

NEBRASKA STATEWIDE WORKFORCE &
EDUCATIONAL REPORTING SYSTEM

DUAL
ENROLLMENT
SPECIAL REPORT

FOR NEBRASKA
PUBLIC SCHOOLS &
POSTSECONDARY
INSTITUTIONS

2024

VERSION 1.1





nswers

TABLE OF CONTENTS

Letter from the Executive Director	1
Introduction	2
History of Dual Enrollment in Nebraska	3
Key Findings	4-5
Dual Enrollment At-A-Glance	6-7
Terms	8
Dual Enrollment Data	9-26
High School Cohort, Participants, & Earners	10-11
Postsecondary Institutions	12-13
Districts & Schools	14-15
Grade Level	16
Credit Hours.....	17-18
Courses & Course Subjects.....	19
Foundational Courses	20
Instruction Mode.....	21
GPA	22
Career & Technical Education	23
Postsecondary Award Attainment.....	24
Race/Ethnicity	25
Gender	26
Education Outcomes	27-37
High School Graduation	28
College Going.....	29-31
Postsecondary Persistence.....	32-33
Postsecondary Graduation	34-36
Dual Enrollment Credit: Other Variables	38-44
Single Parent	39
Immigrant Status	40
Special Education.....	41
High Ability Learner.....	41
Chronic Absenteeism.....	42
Homeless.....	42
English Language Learner	43
Assessment.....	44

EXECUTIVE COUNCIL

Paul Turman, President

Chancellor, Nebraska State College System

Paul Illich, Vice President

President, Southeast Community College,
Representing Nebraska's six community colleges

Brian Maher, Secretary/Treasurer

Commissioner of Education,
Nebraska Department of Education

Phil Bakken, Member

Chief of Staff/Corporation Secretary,
University of Nebraska

MANAGEMENT COMMITTEE

Leah Barrett

President, Northeast Community College,
Representing Nebraska's six community colleges

Jodi Kupper

Vice Chancellor for Academic Planning and Partnerships, Nebraska State College System

Vanessa Roof

Director
Enterprise Data Solutions,
University of Nebraska

Kristin Yates

Information Systems Officer,
Nebraska Department of Education

ABOUT NSWERS

The Nebraska Statewide Workforce & Educational Reporting System (NSWERS) is a collaboration among Nebraska's six Community Colleges, the Nebraska Department of Education, the Nebraska State College System, the University of Nebraska System, and in affiliation with the Nebraska Department of Labor to enable seamless integration of data across educational and workforce systems, provide data literacy education, and promote the use of this data to further evidence-based policy and practices across the educational systems of Nebraska.

SPECIAL REPORTS:

NSWERS' *Special Reports* examine one topic across two or more education and/or workforce outcomes. In this case, the report highlights the differences between students who participate in dual enrollment and those who do not, across all four NSWERS education outcomes; high school graduation, college going, postsecondary persistence, and postsecondary graduation.

ATTRIBUTION

You must clearly attribute this work to the Nebraska Statewide Workforce & Educational Reporting System and provide a print or digital copy of the work to support@nswers.org.

CITATION

Cite figures and tables as follows:

Source: David Nguyen. *2024 Dual Enrollment Special Report for Nebraska Public Schools & Postsecondary Institutions*. Lincoln, NE: Nebraska Statewide Workforce & Educational Reporting System, 2024. www.nswers.org.

LETTER FROM THE EXECUTIVE DIRECTOR

I am delighted to present our inaugural special report on dual enrollment in Nebraska - an in-depth exploration of this educational pathway and its association with academic achievement, college readiness, and student success.

Dual enrollment, an increasingly popular option across the educational landscape, provides students with the opportunity to earn college credits while still in high school. Our report highlights the differences in outcomes between Nebraska students who participate in dual enrollment and those who do not. We envision this report serving as a cornerstone resource for policymakers, educators, and stakeholders, empowering them to make well-informed decisions about dual enrollment programs in Nebraska.

I extend my sincere appreciation to the Nebraska Department of Education, the Nebraska State College System, the University of Nebraska System, Nebraska's Community Colleges, and the Nebraska Department of Labor for their ongoing support. Your partnership has proven indispensable in enabling us to disseminate these crucial insights. Additionally, my deep gratitude goes to Dr. Mike Baumgartner and the dedicated staff at Nebraska's Coordinating Commission for Postsecondary Education for your support and encouragement of this report.

Respectfully,



Matthew J. Hastings, Ph.D.
Executive Director, NSWERS

INTRODUCTION

Dual enrollment is an important way to expand educational opportunities, both at the high school and postsecondary levels. This report highlights the differences between students who participate in dual enrollment and those who do not. Dual enrollment is associated with positive academic outcomes including higher graduation rates in high school, higher levels of college enrollment and persistence, higher GPAs, and higher college graduation rates.

The data for this report comes from the Nebraska Statewide Workforce & Educational Reporting System (NSWERS), with information provided by its partner and affiliate agencies and institutions. NSWERS develops and maintains the data system to provide research and analyses on student and workforce outcomes, and to support decision making in these sectors.

Nebraska state statute defines dual enrollment as a “course delivered to high school students for whom credit shall be reported on the student’s postsecondary educational institution transcript” (LB814, 2023). NSWERS uses this definition to determine which Nebraskan public high school students are dually enrolled. In this report, a student is dually enrolled if they have a postsecondary transcript showing they took at least one for-credit course in a term that started before they graduated high school.

Dual enrollment participation varies widely across the state. This reflects the unique and varied opportunities for dual enrollment in each public school, district, and service region. The data presented in this report identifies trends in dual enrollment that partners, policymakers, and other stakeholders can utilize to better understand dual enrollment in Nebraska.

This report is available on the NSWERS website at www.nswers.org.

HISTORY OF DUAL ENROLLMENT IN NEBRASKA

Dual enrollment has a history of state support. In 1995 the Nebraska Transfer Initiative was established to help students, parents, teachers, and counselors determine the transferability of community college course credits, including dual enrollment course credits, across Nebraska’s public postsecondary institutions. Ten years later, in 2005, dual enrollment standards were included in Nebraska’s Comprehensive Statewide Plan for Postsecondary Education to create statewide consistency in how dual enrollment courses are offered, taught, and credited. Although these standards provide a framework, they are not yet supported through a state statute.

In 2007 Nebraska’s Access College Early (ACE) Scholarship Program was established to support dual enrollment opportunities for Nebraska students from low-income families. In 2019, a joint committee of representatives from the Nebraska State Board of Education and Nebraska’s Coordinating Commission for Postsecondary Education (CCPE) assembled to identify ways to overcome barriers to dual enrollment credit programs. This committee put forth sixteen recommendations for policy action. The Nebraska Department of Education and the CCPE have committed to making those recommendations a reality, supporting the expansion of dual enrollment credit opportunities for all students across the state.



KEY FINDINGS

see
p10

Dual enrollment participation continues to rise each year.

In the 2019-2020 school year, 7,837 public high school students, or 29.3 percent, participated in dual enrollment. This is a nearly 4 percentage point increase from four years prior.

see
p10

and
p11

More than 27 percent of Nebraska students earn college credit before graduating from high school.

For the 2020 high school cohort, 27.5 percent of students earned dual enrollment credit, an increase of over 17 percentage points from four years prior. Nebraska continues to see an expansion of dual enrollment participation and dual enrollment credit earning.

see
p15

The increase in dual enrollment is driven largely by growth in only a few school districts.

The top three school districts with dual enrollment participants are also the three largest in the state: Omaha Public Schools, Millard Public Schools, and Lincoln Public Schools. Papillion La Vista Community Schools and Gretna Public Schools also have a high percentage of dual enrollment participants. Together, these five districts account for 56 percent of the state's total dual enrollment participation in 2020.

Dual enrollment participants and dual enrollment credit earners graduate from high school at higher rates than non-participants.

see
p28

Nearly all public high school students who took at least one dual enrollment course graduated on time (within four years) - 98.6 percent. This exceeds the non-dual enrollment on-time graduation rate of 82.9 percent. Of the 7,361 high school students who earned dual enrollment credit, 99.1 percent graduated on time while only 83.1 percent of non-dual enrollment credit earners graduated on time.

Community colleges are the most common public postsecondary institutions for students to access dual enrollment opportunities.

see
p13

For the 2020 high school cohort, Metropolitan and Southeast Community Colleges served the most dual enrollment students with 2,498 and 1,767 students, respectively. The University of Nebraska at Omaha is close behind with 1,410 students served.

More females than males take dual enrollment courses.

see
p26

In 2020, 58 percent of dual enrollment students were female (4,512) while 42 percent were male (3,325). The gender gap continues to widen each year—a gap that mirrors enrollment trends in Nebraska postsecondary institutions generally.

These data include records for public high schools and public postsecondary institutions in Nebraska. Data not provided by Central Community College.

see
p17

Dual enrollment students completed 98,311 credit hours of college prior to high school graduation.

and
p18

Among high schoolers in the 2020 cohort who earn dual enrollment credit, the average number of credits earned is 13.4 (more than one semester of college credit). Four years prior, the average was 10.0 credits. Further, 3.8 percent of dual enrollment students attempt or earn at least 24 college credit hours (or two semesters' worth of college credit).

see
p19

The largest proportion of dual enrollment courses taken are in the general/core subject areas of English and math.

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

see
p30

High school students who participate in dual enrollment are more likely to enroll in college and persist when they get there.

and
p32

For the 2020 high school cohort, 88 percent of dual enrollment credit earners enrolled in college within 16 months of graduating high school, versus 61 percent of non-dual enrollment credit earners. Dual enrollment credit earners also persist in college. In 2019, 81 percent remained in a Nebraska two-year college and 93 percent in a four-year college, compared to 67 percent and 85 percent, respectively, for their non-dual enrollment credit-earning counterparts.

Dual enrollment credit earners are more likely to complete college on time.

see
p34

Dual enrollment credit earners are more likely to stay enrolled in college until they graduate. Among students who entered a two-year college in academic year 2017, dual enrollment credit earners were 21 percentage points more likely to graduate on time (150 percent) compared to students with no earned dual enrollment credits. For four-year colleges, the difference was 11 percentage points in favor of dual enrollment credit earners.

Disparities exist when it comes to dual enrollment credit earners.

see
p25

and
p41

and
p43

For the 2020 high school cohort, 32 percent of White students earn dual enrollment credit compared with 17 percent of Hispanic/Latino students and 13 percent of Black students. Further, English language learners and special education students are underrepresented in dual enrollment courses with 5 and 12 percent attempting dual enrollment courses, respectively. Differences in dual enrollment credit also vary by school and school district. This may indicate some students face barriers to dual enrollment credit.

Dual enrollment participants and dual enrollment credit earners perform better in both high school and college.

see
p22

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

DUAL

ENROLLMENT

AT-A-GLANCE

for the 2020 High School Graduating Cohort

NEBRASKA PUBLIC SCHOOLS & POSTSECONDARY INSTITUTIONS

MORE THAN **27%**

OF STUDENTS EARN DUAL CREDIT

13.4

AVERAGE CREDIT HOURS EARNED PER PARTICIPANT



98,311

TOTAL NUMBER OF CREDIT HOURS EARNED



7,837

STUDENTS TAKE DUAL ENROLLMENT COURSES



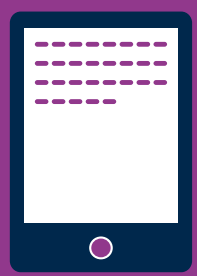
159

COURSE SUBJECTS TAKEN



935

COURSES TAKEN



POSTSECONDARY GRADUATION^o (150% TIME)

49% DUAL ENROLL CREDIT EARNERS

TWO-YEAR COLLEGES

FOUR-YEAR COLLEGES

71% DUAL ENROLL CREDIT EARNERS

^o2017 Cohort

GENDER



58% FEMALE



42% MALE

HIGH SCHOOL GRADUATION (ON-TIME, FOUR-YEAR)

99.1%

DUAL ENROLL CREDIT EARNERS



98.6%

DUAL ENROLLEES



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



26,779

STUDENTS ARE IN THE 2020 COHORT



22%

OF DUAL ENROLLMENT COURSES ARE CTE COURSES

OVER

29%

OF STUDENTS TAKE AT LEAST ONE DUAL ENROLLMENT COURSE

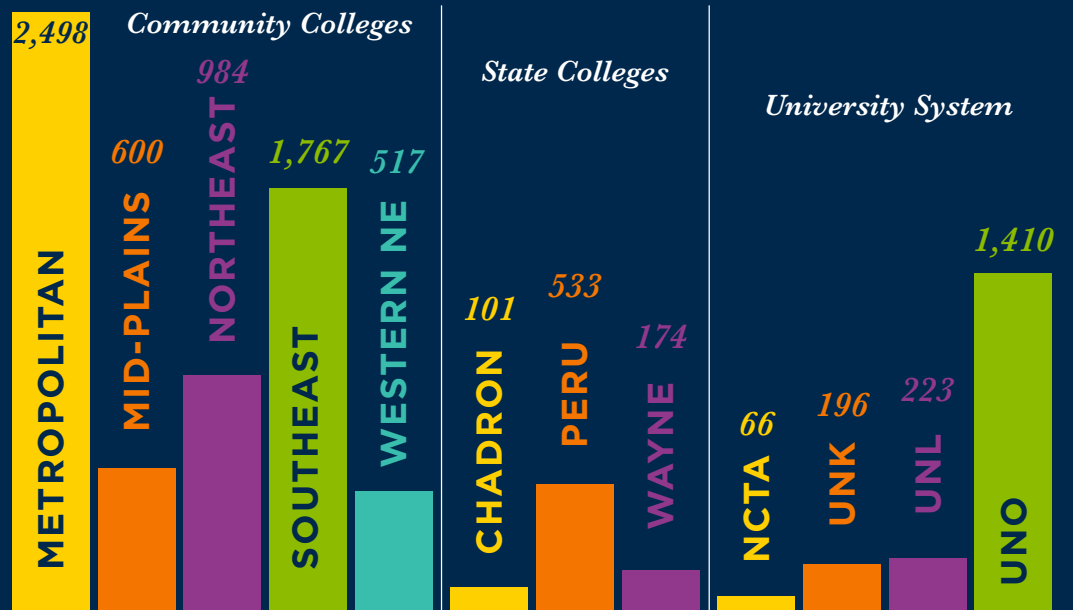


nswers

DUAL ENROLLMENT

for the 2020 High School Graduating Cohort

STUDENT PARTICIPATION BY INSTITUTION



TOP FIVE SUBJECTS‡

ENGLISH



MATH



HISTORY



PSYCHOLOGY



BIOLOGY



‡2014-2020 Cohorts

STATEWIDE PARTICIPATION:



238

HIGH SCHOOLS



218

SCHOOL DISTRICTS



12

POSTSECONDARY INSTITUTIONS

Source: Nebraska Statewide Workforce & Educational Reporting System analysis of data from NSWERS Data System, 2014-2023.

These data include records for public high schools and public postsecondary institutions in Nebraska. Data not provided by Central Community College.

TERMS

DUAL ENROLLMENT

Dual enrollment programs provide opportunities for high school students to earn college credit before high school graduation. Per the definition of dual enrollment in Nebraska LB814, 2023, a student is considered dually enrolled if they have a postsecondary transcript showing they took at least one for-credit course in a term that started before they graduated high school.

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

DUAL ENROLLMENT PARTICIPANT

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

DUAL ENROLLMENT CREDIT EARNER

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

HIGH SCHOOL COHORT

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

POSTSECONDARY COHORT

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

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



DUAL ENROLLMENT

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

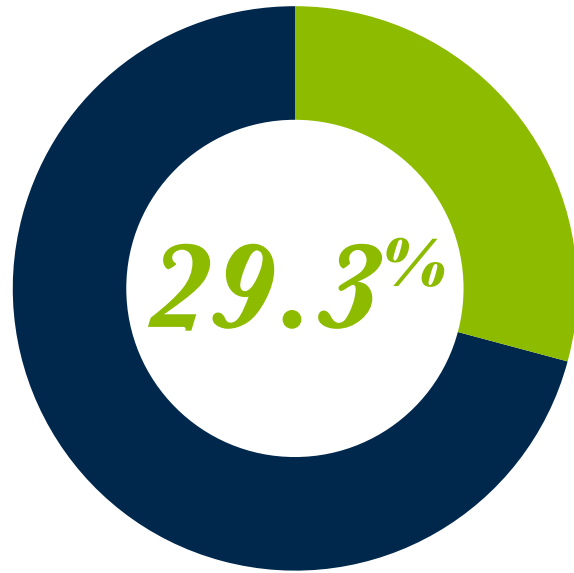
These provisional results are based on certified NSWERS data as of February 26, 2024. The provisional results in this report may change because of data resubmissions by NSWERS Partners and/or Affiliates. For updated results, please contact support@nswers.org.

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

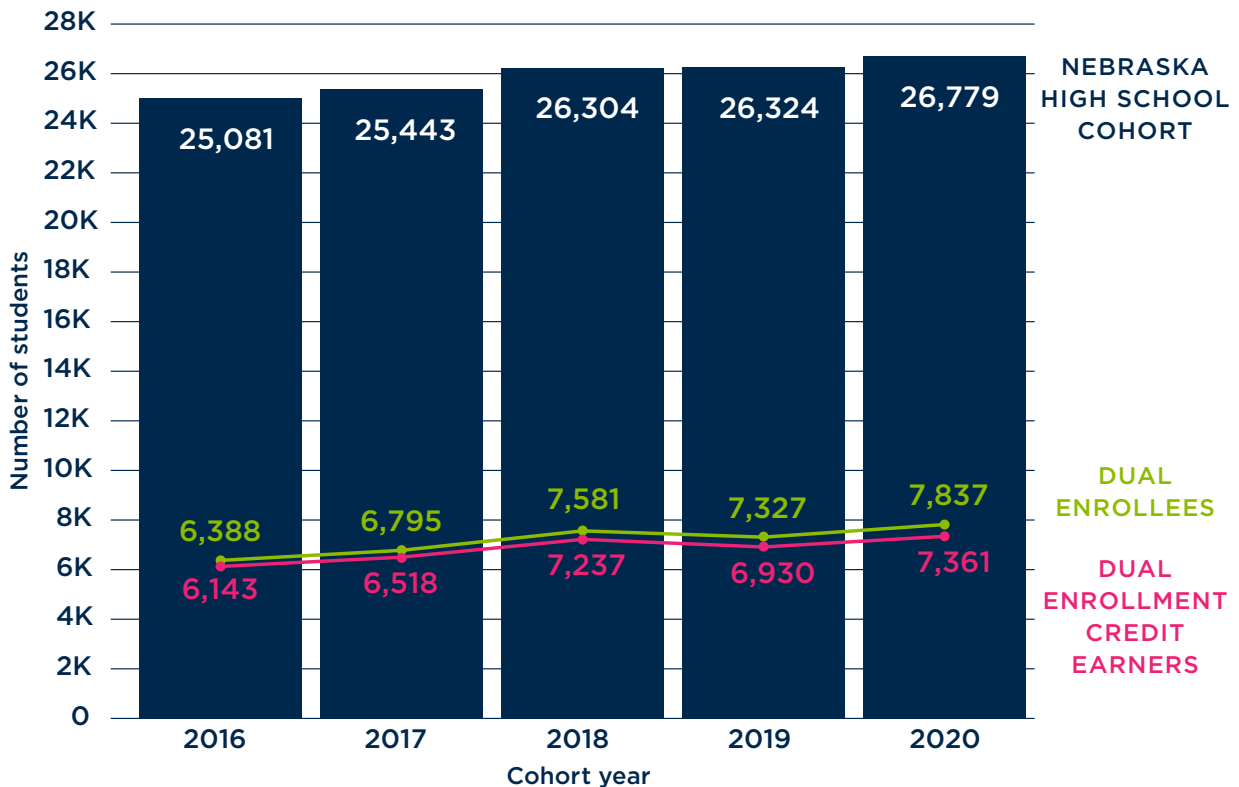
HIGH SCHOOL COHORT, PARTICIPANTS, & EARNERS

A cohort is the total count of students expected to graduate during a particular year, four years after entering ninth grade. For 2020, the cohort size is 26,779 students. This is the highest count of students in NSWERS' five-year analysis. Likewise, the number of students taking dual enrollment courses, or participants, has grown in the last four years from 6,388 to 7,837. Statewide, 29.3 percent of students take dual enrollment courses.

PERCENT OF 2020 COHORT ATTEMPTING DUAL ENROLLMENT



NEBRASKA HIGH SCHOOL COHORT, PARTICIPANTS, & EARNERS

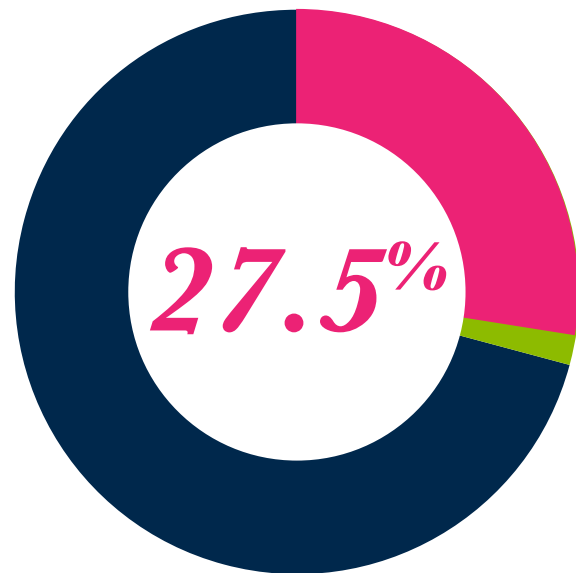


Source: Nebraska Statewide Workforce & Educational Reporting System analysis of data from NSWERS Data System, 2014-2023. These data include records for public high schools and public postsecondary institutions in Nebraska. Data not provided by Central Community College.

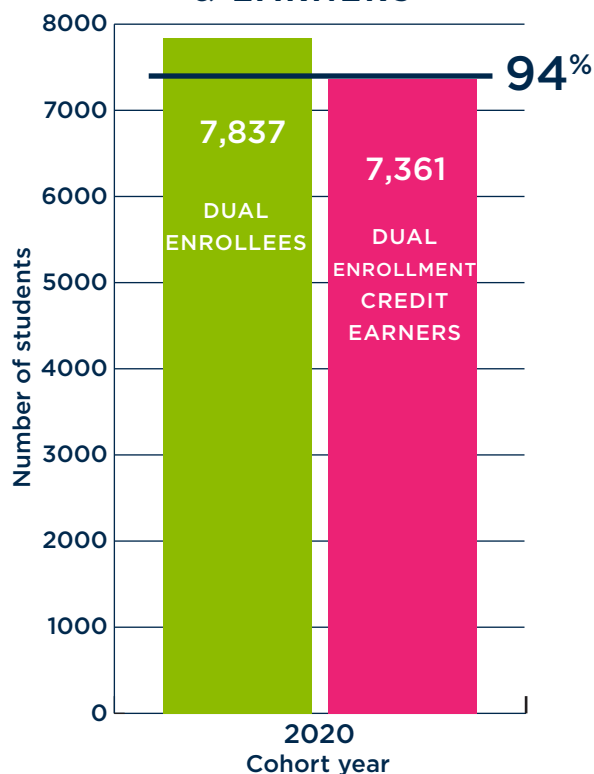
How many Nebraska students earn dual enrollment credit?

Dual enrollment credit earners represent 27.5 percent of all students in the 2020 cohort, or 7,361 students. This is 94 percent of dual enrollees in Nebraska, meaning the vast majority of dual enrollees earn dual enrollment credit. Generally, the number of dual enrollment credit earners continues to climb in Nebraska.

PERCENT OF 2020 COHORT EARNING DUAL ENROLLMENT CREDIT



2020 COHORT PARTICIPANTS & EARNERS



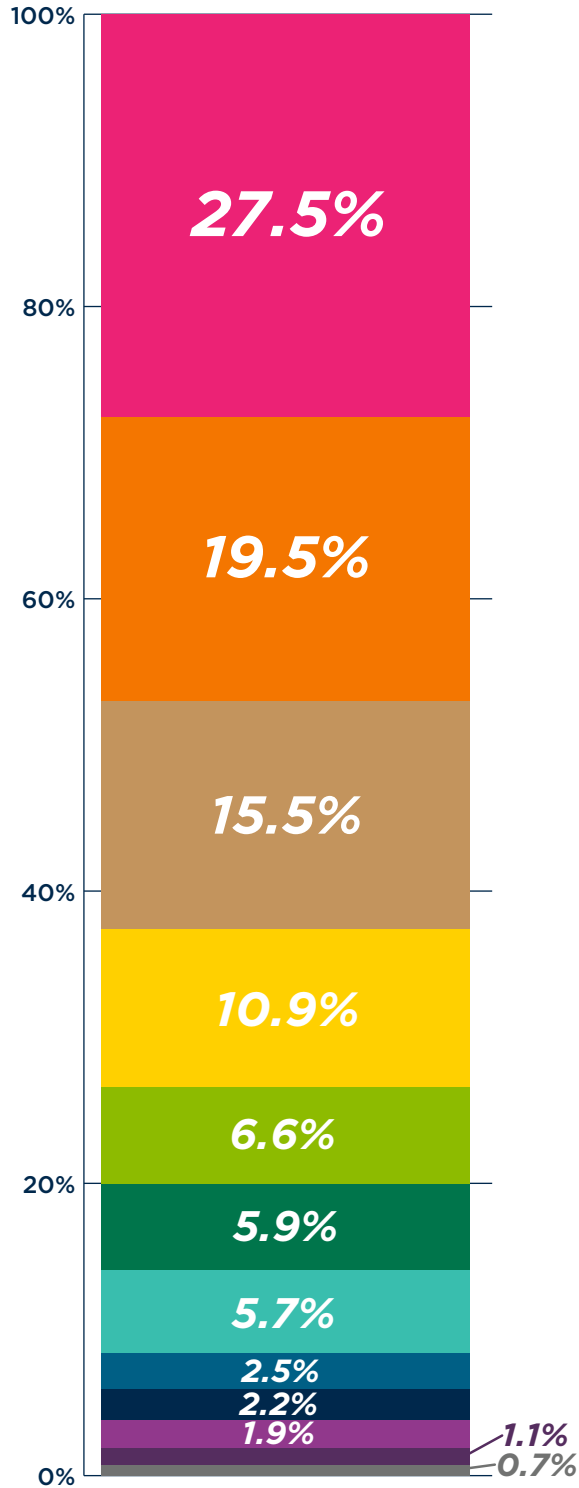
Source: Nebraska Statewide Workforce & Educational Reporting System analysis of data from NSWERS Data System, 2014-2023. These data include records for public high schools and public postsecondary institutions in Nebraska. Data not provided by Central Community College.

Through what colleges do Nebraska students access dual enrollment courses?

POSTSECONDARY INSTITUTIONS

More than 73 percent of students take their courses at one of these four postsecondary institutions: Metropolitan Community College, Southeast Community College, the University of Nebraska at Omaha, or Northeast Community College. The remaining 27 percent access dual enrollment courses at Nebraska community colleges, state colleges, or the University of Nebraska system.

PERCENT OF STUDENTS IN THE 2020 HIGH SCHOOL COHORT TAKING DUAL ENROLLMENT BY POSTSECONDARY INSTITUTION

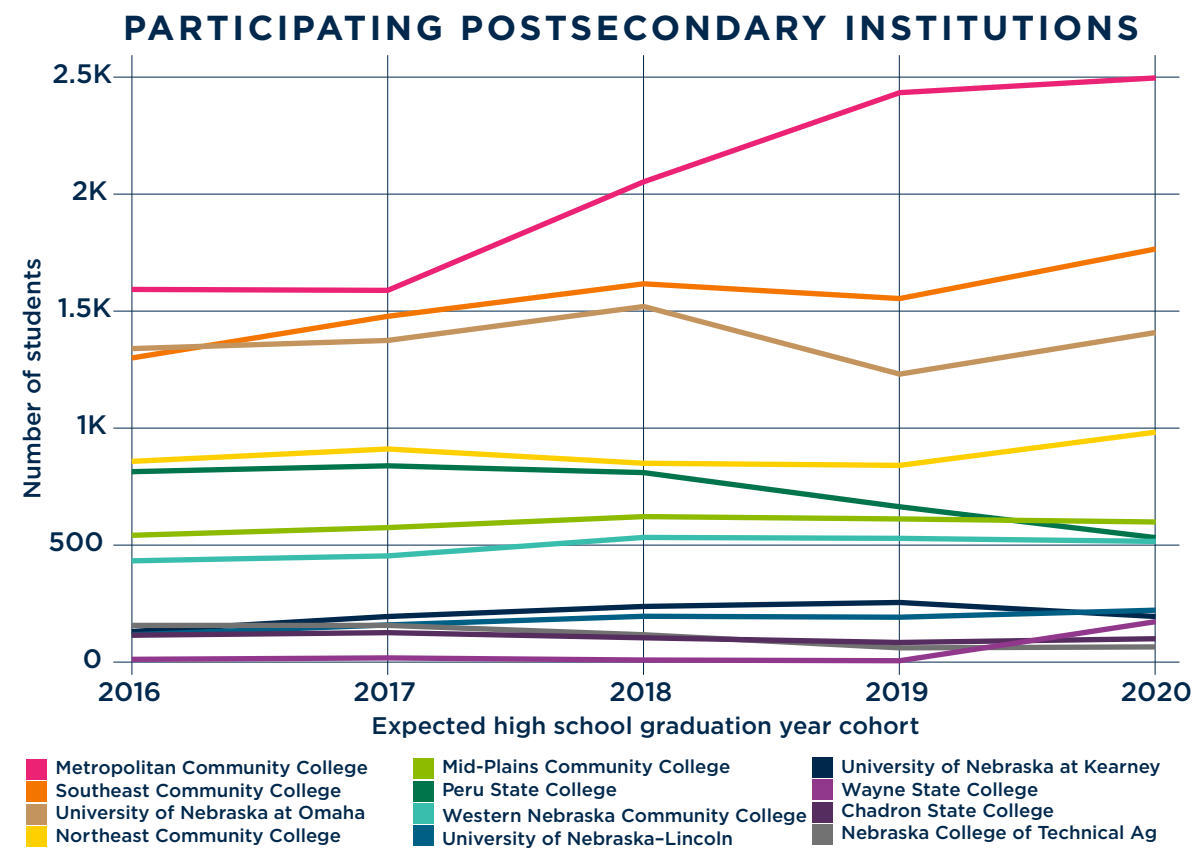


Institution

- Metropolitan Community College
- Southeast Community College
- University of Nebraska at Omaha
- Northeast Community College
- Mid-Plains Community College
- Peru State College
- Western Nebraska Community College
- University of Nebraska-Lincoln
- University of Nebraska at Kearney
- Wayne State College
- Chadron State College
- Nebraska College of Technical Agriculture

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

Where do students within each high school cohort participate in dual enrollment?



Institution	2016 Cohort	2017 Cohort	2018 Cohort	2019 Cohort	2020 Cohort
Metropolitan Community College	1,594	1,590	2,054	2,435	2,498
Southeast Community College	1,301	1,479	1,618	1,555	1,767
University of Nebraska at Omaha	1,341	1,376	1,521	1,232	1,410
Northeast Community College	859	912	851	842	984
MidPlains Community College	543	576	623	613	600
Peru State College	815	840	811	665	533
Western Nebraska Community College	434	455	534	530	517
University of Nebraska - Lincoln	118	160	197	193	223
University of Nebraska at Kearney	132	196	239	256	196
Wayne State College	13	19	10	*	174
Chadron State College	116	127	105	85	101
Nebraska College of Technical Agriculture	158	158	118	62	66

*Data has been masked to ensure data privacy.

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

From which districts/schools do Nebraska students access dual enrollment?

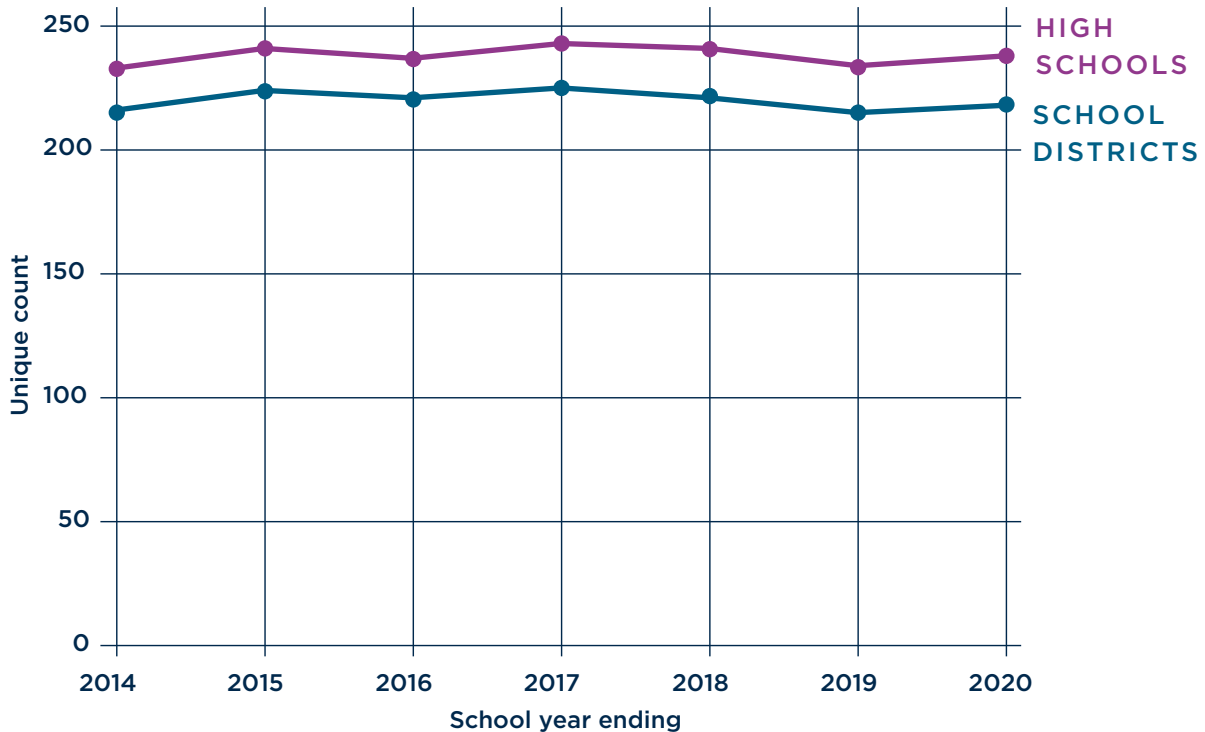
DISTRICTS & SCHOOLS

Generally, the number of high schools and K-12 school districts with dually-enrolled students has remained steady over the last six years. The highest count for both was in 2017, with a slight dip in 2019, and growing again in 2020.

NUMBER OF SCHOOLS & DISTRICTS WITH DUALLY-ENROLLED STUDENTS

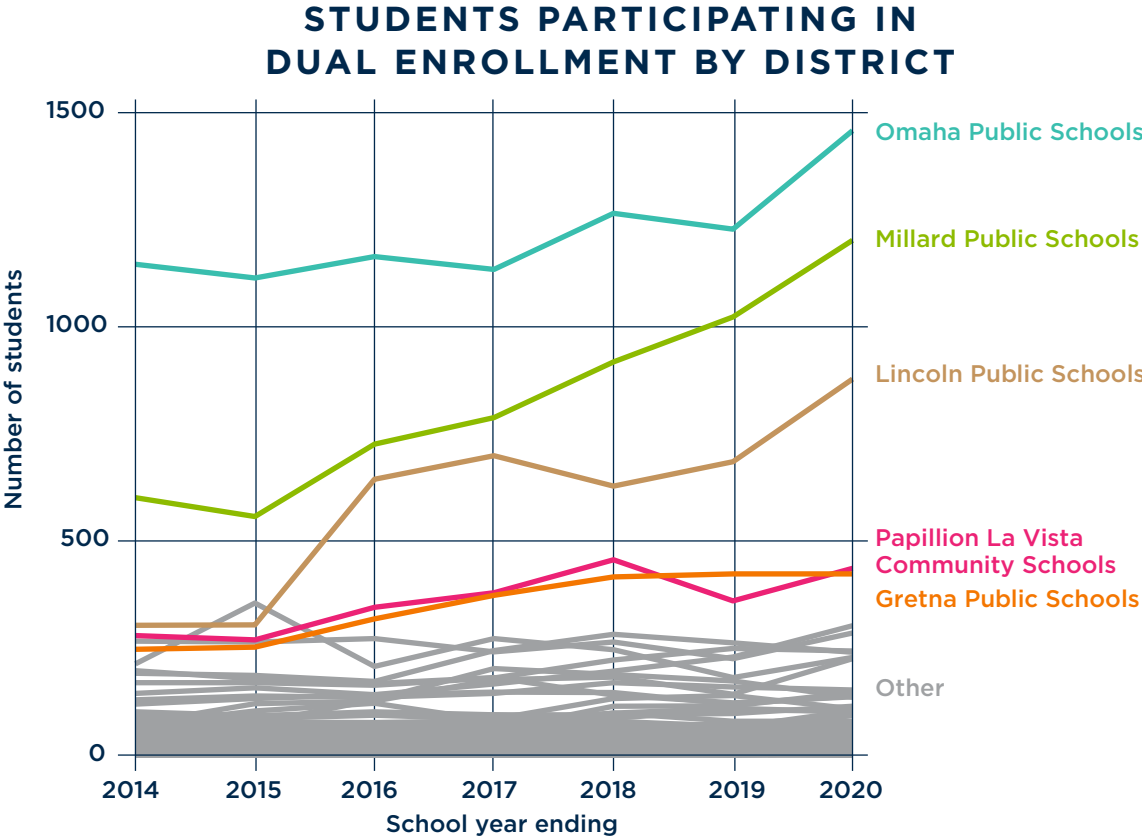
Year	School Districts	High Schools
2014	216	233
2015	224	241
2016	221	237
2017	225	243
2018	221	241
2019	215	234
2020	218	238

DISTRICTS & SCHOOLS PARTICIPATING IN DUAL ENROLLMENT



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

Which districts have the most dual enrollment student participation?



The rise in student dual enrollment since 2014 can be attributed, for the most part, to the three largest school districts in Nebraska. Omaha, Millard, and Lincoln Public Schools claim the highest dual enrollment numbers. Papillion La Vista Community Schools and Gretna Public Schools come in fourth and fifth for enrollment, respectively. All told, these five school districts have 4,397 dual enrollment students, or 58 percent of all Nebraska participants taking dual enrollment courses.

TOP FIVE DUAL ENROLLMENT DISTRICTS

Year	Omaha Public Schools	Millard Public Schools	Lincoln Public Schools	Papillion La Vista Cmty Schools	Gretna Public Schools
2014	1,146	601	303	278	247
2015	1,114	557	304	269	252
2016	1,164	726	646	345	318
2017	1,136	788	701	379	373
2018	1,268	918	631	456	416
2019	1,228	1,023	686	360	423
2020	1,458	1,202	878	436	423

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

In which grades do Nebraska students take dual enrollment courses?

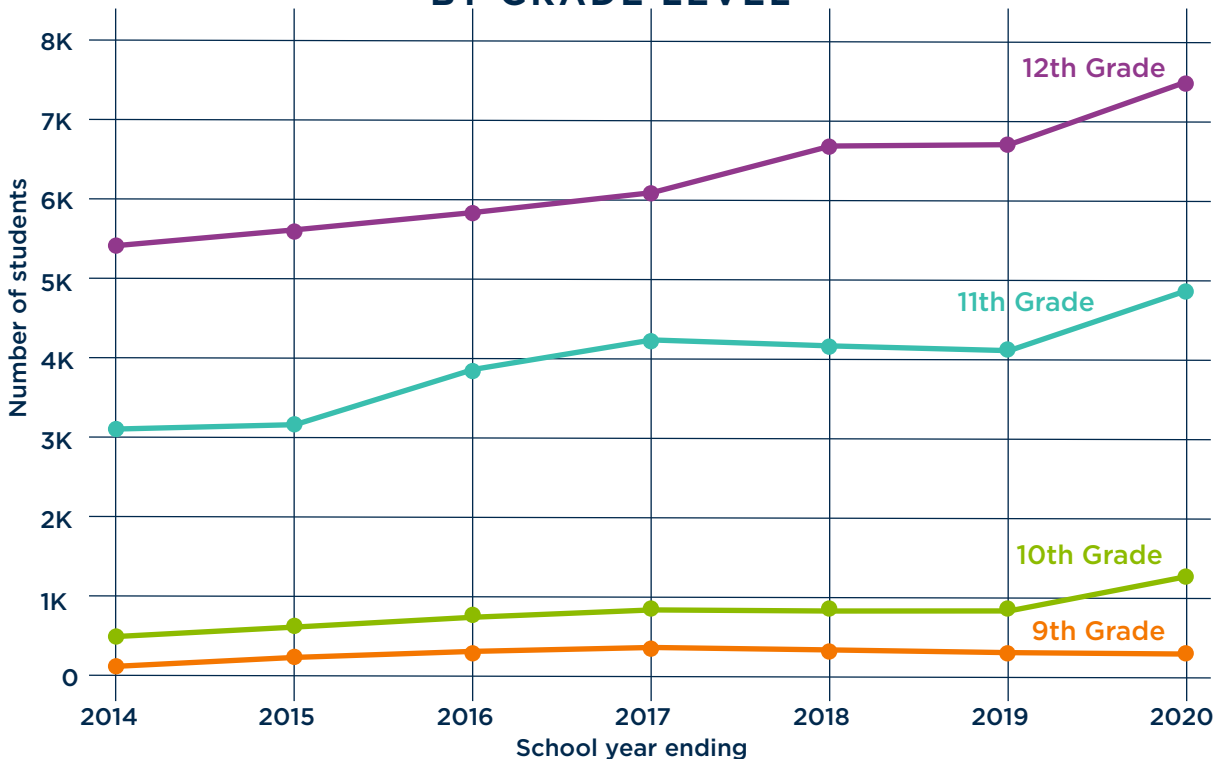
GRADE LEVEL

Dual enrollment courses are taken in every high school grade (9-12). Most courses are taken in the second half of high school. In fact, in the 2020 school year ending, course participation quadruples from grades 10 to 11 (1,203 to 4,806 students) and gains fifty percent again from grades 11 to 12 (to 7,436 students).

DUAL ENROLLEES BY GRADE

Year	9th Grade	10th Grade	11th Grade	12th Grade
2014	71	446	3,059	5,369
2015	183	565	3,114	5,568
2016	259	689	3,810	5,786
2017	308	781	4,181	6,036
2018	277	767	4,106	6,623
2019	243	768	4,046	6,640
2020	225	1,203	4,806	7,436

COUNT OF DUAL ENROLLMENT PARTICIPANTS BY GRADE LEVEL



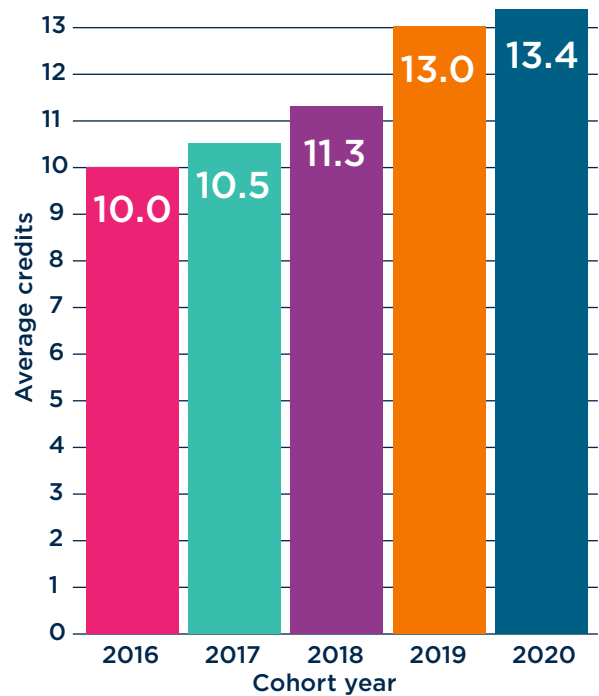
Source: Nebraska Statewide Workforce & Educational Reporting System analysis of data from NSWERS Data System, 2014-2023. These data include records for public high schools and public postsecondary institutions in Nebraska. Data not provided by Central Community College.

How many dual enrollment credits do Nebraska students earn?

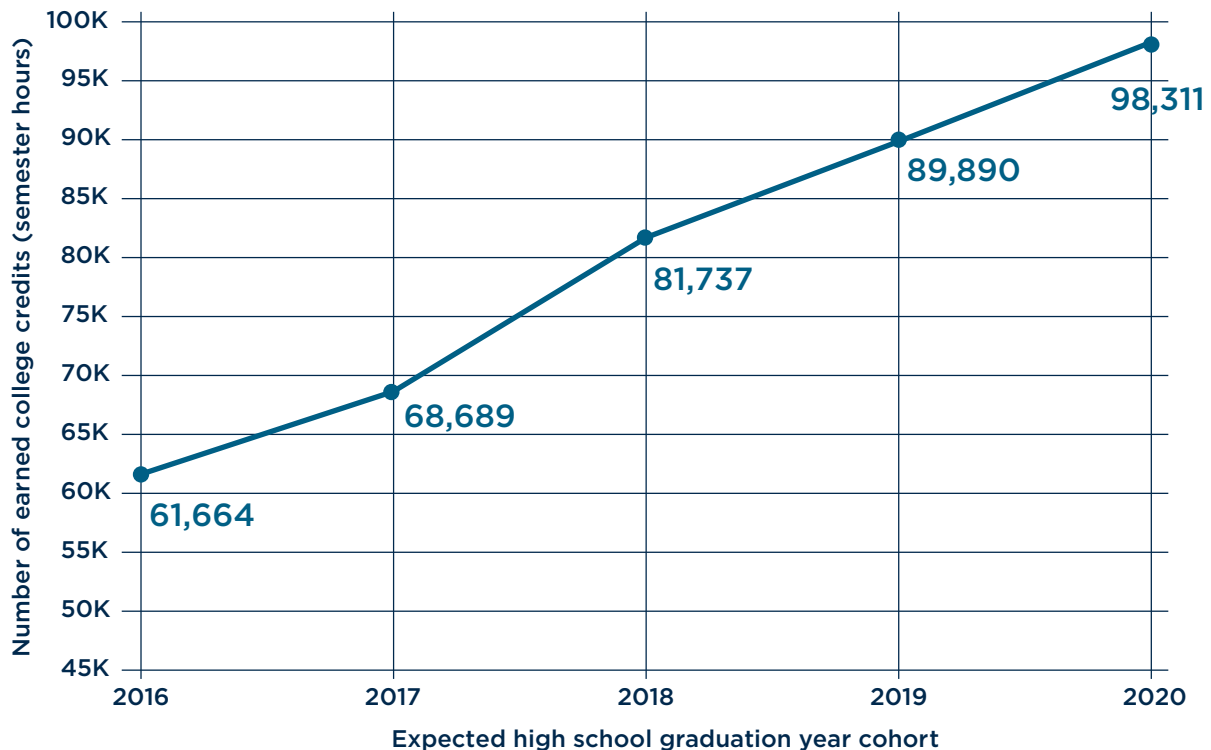
CREDIT HOURS

The number of dual enrollment credit hours earned by dual enrollment students has increased dramatically in four years, from 61,664 in 2016 to 98,311 in 2020. The average credits earned per student is now up to 13.4. This represents about the equivalent of one full semester of college completed per dual enrollment credit student before graduating from high school.

AVERAGE DUAL ENROLLMENT CREDITS EARNED PER STUDENT



NUMBER OF DUAL ENROLLMENT CREDIT HOURS EARNED



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

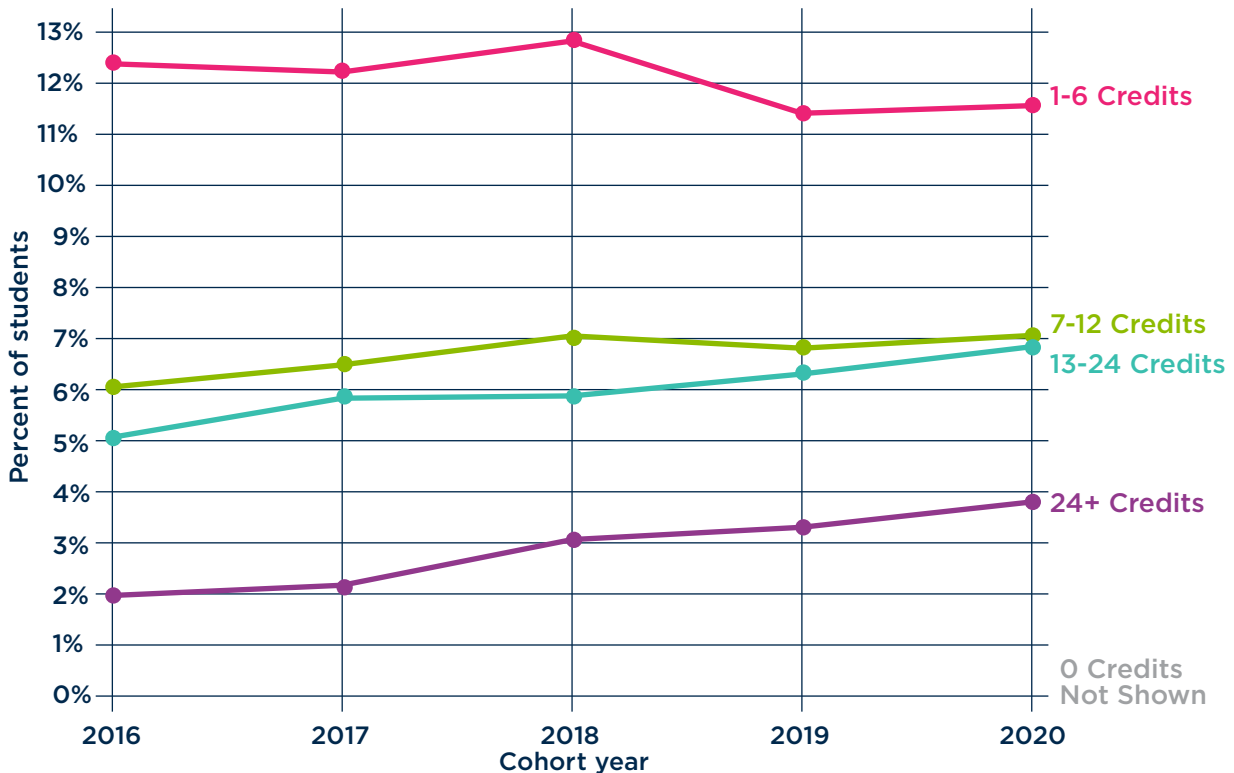
How many dual enrollment credits do Nebraska students earn?

Most students in the 2020 high school cohort (70.7 percent) do not attempt dual enrollment courses for credit. Almost 26 percent of students attempt between 1 and 24 credits. Only 3.8 percent of students attempt more than 24 college credits in 2020. This is equivalent to about two full semesters of college before the student graduates high school.

PERCENT OF DUAL ENROLLMENT CREDIT HOURS ATTEMPTED

Credits Attempt	2016	2017	2018	2019	2020
0 cr	74.5%	73.3%	71.2%	72.2%	70.7%
1-6 cr	12.4%	12.2%	12.8%	11.4%	11.6%
7-12 cr	6.1%	6.5%	7.1%	6.8%	7.1%
13-24 cr	5.1%	5.8%	5.9%	6.3%	6.8%
24+ cr	2.0%	2.2%	3.1%	3.3%	3.8%

PERCENT OF DUAL ENROLLMENT CREDIT HOURS ATTEMPTED

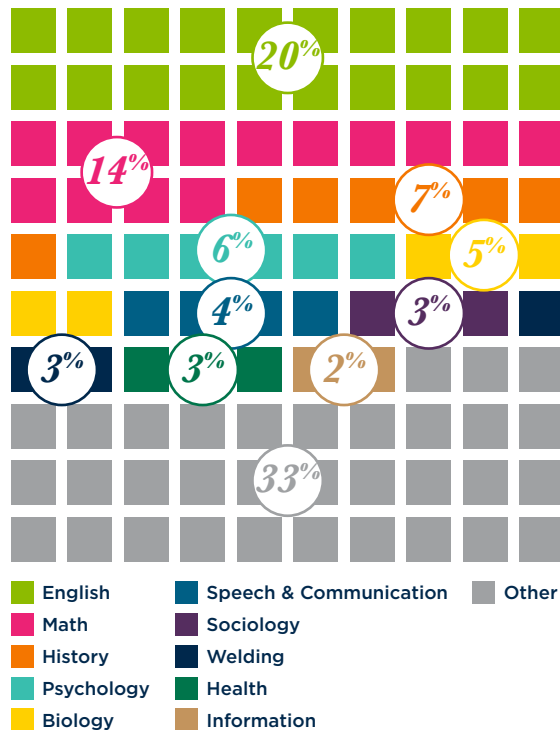


Source: Nebraska Statewide Workforce & Educational Reporting System analysis of data from NSWERS Data System, 2014-2023. These data include records for public high schools and public postsecondary institutions in Nebraska. Data not provided by Central Community College.

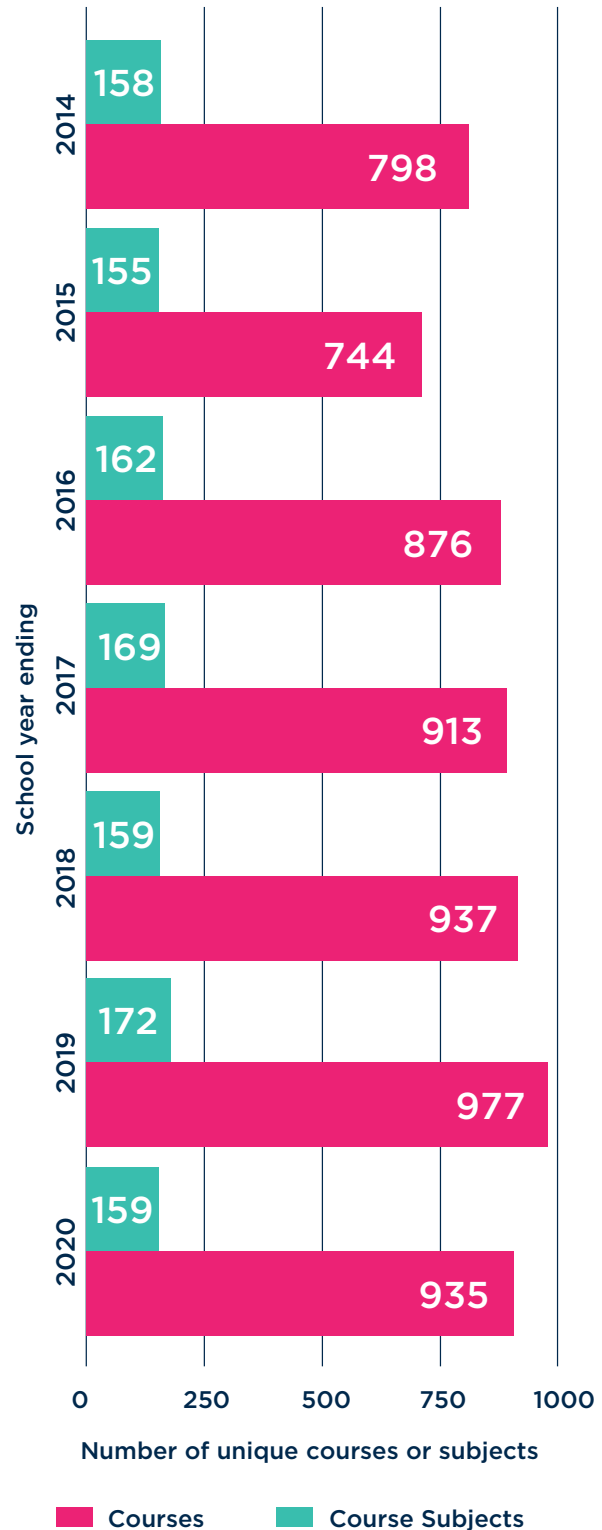
COURSES & COURSE SUBJECTS

The number of dual enrollment course subjects taken in Nebraska have, for the most part, remained consistent over time. However, the amount of unique courses offered to dual enrollment participants have generally grown over six years. This expansion is giving Nebraska students more opportunities to complete dual enrollment courses in desired subjects. English makes up 20 percent of dual enrollment course subjects with 14 percent in math. History (7 percent), psychology (6 percent), biology (5 percent), and speech and communication (4 percent) also have higher participation.

PERCENT OF DUAL ENROLLMENT SUBJECTS 2014-2020



DUAL ENROLLMENT COURSES & COURSE SUBJECTS



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

Are Nebraska dual enrollment students taking foundational coursework in college?

FOUNDATIONAL COURSES

In two-year colleges, dual enrollment credit earners take fewer foundational English and math courses than non-credit earners. For English, nearly 39 percent of non-credit earners take foundational courses while only 11.7 percent of credit earners take foundational courses. In math, the gap is similar, with over 42 percent of non-credit earners needing foundational instruction compared to over 16 percent of credit earners.

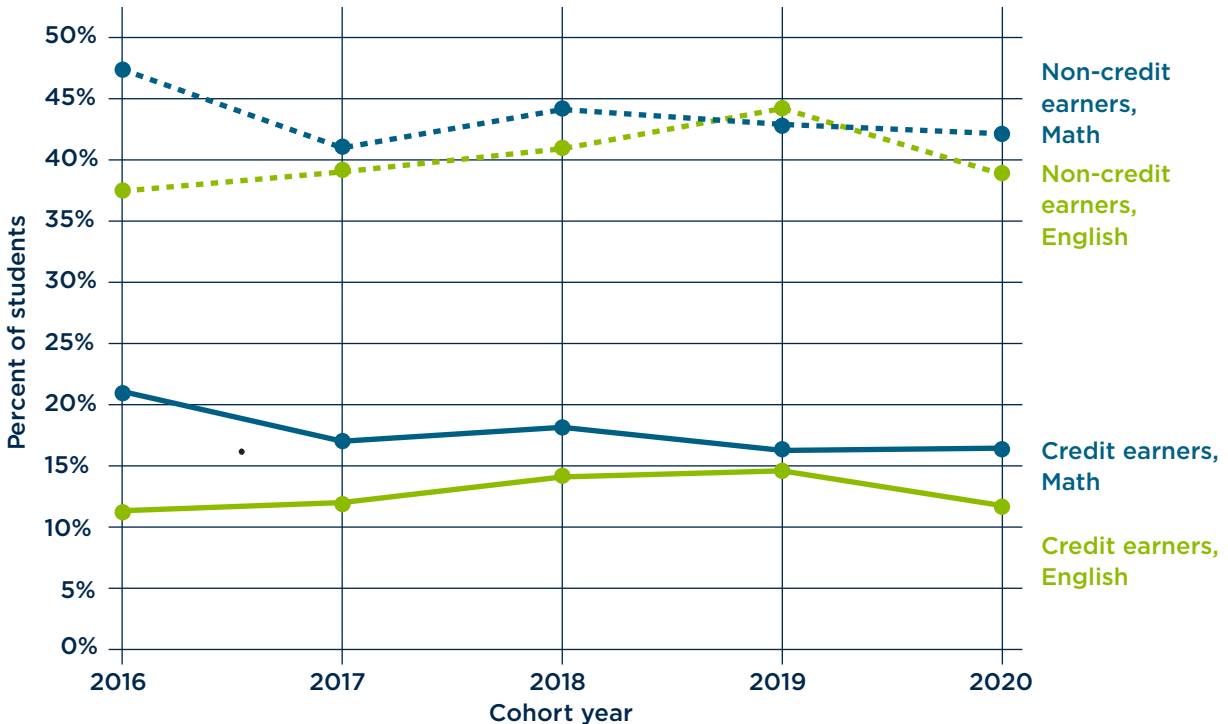
ENGLISH

Year	Earned Credit	No Earned Credit	Total Students
2016	11.3%	37.4%	5,994
2017	12.0%	39.0%	5,916
2018	14.1%	40.9%	6,047
2019	14.6%	44.2%	5,906
2020	11.7%	38.8%	5,452

MATH

Year	Earned Credit	No Earned Credit	Total Students
2016	21.1%	47.4%	1,943
2017	17.0%	41.0%	1,600
2018	18.2%	44.1%	1,733
2019	16.3%	42.9%	1,580
2020	16.4%	42.1%	1,430

PERCENT OF STUDENTS TAKING FOUNDATIONAL COURSES IN ENGLISH & MATH AT TWO-YEAR COLLEGES



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

How are dual enrollment courses delivered in Nebraska?

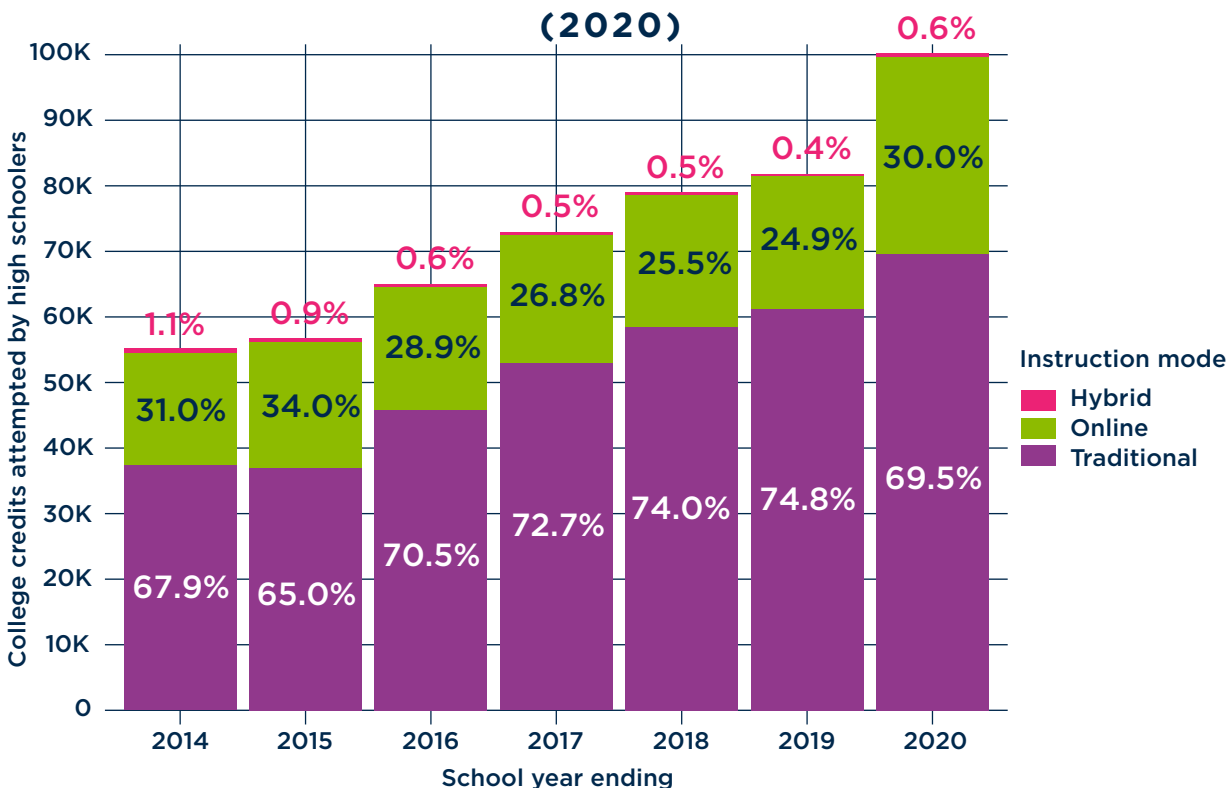
INSTRUCTION MODE

Dual enrollment courses can be delivered in three ways: traditionally, via face-to-face instruction; online; or a hybrid of these two modes. The majority of dual enrollment credit courses are still delivered traditionally in a classroom at nearly 70 percent. However, online courses grew more popular over the last year with 30 percent of all dual enrollment courses now taught online. The hybrid mode is rarely used in Nebraska for the delivery of dual enrollment courses.

COUNT OF DUAL ENROLLMENT COURSES DELIVERED BY MODE

Year	Hybrid	Online	Traditional
2014	615	17,084	37,470
2015	536	19,331	36,958
2016	395	18,808	45,849
2017	380	19,516	53,040
2018	364	20,150	58,457
2019	295	20,342	61,191
2020	564	30,050	69,628

PERCENT OF DUAL ENROLLMENT BY INSTRUCTION MODE (2020)



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

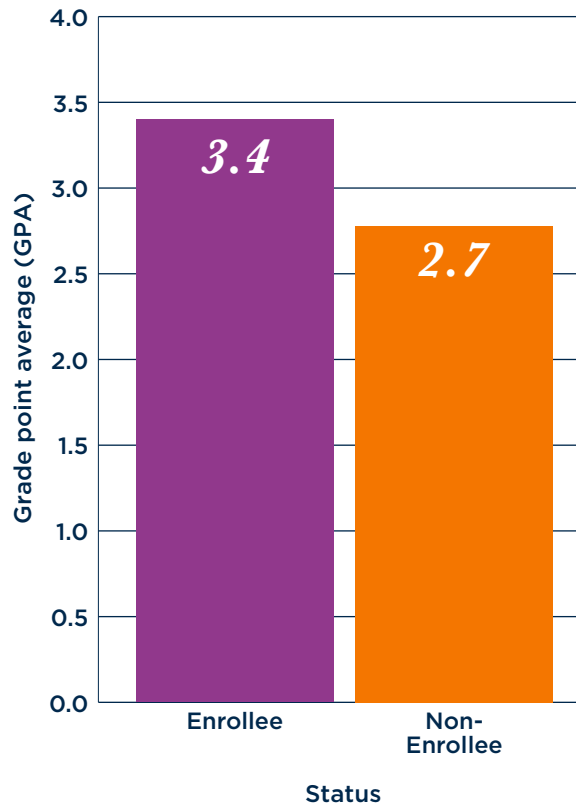
How do Nebraska dual enrollment students perform academically?

GPA

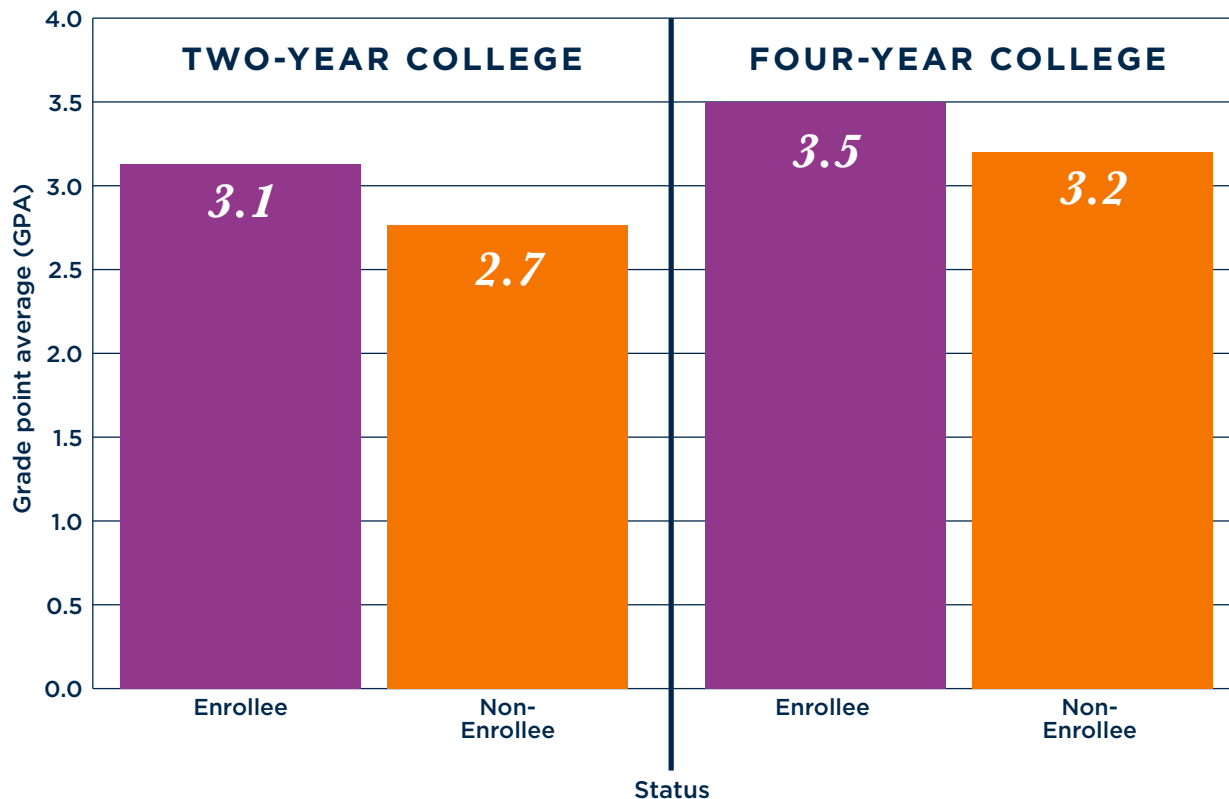
The median high school grade point average (GPA) among dual enrollees is 3.4, higher than among non-dual enrollees who earned a median 2.7 GPA.

First-year postsecondary college GPAs are higher among dual enrollees compared to non-enrollees. The difference in GPA between enrollees and non-enrollees depends on the type of postsecondary institution. At two-year colleges, dual enrollees have median GPAs of 3.1 whereas non-enrollees have median GPAs of 2.7. At four-year colleges, dual enrollees have median GPAs of 3.5 whereas non-dual enrollees have median GPAs of 3.2.

2020 MEDIAN HIGH SCHOOL GPA



2020 MEDIAN FIRST-YEAR POSTSECONDARY GPA



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

How many CTE dual enrollment courses are offered to Nebraska students?

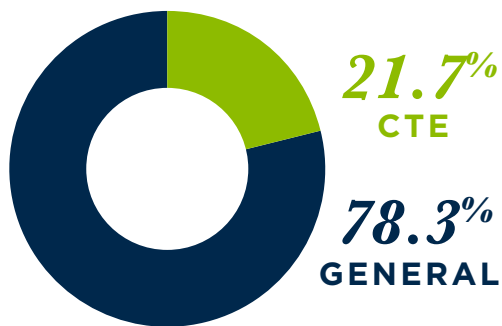
CAREER & TECHNICAL EDUCATION

Career and Technical Education (CTE) courses make up nearly 22 percent of the total courses offered in dual enrollment. Both general education and CTE courses have increased over time, although CTE courses have dipped slightly in the last year.

Welding and Information Technology are the top two CTE dual enrollment courses, with 4,859 and 4,600 enrollments, respectively. Subjects in health and business complete the top five CTE courses.

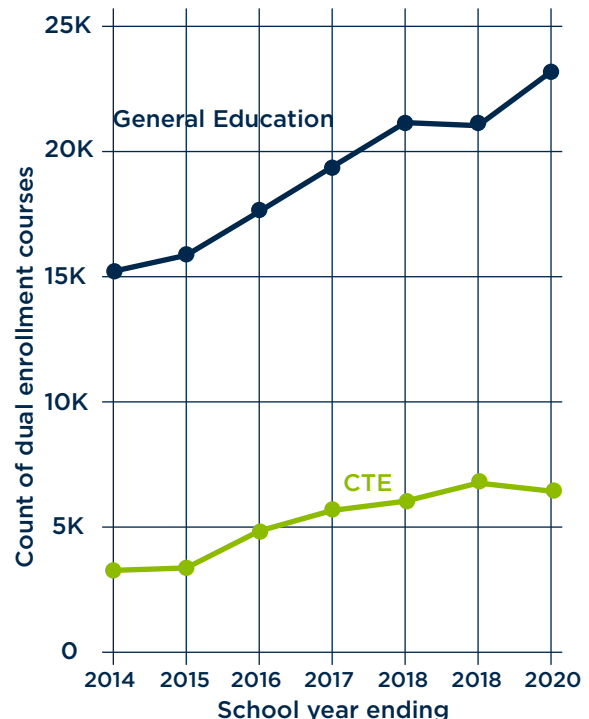
2014-2020 TOP TEN CTE SUBJECTS

Rank	Subject	Enrollments
1	Welding	4,859
2	Information Tech	4,600
3	Healthcare Provider	3,313
4	Health Info Management	2,950
5	Business Administration	2,857
6	Criminology	2,242
7	Early Childhood Education	2,177
8	Automotive/Diesel	1,932
9	Architecture/Construction	1,680
10	Nursing	1,428



Year	% CTE	CTE Courses	General Ed	Total Courses
2014	17.7%	3,270	15,217	18,487
2015	17.5%	3,368	15,856	19,224
2016	21.6%	4,843	17,604	22,447
2017	22.6%	5,664	19,386	25,050
2018	22.2%	6,032	21,155	27,187
2019	24.3%	6,759	21,034	27,793
2020	21.7%	6,436	23,189	29,625

CTE DUAL ENROLLMENT COURSES



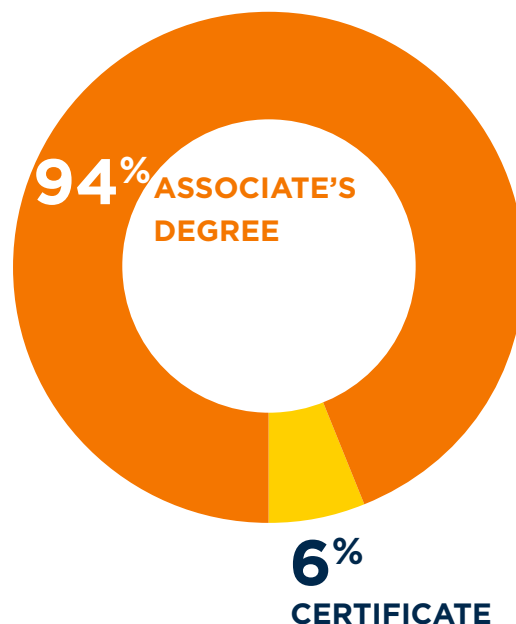
Source: Nebraska Statewide Workforce & Educational Reporting System analysis of data from NSWERS Data System, 2014-2023. These data include records for public high schools and public postsecondary institutions in Nebraska. Data not provided by Central Community College.

POSTSECONDARY AWARD ATTAINMENT

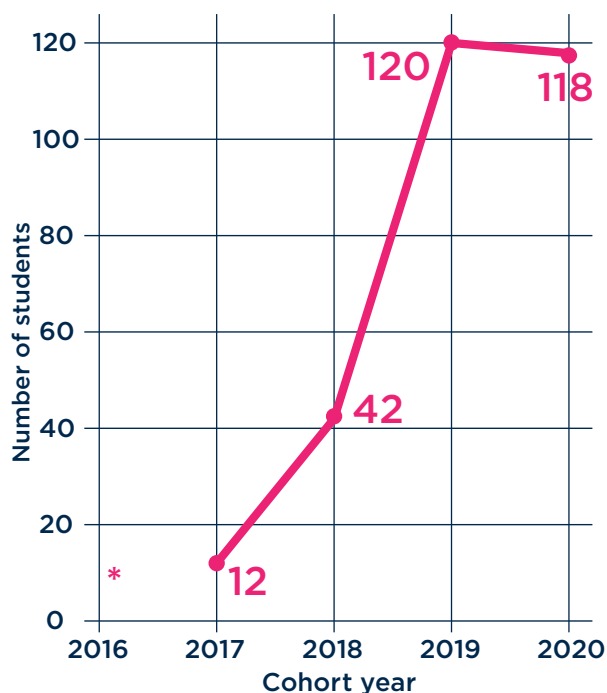
While the purpose of dual enrollment is not necessarily for high schoolers to earn college certificates or degrees, some students may attempt to do so. At least one high school, Millard South, has an early college program designed to help students earn an Associate’s degree while still in high school.

In 2020, most of the awards (94 percent) earned by students during or shortly after high school are Associate’s versus 6 percent for Certificates. The total number of awards attained by dual enrollment credit earners has increased from 12 in 2017 to 118 in 2020. Many of these students are enrolled at Millard South.

AWARD TYPES EARNED DURING HIGH SCHOOL



DUAL ENROLLMENT CREDIT EARNERS ATTAINING AN AWARD DURING HIGH SCHOOL



*Data has been masked to ensure data privacy.

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

What are the demographic characteristics of dual enrollment students in Nebraska?

RACE/ETHNICITY

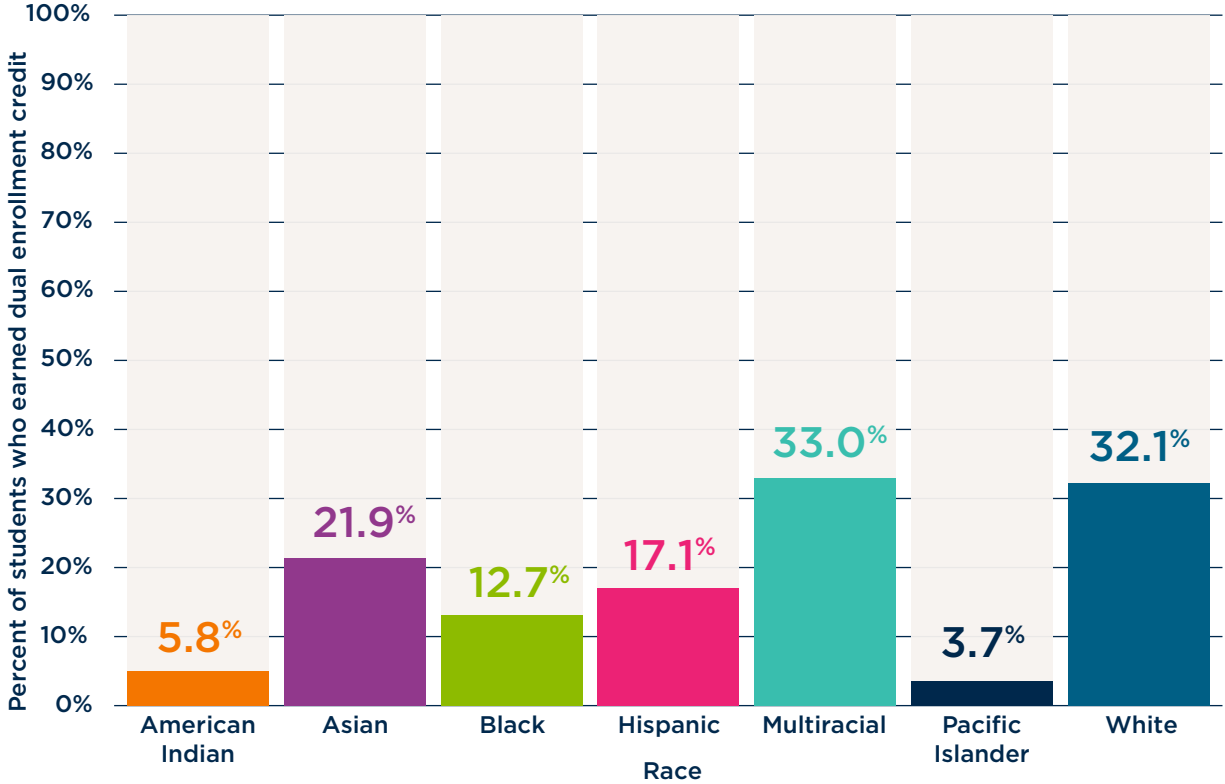
For the 2020 cohort, disparities exist when it comes to dual enrollment credit earners by race/ethnicity. Multiracial students earn dual enrollment credit at the highest rates with 33 percent. White students follow behind with over 32 percent. At over 17 percent, Hispanic students earn dual enrollment credit at half the rate of White students and Black students even less with almost 13 percent. Asian students earn dual enrollment credit at almost 22 percent which falls between the rates for White and Hispanic students. American Indian and Pacific Islander/Native Hawaiian students earn dual enrollment credit at the lowest rates at around 6 percent and 4 percent, respectively.

2020 DUAL ENROLLMENT CREDIT EARNERS BY RACE/ETHNICITY

Race/Ethnicity	Percent Earned	Number Earned	Total Students
American Indian	5.8%	*	*
Asian	21.9%	147	670
Black	12.7%	204	1,601
Hispanic	17.1%	905	5,289
Multiracial	33.0%	768	2,325
Pacific Islander	3.7%	*	*
White	32.1%	5,320	16,584

**Data has been masked to ensure data privacy.*

DUAL ENROLLMENT CREDIT EARNERS BY RACE/ETHNICITY (2020)



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

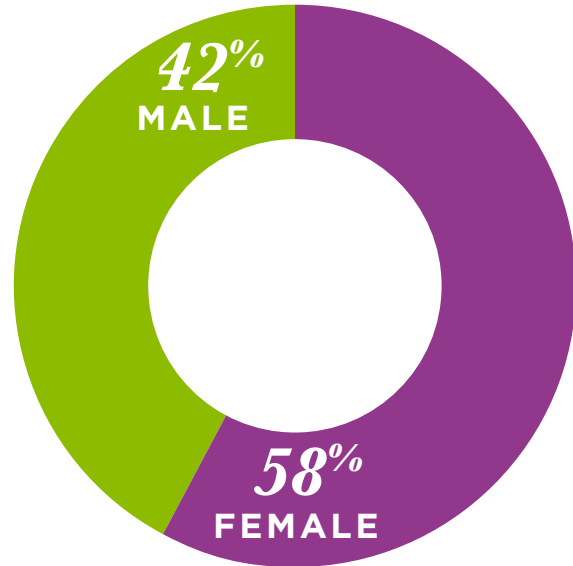
What are the demographic characteristics of dual enrollment students in Nebraska?

GENDER

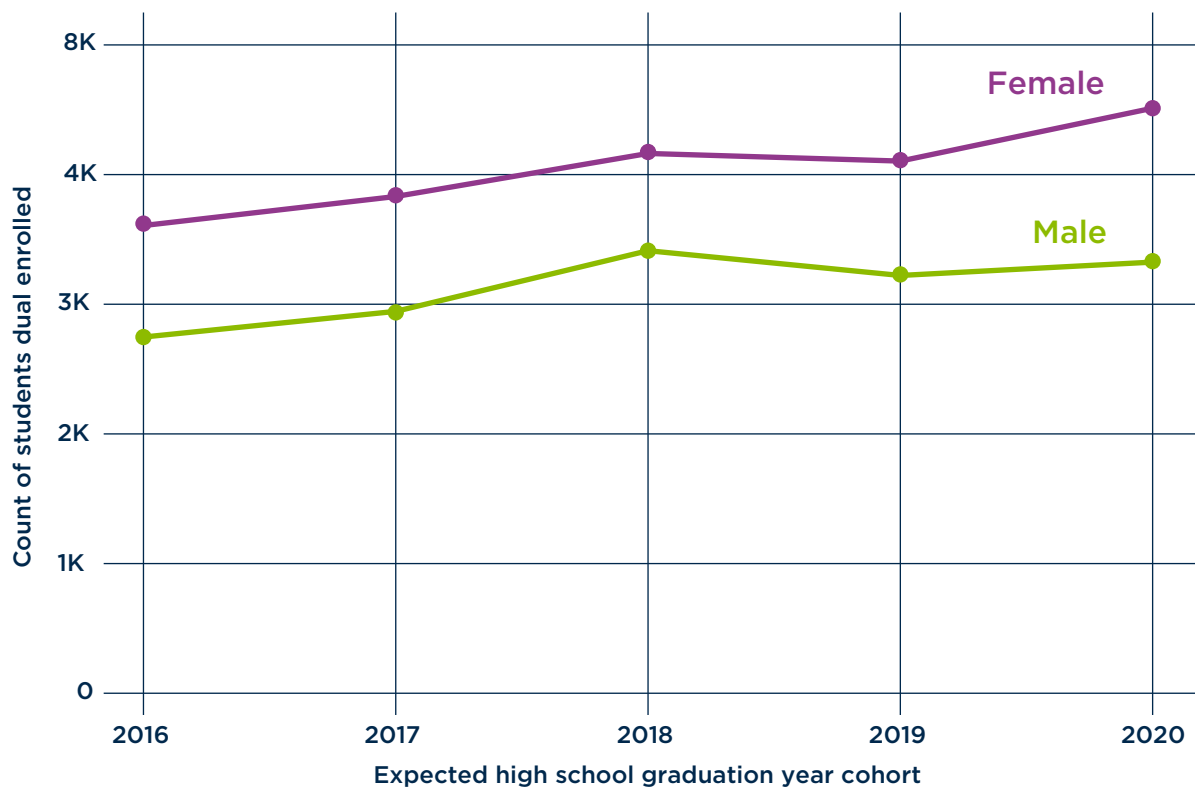
Since 2016, more females than males have taken dual enrollment courses in Nebraska. For the 2020 cohort, 58 percent of dual enrollment students (4,512) were female versus 42 percent male students (3,325). The gap continues to widen between the two genders.

Cohort Year	Female	Male
2016	3,607	2,747
2017	3,831	2,945
2018	4,163	3,413
2019	4,104	3,222
2020	4,512	3,325

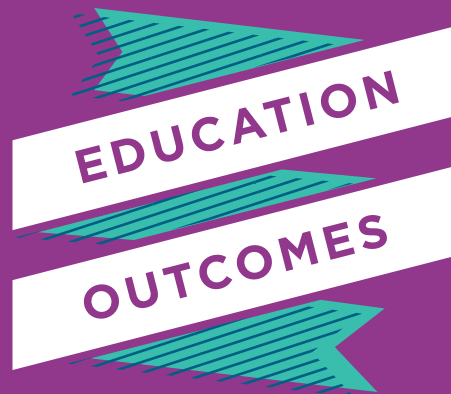
PERCENT OF DUAL ENROLLEES BY GENDER (2020 COHORT)



DUAL ENROLLMENT BY GENDER



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



EDUCATION
OUTCOMES

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

However, this information should not be used to make claims that dual enrollment is causal to certain educational outcomes. Dual enrollment participants and credit earners differ from non-participants and non-credit earners in other respects, (e.g., high school grade point average). Since other characteristics affect the education outcomes examined, the observed

differences in educational outcomes should not be solely attributed to dual enrollment. Differences between groups arise because students may self-select into dual enrollment and schools may have academic requirements in order to participate.

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

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

These provisional results are based on certified NSWERS data as of February 26, 2024. The provisional results in this report may change because of data resubmissions by NSWERS Partners and/or Affiliates. For updated results, please contact support@nswers.org.

What are the high school graduation rates for dual enrollment students in Nebraska?

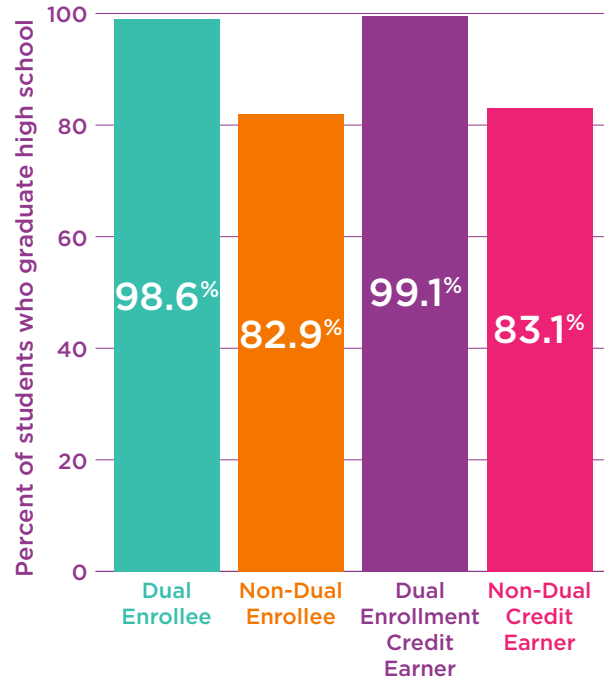


HIGH SCHOOL GRADUATION

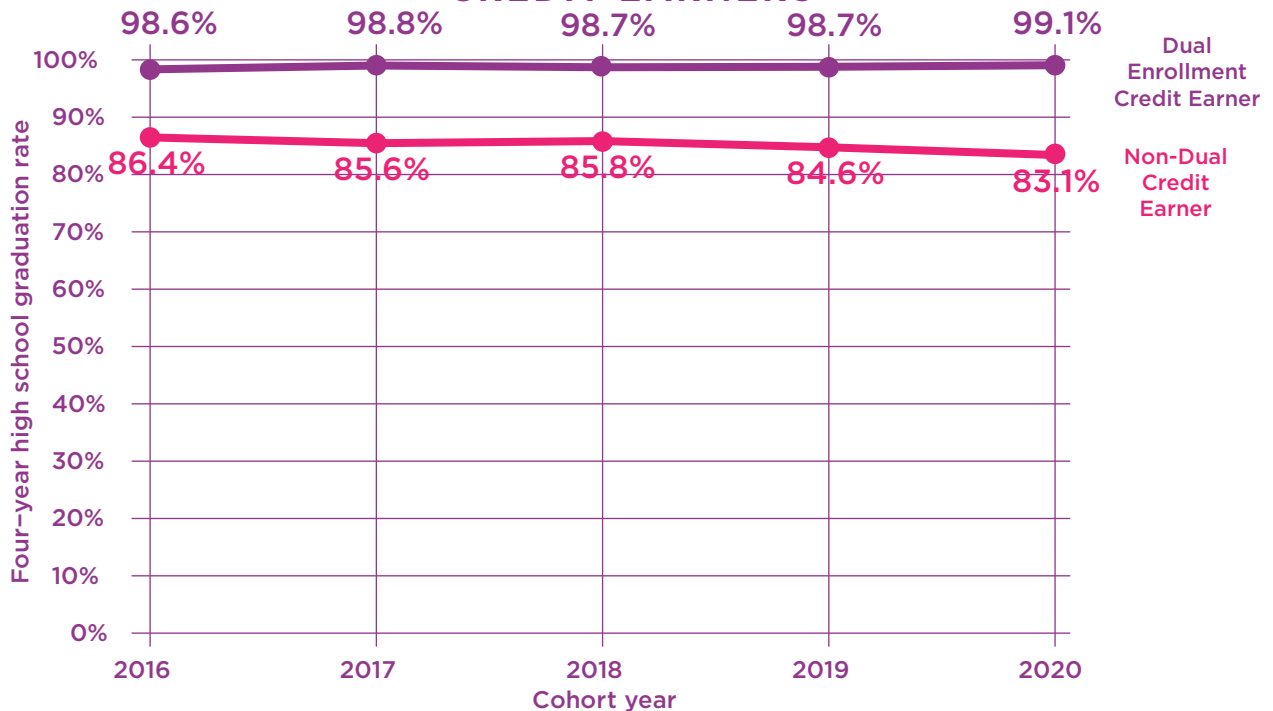
DEFINITION: The percentage of high school students who graduate within four years.

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

Dual enrollment credit earners have consistently graduated high school at rates of almost 100 percent for five years. Although most non-dual enrollment credit earners graduate high school as well (over 83 percent in the 2020 cohort), their numbers have fallen, a drop of three percentage points in four years. The graduation rate for dual enrollees is nearly identical to dual enrollment credit earners across time (98.6 versus 99.1 percent) as are non-dual enrollees to non-dual enrollment credit earners (82.9 versus 83.1 percent).



HIGH SCHOOL GRADUATION BY DUAL ENROLLMENT CREDIT EARNERS



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

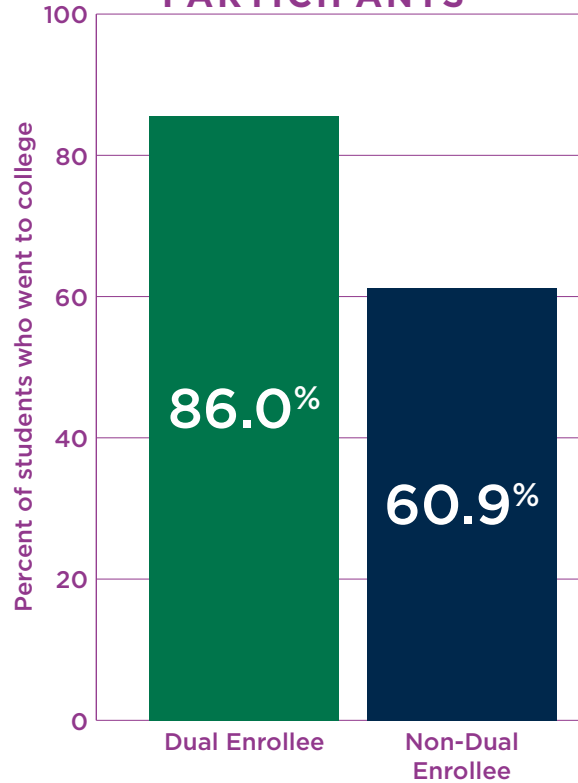
What are the college going rates for dual enrollment participants in Nebraska?



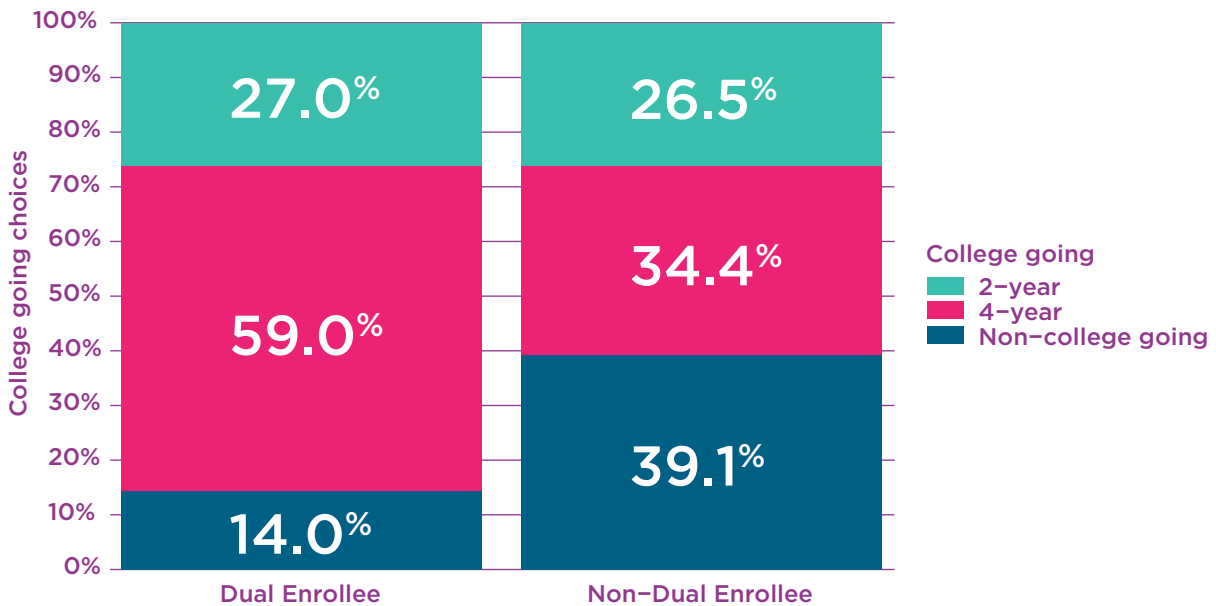
In the 2020 cohort, students who participated in dual enrollment went to college (within 16 months after high school graduation) at higher rates than those who did not participate in dual enrollment, with 86 percent versus almost 61 percent college-going rates across the two groups. The two-year college going rates are quite similar for participants (27 percent) as they are for non-participants (26.5 percent). However, the four-year college going rate jumps almost 25 percentage points between the two groups, from 34.4 for non-participants to 59 percent for participants.

DEFINITION: The percentage of high school graduates who attend a two-year or four-year postsecondary institution.

2020 COLLEGE GOING BY DUAL ENROLLMENT PARTICIPANTS



2020 TWO-YEAR AND FOUR-YEAR COLLEGE GOING BY DUAL ENROLLMENT PARTICIPANTS



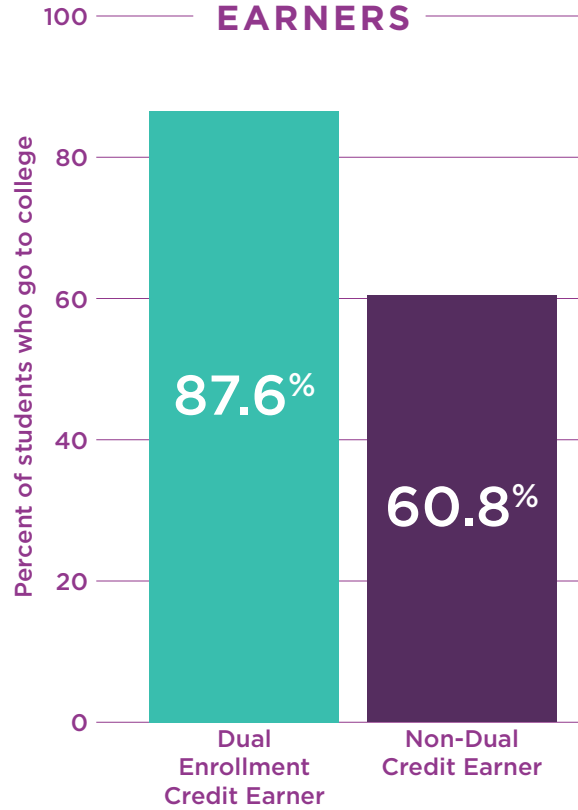
Source: Nebraska Statewide Workforce & Educational Reporting System analysis of data from NSWERS Data System, 2014-2023. These data include records for public high schools and public postsecondary institutions in Nebraska and supplemented with enrollment records from the National Student Clearinghouse.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

What are the college going rates for dual enrollment credit earners in Nebraska?

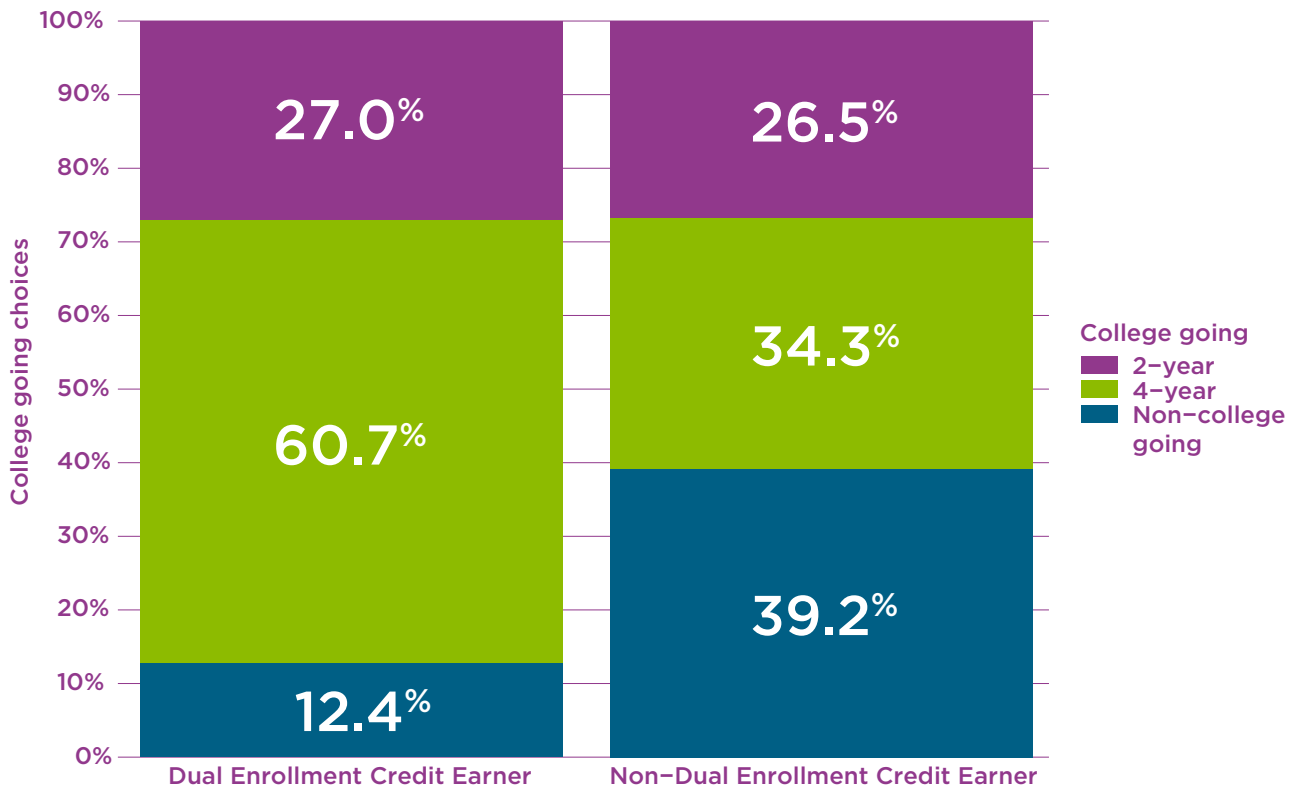


Most dual enrollment credit earners, about 88 percent, go to college following high school graduation with 27 percent going to two-year and almost 61 percent to four-year colleges. Non-dual enrollment students attend Nebraska public colleges at relatively high rates as well (almost 61 percent), with about 27 percent to two-year and 34 percent to four-year colleges.

2020 COLLEGE GOING BY DUAL ENROLLMENT CREDIT EARNERS



2020 TWO-YEAR AND FOUR-YEAR COLLEGE GOING BY DUAL ENROLLMENT CREDIT EARNERS



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

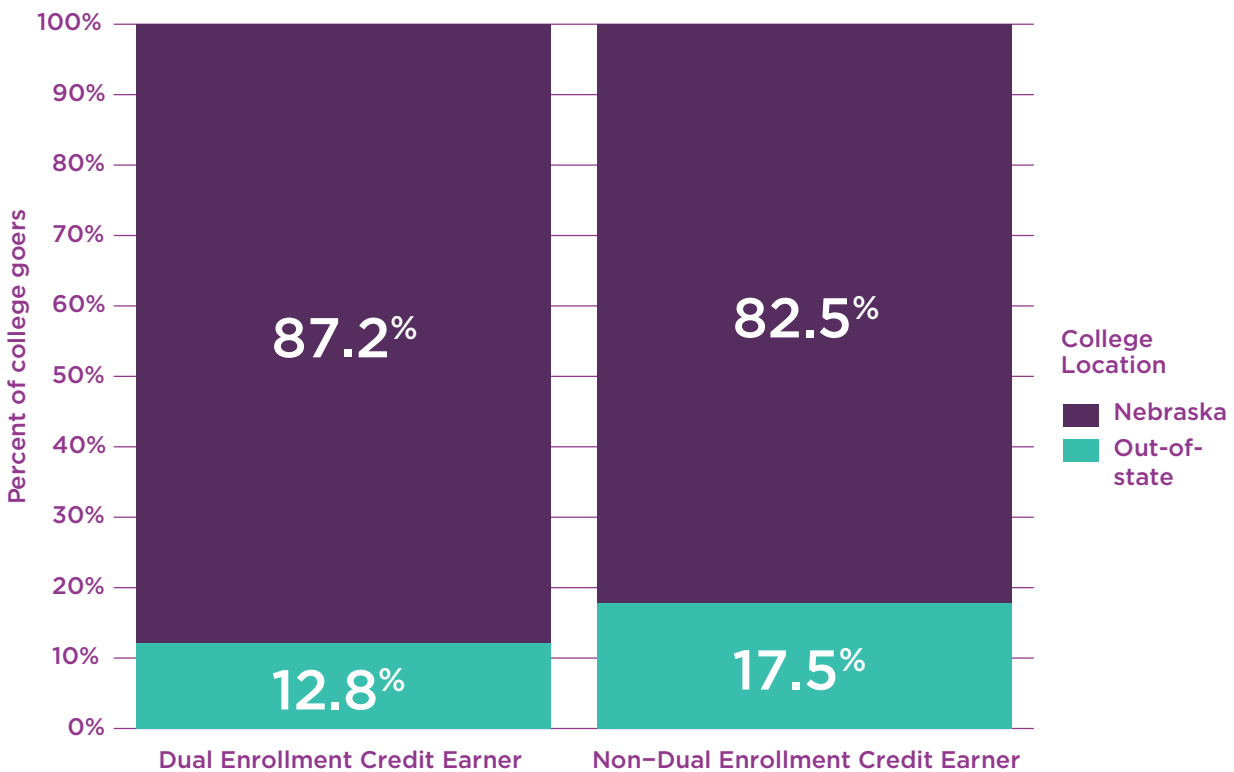
Do college going students stay in Nebraska or leave the state to attend college?



Dual enrollment credit earners are more likely to attend college in Nebraska (almost 88 percent) than non-dual enrollment credit earners (83 percent). In fact, non-dual enrollment credit earners are about one-and-a-third times more likely to go to college out-of-state (17.5 percent) than dual enrollment credit earners (12.8 percent).

Expected Graduation Year	Earn Type	Nebraska	Out-of-state
2016	Dual Enrollee	4,638	675
2016	Non-Dual Enrollee	7,694	1,454
2017	Dual Enrollee	4,872	740
2017	Non-Dual Enrollee	7,547	1,423
2018	Dual Enrollee	5,375	888
2018	Non-Dual Enrollee	7,361	1,414
2019	Dual Enrollee	5,326	795
2019	Non-Dual Enrollee	7,343	1,576
2020	Dual Enrollee	5,709	840
2020	Non-Dual Enrollee	6,823	1,444

2020 COLLEGE GOERS BY LOCATION OF COLLEGE



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

Do Nebraska dual enrollment students persist in college?



POSTSECONDARY PERSISTENCE

POSTSECONDARY PERSISTENCE: the percentage of postsecondary students who remain enrolled in any postsecondary institution one year after their initial enrollment.

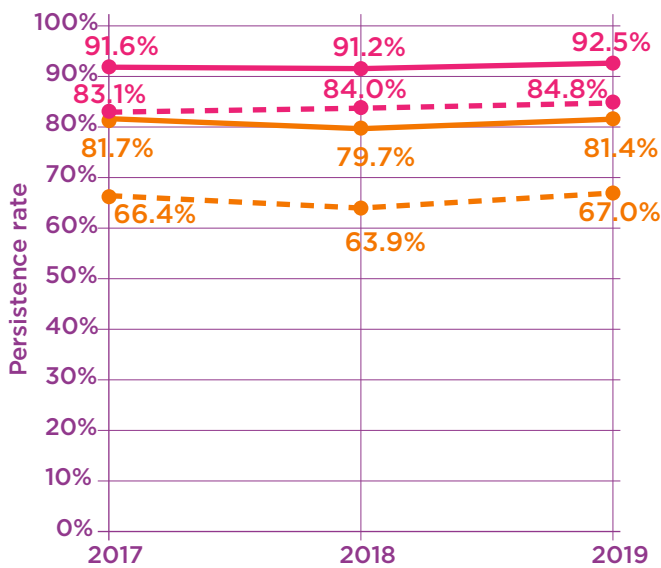
RETENTION: the rate at which students persist at the same postsecondary institution.

DEFINITION: The percentage of postsecondary students who remain in a postsecondary institution one year after initial enrollment.

For the 2019 cohort, the majority of Nebraska students persist in college for at least one year. Among dual enrollment credit earners, 92.5 percent persist at four-year colleges and 81.4 percent at two-year colleges. Retention (persisting at the same institution) rates are also high, with 84.3 percent for four-year colleges and 69.7 percent for two-year colleges. Persistence and retention are both higher for dual enrollment credit earners than non-dual enrollment credit earners in every year and category.

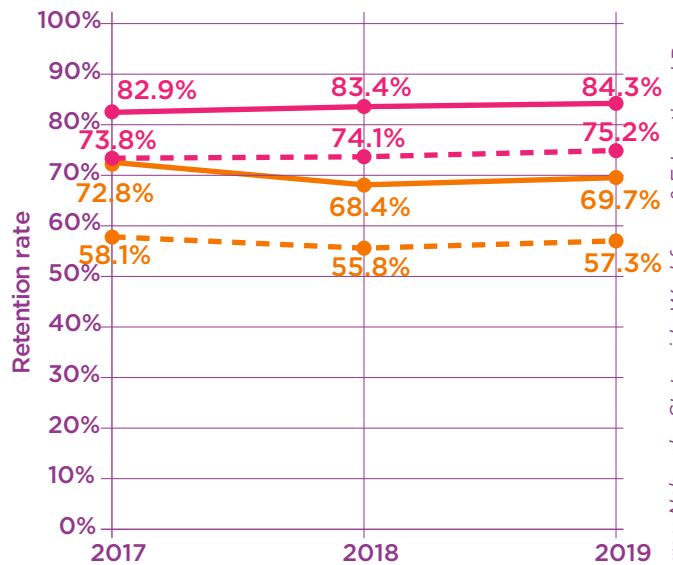
POSTSECONDARY PERSISTENCE BY DUAL ENROLLMENT CREDIT

Earners Type	2017	2018	2019
Four-year Dual Enrollment Credit Earner	1,530	1,634	1,861
Four-year Non-dual Enrollment Credit Earner	1,684	1,744	1,767
Two-year Dual Enrollment Credit Earner	543	577	663
Two-year Non-dual Enrollment Credit Earner	930	933	1,120



POSTSECONDARY RETENTION BY DUAL ENROLLMENT CREDIT

Earners Type	2017	2018	2019
Four-year Dual Enrollment Credit Earner	1,385	1,495	1,696
Four-year Non-dual Enrollment Credit Earner	1,495	1,539	1,566
Two-year Dual Enrollment Credit Earner	484	495	567
Two-year Non-dual Enrollment Credit Earner	813	814	958



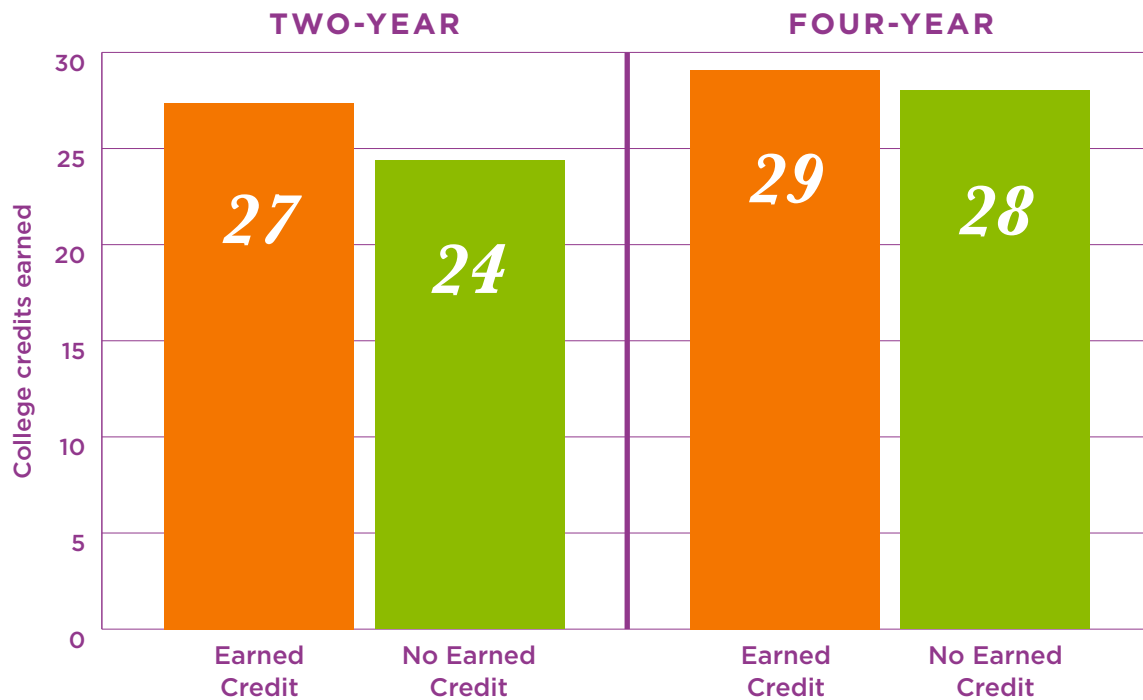
Source: Nebraska Statewide Workforce & Educational Reporting System analysis of data from NSWERS Data System, 2014-2023. These data include records for public high schools and public postsecondary institutions in Nebraska. Data not provided by Central Community College. Data not available for Western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

Do Nebraska dual enrollment students persist in college?



Dual enrollment credit earners who attend two-year postsecondary institutions complete, on average, three more credits (1 course) in their first year of college than students who did not earn dual enrollment credit. At four-year institutions, on average, there is a one-credit difference in college credit earned between those who earned dual enrollment credit in high school and those who did not.

CREDITS EARNED DURING THE FIRST YEAR OF COLLEGE FOR DUAL ENROLLMENT CREDIT EARNERS (2016-2020)



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

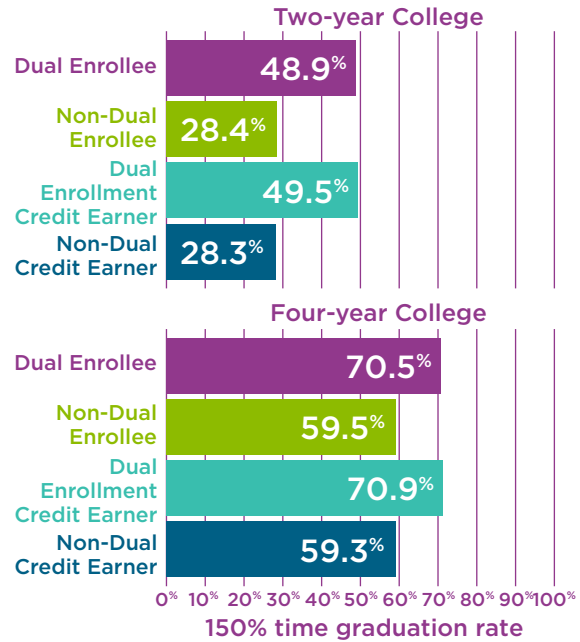
What are the college graduation rates for dual enrollment students in Nebraska?



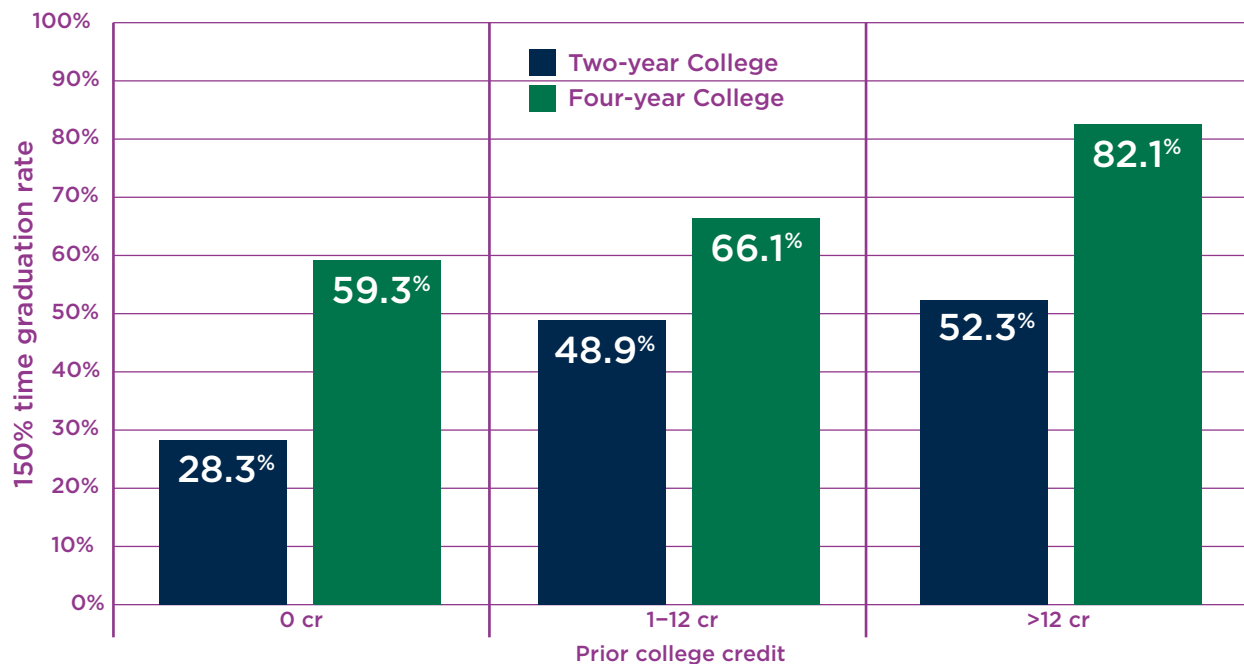
For the 2017 cohort (the only cohort where 150 percent graduation can be calculated for two- and four-year degrees), dual enrollees and dual enrollment credit earners graduate college at higher rates than their counterparts, over 20 percentage points for two-year colleges and over 11 percentage points for four-year colleges. The amount of dual enrollment credits earned in high school also matters for college graduation; generally, the more credits students earn while in high school, the higher the postsecondary graduation rate. From 0 to 12+ credits, the rates go up 24 percentage points for two-year colleges and 22.8 for four-year colleges.

DEFINITION: The percentage of students who graduate from a postsecondary institution (within 150% degree length).

PERCENT OF COLLEGE GRADUATES BY DUAL ENROLLMENT AND DUAL ENROLLMENT CREDIT (2017 COHORT)



COLLEGE GRADUATION BY PRIOR COLLEGE CREDIT VIA DUAL ENROLLMENT (2017 COHORT)



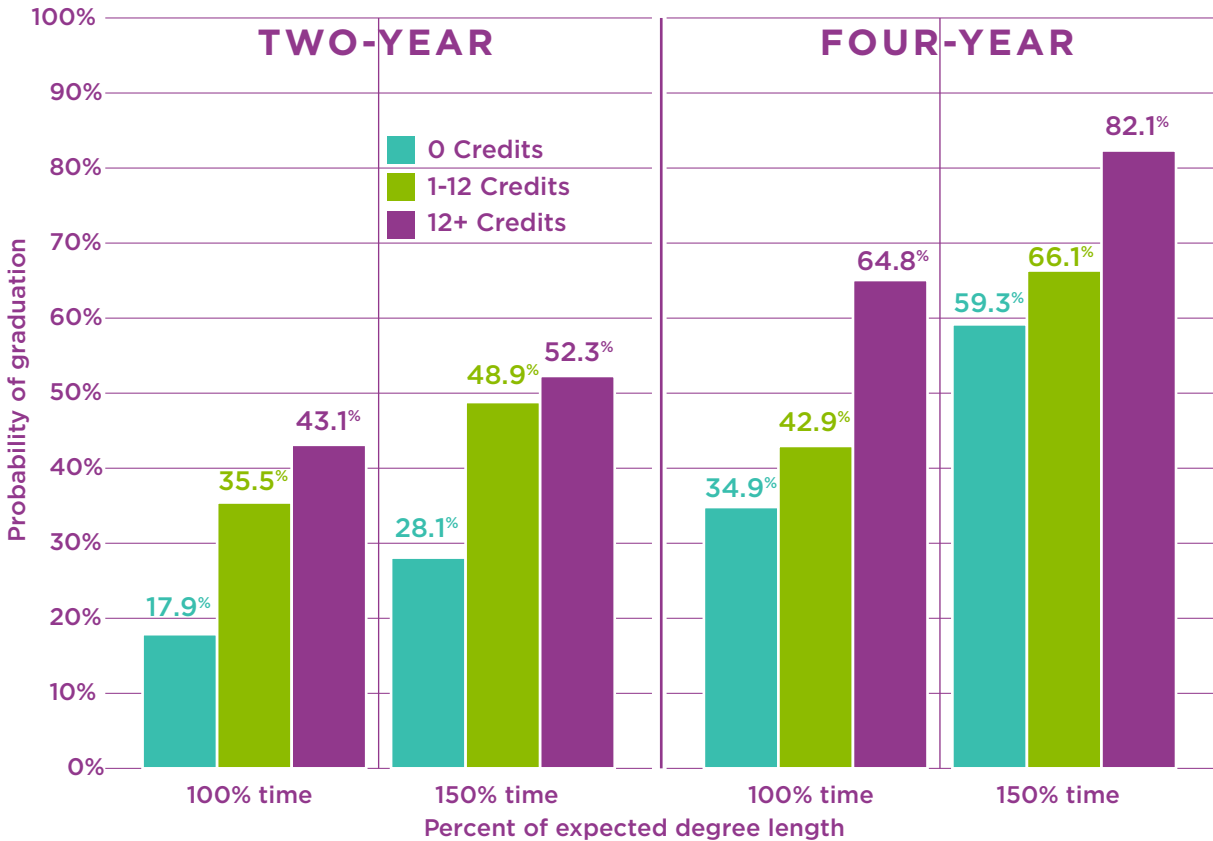
Source: Nebraska Statewide Workforce & Educational Reporting System analysis of data from NSWERS Data System, 2014-2023. These data include records for public high schools and public postsecondary institutions in Nebraska. Data not provided by Central Community College. Data not available for Western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

What are the college graduation rates for dual enrollment students in Nebraska?



The amount of dual enrollment credit that students earn is correlated with postsecondary graduation. The more dual enrollment credits a student earns in high school, the sooner they graduate college. For two-year colleges, on-time graduation (150%) has a difference of over 24 percentage points between those who earn 0 dual enrollment credits and those who earn 12 or more (28.1 to 52.3 percent). For four-year on-time graduation, the difference is almost 23 percentage points (59.3 to 82.1 percent).

TIME TO POSTSECONDARY GRADUATION, FIRST TIME, FULL TIME, DEGREE SEEKING (2017 COHORT)



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

What types of awards do Nebraska dual enrollment students earn?

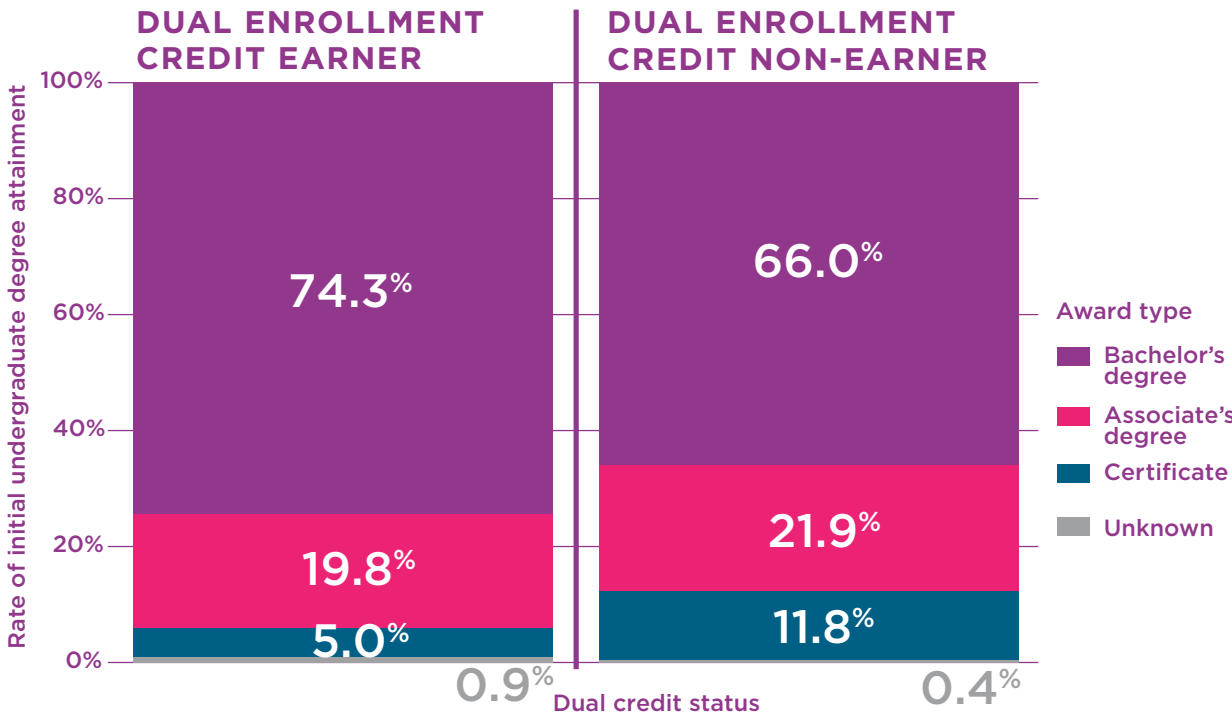


Among the 2016 cohort of Nebraska high school graduates who earned a college degree, it is most common to earn four-year degrees, then two-year degrees, and finally certificates. Among dual enrollment credit earners, it is more likely to initially attain a four-year degree compared to those who did not earn dual enrollment credit. This difference is made up by the lower likelihood of initially earning a certificate. The proportion of students who earned a two-year degree is similar between groups.

In the few cases where award level of a degree was unknown or where the earliest award was a graduate degree, the initial award is labeled as “unknown.” This award type is more common among students who went to college out of state where data is unavailable.

The initial postsecondary award attained by dual enrollment credit earners in college is highest for Bachelor’s degrees with over 74 percent, followed by Associate’s degrees (19.8 percent) and the lowest in Certificates (5 percent). Dual enrollment credit non-earners also attain Bachelor’s degrees at high percentages (66 percent), and have higher levels of Associate’s degrees (21.9 percent) and Certificates (11.8 percent) than dual enrollment credit earners.

INITIAL AWARD EARNED BY DUAL ENROLLMENT CREDIT STATUS (2016 COHORT)



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



DUAL ENROLLMENT CREDIT

OTHER VARIABLES

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

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

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

These provisional results are based on certified NSWERS data as of February 26, 2024. The provisional results in this report may change because of data resubmissions by NSWERS Partners and/or Affiliates. For updated results, please contact support@nswers.org.

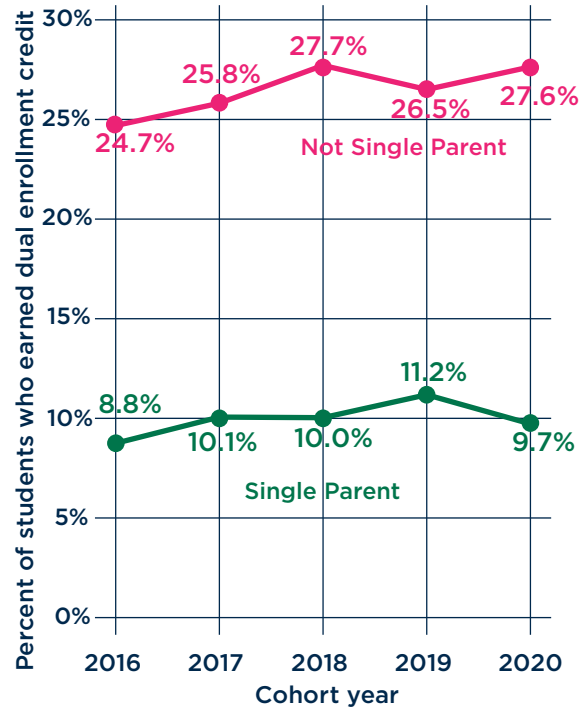
SINGLE PARENT STUDENT

Students are categorized as *single parent* if they were ever recorded as a single parent while enrolled in high school.

PERCENT OF COHORT EARNING DUAL ENROLLMENT CREDIT BY PARENT TYPE

Cohort	Single Parent	Not Single Parent
2016	8.8%	24.7%
2017	10.1%	25.8%
2018	10.0%	27.7%
2019	11.2%	26.5%
2020	9.7%	27.6%

PERCENT OF DUAL ENROLLMENT CREDIT EARNERS BY PARENT TYPE



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

IMMIGRANT STATUS

Student *immigrant status* is categorized by time since immigration. Since immigration status can change from year-to-year as a student progresses through high school, the most recent designation is applied. For instance, if a student was recorded as “Immigrant <1 year” in grade 9, then “Immigrant 1-3 years” in grades 10-12, this student would be categorized as “Immigrant 1-3 years” in the data below.

PERCENT OF COHORT EARNING DUAL ENROLLMENT CREDIT BY IMMIGRANT STATUS

Cohort	Immigrant <1 year	Immigrant 1-3 years	Immigrant >3 years	Non-immigrant
2016	8.8%	5.8%	16.7%	25.1%
2017	7.0%	6.4%	16.6%	26.4%
2018	4.4%	5.3%	17.6%	28.5%
2019	3.6%	5.2%	15.8%	27.2%
2020	1.5%	6.2%	16.1%	28.6%

PERCENT OF DUAL ENROLLMENT CREDIT EARNERS BY IMMIGRANT STATUS



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

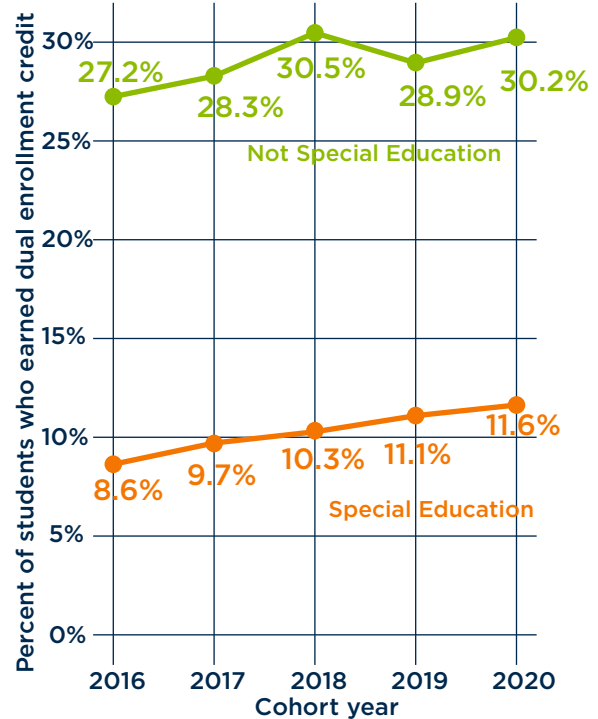
SPECIAL EDUCATION

Students are categorized as *special education* if, at any time, they were recorded as participating in a special education program during high school.

PERCENT OF COHORT EARNING DUAL ENROLLMENT CREDIT BY SPECIAL EDUCATION

Cohort	Special Education	Not Special Education
2016	8.6%	27.2%
2017	9.7%	28.3%
2018	10.3%	30.5%
2019	11.1%	28.9%
2020	11.6%	30.2%

PERCENT OF DUAL ENROLLMENT CREDIT EARNERS BY SPECIAL ED



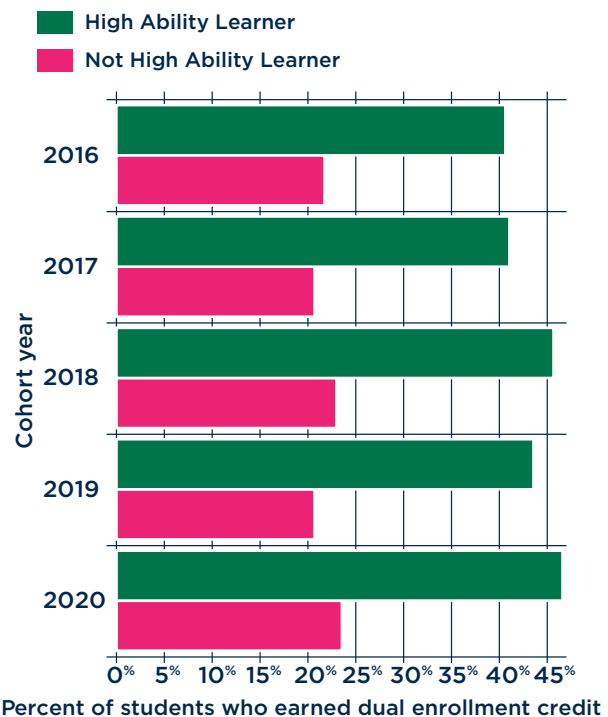
HIGH ABILITY LEARNER

Students are categorized as *high ability learners* if they were ever recorded as participating in a high ability learning program during high school.

PERCENT OF COHORT EARNING DUAL ENROLLMENT CREDIT BY HIGH ABILITY LEARNER STATUS

Cohort	High Ability Learner	Not High Ability Learner
2016	40.8%	20.2%
2017	41.1%	21.4%
2018	45.1%	22.7%
2019	43.3%	21.5%
2020	46.4%	22.9%

PERCENT OF DUAL ENROLLMENT CREDIT EARNERS BY HAL



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

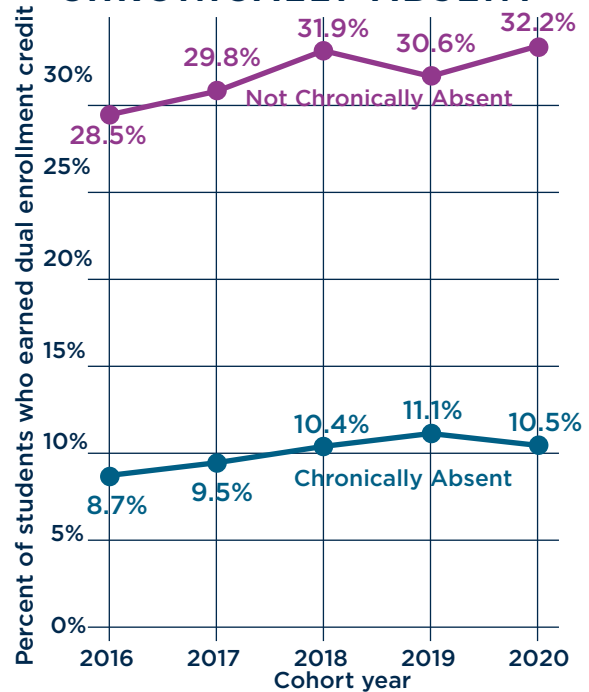
CHRONIC ABSENTEEISM

Students are categorized as *chronically absent* if they missed greater or equal to 10 percent of school days during high school.

PERCENT OF COHORT EARNING DUAL ENROLLMENT CREDIT BY CHRONICALLY ABSENT

Cohort	Chronically Absent	Not Chronically Absent
2016	8.7%	29.5%
2017	9.5%	30.8%
2018	10.4%	33.2%
2019	11.1%	31.7%
2020	10.5%	33.4%

PERCENT OF DUAL ENROLLMENT CREDIT EARNERS BY CHRONICALLY ABSENT



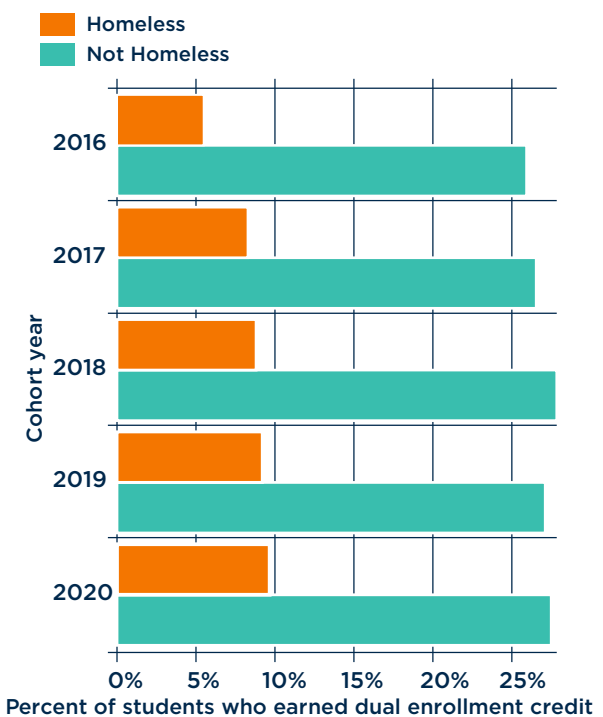
HOMELESS

Students are categorized as *homeless* if they were ever recorded as homeless during high school.

PERCENT OF COHORT EARNING DUAL ENROLLMENT CREDIT BY HOMELESSNESS

Cohort	Homeless	Not Homeless
2016	5.5%	25.1%
2017	7.5%	26.2%
2018	8.1%	28.2%
2019	8.6%	27.0%
2020	9.7%	28.2%

PERCENT OF DUAL ENROLLMENT CREDIT EARNERS BY HOMELESSNESS



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

ENGLISH LANGUAGE LEARNER

English Language Learner: A student who was not born in the United States or whose native language is a language other than English.

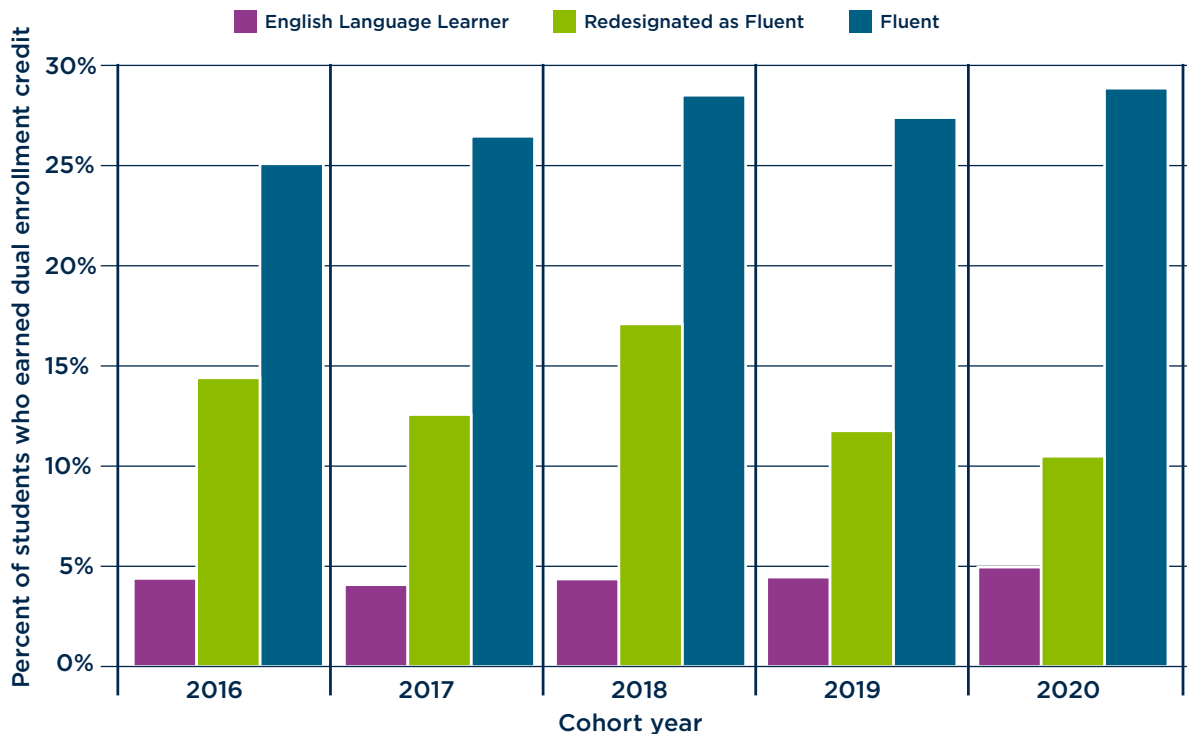
Re-designated as Fluent: Formerly designated as English Language Learner, re-designated as fluent while in high school.

Fluent: Native English speaker, never designated as English Language Learner.

PERCENT OF COHORT EARNING DUAL ENROLLMENT CREDIT BY ENGLISH LANGUAGE LEARNER STATUS

Cohort	English Language Learner	Re-designated as Fluent	Fluent
2016	4.4%	14.4%	25.1%
2017	4.1%	12.6%	26.5%
2018	4.4%	17.1%	28.5%
2019	4.5%	11.8%	27.4%
2020	5.0%	10.5%	28.9%

PERCENT OF DUAL ENROLLMENT CREDIT EARNERS BY ENGLISH LANGUAGE LEARNER STATUS



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

ASSESSMENT

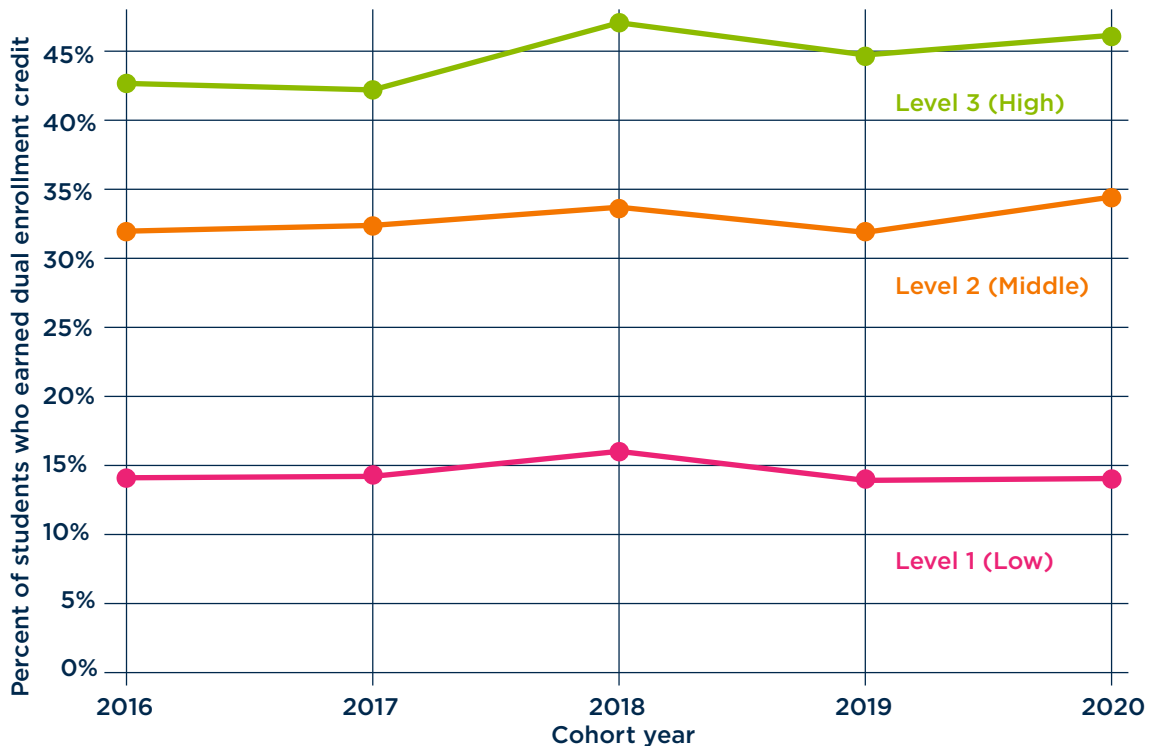
8th Grade Math

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

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

Cohort	Level 3 (High)	Level 2 (Middle)	Level 1 (Low)
2016	42.7%	32.0%	14.1%
2017	42.2%	32.4%	14.2%
2018	47.1%	33.7%	16.0%
2019	44.7%	31.9%	13.9%
2020	46.1%	34.4%	14.1%

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



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

NSWERS STAFF

Matt Hastings

Executive Director

Katie Bieber

Communications Director

Alex Brodersen

Assistant Director,
Research & Evaluation

Tom Choi

Data Scientist

David Hefley

Assistant Director,
IT Applications Development

Scott Jonker

Web Applications Developer

David Nguyen

Data Scientist

Akshdeep Singh Rajawat

Web Applications Developer

Sara Simonsen

Engagement Specialist

NSWERS VISION

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

NSWERS MISSION

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

NSWERS PARTNERS

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:

Nebraska Community Colleges

- Central Community College
- Metropolitan Community College
- Mid-Plains Community College
- Northeast Community College
- Southeast Community College
- Western Nebraska Community College

Nebraska Department of Education

- 244 Nebraska Public School Districts

Nebraska State College System

- Chadron State College
- Peru State College
- Wayne State College

University of Nebraska System

- Nebraska College of Technical Agriculture
- University of Nebraska at Kearney
- University of Nebraska - Lincoln
- University of Nebraska Medical Center
- University of Nebraska at Omaha

NSWERS AFFILIATE

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:

Nebraska Department of Labor

NSWERS CONTRIBUTOR

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

National Student Clearinghouse



nswers

Nebraska Statewide Workforce &
Educational Reporting System

901 N 17th
NH W 208
Lincoln, NE 68588

www.nswers.org
