS	-0.64
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT NSWERS	4.95
	Data Ports	03/25/2026	NU INFOTECHSERV	DATAPORT LAPTOP / MICHAEL GRANTHAM	4.95
	Duplicating Equipment Rental	03/25/2026	UNL CANON COPIER RENTAL #	WSB02571/NSWERS/NH/1280@0.0250	32.00
	Duplicating Equipment Rental	03/25/2026	UNL CANON COPIER RENTAL #	WSB02571/NSWERS/NH/2793@0.1700	474.81
	Cleaning Supplies	03/25/2026	AMAZON CAPITAL SERVICES I	Bounty Essentials Select-A-Size Paper Towels, Whit	9.94
	Cleaning Supplies	03/25/2026	AMAZON CAPITAL SERVICES I	Lysol Disinfecting Wipes Bundle, Home Apartment Do	9.49
	Office Supplies	03/25/2026	AMAZON CAPITAL SERVICES I	Pure Life Purified Water Bottles, 12 Pack - Still	3.96
	Office Supplies	03/25/2026	AMAZON CAPITAL SERVICES I	Amazon Basics Economy 3 Ring Binder, 1/2" D-Ring w	11.79
	Office Supplies	03/25/2026	AMAZON CAPITAL SERVICES I	Pentel EnerGel RTX Retractable Liquid Gel Pen, (0.	50.31
	Bank Fee	03/30/2026	Union Bank & Trust	ACH CHRG	28.10
	Other Fees	03/25/2026	UNL Parking & Transit	OCCASIONAL USE PACKET-Guest Parking	40.00
	Certification	03/04/2026	SCRUM Alliance	Atwell Mukusha	100.00
	Certification	03/25/2026	Project Management Institute	Atwell Mukusha	164.00
	Publishing/Printing	03/25/2026	UNL PRINTING 3103	26-3983/BIEBER NSWERS - 2025 NOVAL FINDINGS BOOKLE	260.25
	Publishing/Printing	03/25/2026	UNL PRINTING 3114	26-4359/BIEBER NSWERS -DATA SHARING FACTS	218.27
	Publishing/Printing	03/25/2026	UNL PRINTING 3114	26-4361/BIEBER NSWERS - LR261 EVALUATION 2025 V1.3	340.85
	Publishing/Printing	03/25/2026	UNL PRINTING 3114	26-4363/BIEBER NSWERS - ACE EVALUATION 2025	651.53
	Publishing/Printing	03/25/2026	UNL PRINTING 3114	26-4364/BIEBER NSWERS - STRUCTURE AND PURPOSE	66.86
	Subscription	03/04/2026	LINCOLN JOURNAL STAR		33.99
	Subscription	03/04/2026	OMAHA WORLD HERALD		14.99
	Subscription	03/23/2026	Mailchimp		60.00
Total Operating Expenses					**3,045.44**
	Travel	03/25/2026	FOX WORLD TRAVEL	HASTINGS/MATTHEW J 01/29/26 TK#7398901646	873.30
	Travel	03/25/2026	FOX WORLD TRAVEL	HASTINGS/MATTHEW J TRANS FEE TK#7398901646	20.00
Total Travel					**893.30**

Support materials for agenda item 5.1
April 29, 2026

Expense Detail March '26

Budget Category	GL TITLE	Posting date	Doc Header Text	Item Text	Debit Amount
	Cloud Service	03/02/2026	BITWARDEN		24.16
	Cloud Service	03/30/2026	SONARSOURCE		96.00
	Cloud Service Fee	03/30/2026	SONARSOURCE		0.96
	Cloud Service	03/16/2026	TWILIO SENDGRID		89.95
Total Software					**211.07**
	Contracted Services	03/25/2026	DONT PANIC LABS LLC	SOW A4 UNL NSWERS Product Accelerator	16,250.00
	Contracted Services	03/25/2026	NU INFOTECHSERV 02-202	DESKTOP SUPPORT HOSTED DESKTOP BILLING	304.64
	Contracted Services	03/25/2026	UPWORK	inSights +	1,584.99
	Contracted Services	03/25/2026	KSB School of Law	Legal Services	3,348.00
	Contracted Services	03/30/2026	Rediger & Co	Accounting Services	275.00
	Contracted Services	03/25/2026	Harvard University	Fellowship	375,000.00
Total Contractual Services					**396,762.63**
				Total March '26 Expenses	**520,803.80**

Nebraska Statewide Workforce & Educational Reporting System

Statement of Financial Position

As of March 31, 2026

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
100 Checking	18,862.03
110 Savings	2,661,118.63
Total Bank Accounts	**$2,679,980.66**
Accounts Receivable	**$0.00**
Other Current Assets	
160 Prepaid Expenses	18,616.58
Total Other Current Assets	**$18,616.58**
Total Current Assets	**$2,698,597.24**
Fixed Assets	
170 Capital Assets	961,361.10
171 Accumulated Amortization	(192,272.28)
Total 170 Capital Assets	**769,088.82**
Total Fixed Assets	**$769,088.82**
TOTAL ASSETS	**$3,467,686.06**
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
210 Due to Univ. of Nebraska	144,956.30
217 Accrued Compensated Absences	90,016.65
Total Other Current Liabilities	**$234,972.95**
Total Current Liabilities	**$234,972.95**
Total Liabilities	**$234,972.95**
Equity	
300 Net Investment in Capital Assets	865,225.00
310 Unrestricted Fund Balance	(24,369.90)
Retained Earnings	0.00
Net Revenue	2,391,858.01
Total Equity	**$3,232,713.11**
TOTAL LIABILITIES AND EQUITY	**$3,467,686.06**

Note
These financials have been prepared by Rediger & Company, and no assurance is provided on them.

Statement of Activity

NSWERS

July 1, 2025-March 31, 2026

	TOTAL
Income	
400 Foundation Contributions	$309,703.23
405 Fund A	3,233,299.61
407 Fund B	546,000.00
409 Fund C	300,000.00
411 Fund D	350,000.00
413 Fund E	192,000.00
Total for 400 Foundation Contributions	**$4,931,002.84**
Total for Income	**$4,931,002.84**
Gross Profit	**$4,931,002.84**
Expenses	
500 Salaries & Wages	629,327.93
505 Employee Benefits	84,154.60
510 Amortization Expense	96,136.00
515 Operating Expenses	$41,111.39
517 Printing	6,080.23
518 Communication	3,150.94
519 Postage	456.25
520 Data Processing	171.33
521 Dues & Subscriptions	410.94
524 Supplies	723.36
Total for 515 Operating Expenses	**$52,104.44**
530 Travel	**$7,343.78**
545 Contractual Services	$265,216.35
546 Business Services	277,419.24
547 Audit/Accounting Services	3,080.00
548 Legal Services	81,101.50
549 Insurance	18,325.00
550 Data Storage & Security	118,465.76
552 Technical Consulting & Support	119,913.83
558 Partner Support Services	750,000.00
Total for 545 Contractual Services	**$1,633,521.68**
560 Software	81,839.48
Total for Expenses	**$2,584,427.91**
Net Operating Income	**$2,346,574.93**
Other Income	
700 Interest Income	45,283.08
Total for Other Income	**$45,283.08**
Net Other Income	**$45,283.08**
Net Income	**$2,391,858.01**