

NCLDS Contributor Learning Goals

Overall Focus/Theme : **Successful Transitions**

Area of Focus	<p>a. Transition Coverage : Patterns & Geography Pattern (Descriptive) Questions: <i>What does [topic] look like? What is the state of the State re: [topic]?</i></p>	<p>b. Transition Factors : Differences in Outcomes Relationship (Correlational) Questions: <i>What are the ingredients that contribute to our observations?</i></p>	<p>c. Transition Success : Impact Impact ([Quasi-]Experimental & Causal) Questions: <i>Do certain ingredients cause/produce certain results, and why?</i></p>	<p>d. Transition Supports : Paths Forward Policy Questions: <i>What can/should we do in response to these outcomes?</i></p>
<p>Early childhood → K12 (elem/middle) outcomes</p>	<p>1. How are the early experiences of young children related to later outcomes? [Sources : DHHS, NCLDS]</p> <p><i>Current Sector-Identified Topics :</i></p> <ul style="list-style-type: none"> • Measurement of social-emotional health and resilience • Early childhood service coverage for K3 students • Trends in provision of state and federal food and nutrition assistance • Trends in B5 suspensions and expulsions 	<p><i>Current Sector-Identified Topics :</i></p> <ul style="list-style-type: none"> • Relationship between early childhood conditions & early elem outcomes • Relationship between early childhood services and early-grade enrollment age and academic success • Relationship between preK and elementary literacy outcomes • Factors in food security disparities • Relationship between food assistance and school performance 	<p><i>Current Sector-Identified Topics :</i></p> <ul style="list-style-type: none"> • Impacts of early childhood transitions on elementary outcomes • Relative success of strategies for improving disparities in food security 	
<p>K12 (middle/high) → postsec/workforce outcomes</p>	<p>2. How are the experiences of K-12 students related to college and career readiness? [Sources : NCDPI, NCICU, NCLDS, Commerce]</p> <p><i>Current Sector-Identified Topics :</i></p> <ul style="list-style-type: none"> • Dual enrollment student outcome trends and postsecondary/workforce pathways • Characteristics and post-high school outcome trends of high school non-graduates and graduates not enrolled in postsecondary • Postsecondary and career outcomes and characteristics of high school graduates • Characteristics, remediation needs, and persistence rates of incoming postsecondary students • FAFSA renewal rates by postsecondary year 	<p><i>Current Sector-Identified Topics :</i></p> <ul style="list-style-type: none"> • Relationship between early literacy, early numeracy, and later academic and workforce outcomes • Association between HS/CC course sequences and success at 4-year institutions • Relationships between student- and secondary school-level characteristics and postsecondary and workforce outcomes? • Relationship between FAFSA completion and postsecondary enrollment and persistence 	<p><i>Current Sector-Identified Topics :</i></p> <ul style="list-style-type: none"> • Effects of college-ready course enrollment on postsecondary outcomes • Effects of large-scale disruptions (e.g., pandemic) on cross-sector outcomes • Effects of financial aid access on higher education pathways followed 	<p><i>Current Active Policy Questions :</i></p> <ul style="list-style-type: none"> • Should the state provide additional funding for AP courses, and/or funding for AP test-taking? • Should labor market needs be a primary driver for high school curricula? • How could high school curricula be tailored to better meet labor market needs? • What secondary interventions can we introduce to close postsecondary achievement and completion gaps among different student populations?
<p>Postsec → postsec / Postsec → workforce outcomes</p>	<p>3. How are the experiences of students enrolled in postsecondary education and training related to retention, completion, and workforce (career) readiness? [Sources : NCCCS, UNC, NCICU, Commerce, NCLDS]</p> <p><i>Current Sector-Identified Topics :</i></p> <ul style="list-style-type: none"> • Measurement of credit hours lost in postsecondary sector-to-sector transfers • Relative contributions of higher ed and training programs to labor market supply • Postsecondary enrollment, persistence, and graduation patterns of low-income, first-generation, disabled and/or non-traditional students • Connections between initial state education, employment, and training program enrollment and continuation enrollment • Trends in jobseeker/job openings ratios 	<p><i>Current Sector-Identified Topics :</i></p> <ul style="list-style-type: none"> • Relationship between credit lost in transfer and postsecondary completion • Comparison of education, employment, and wage outcomes for 2-year and 4-year degree completers • Comparisons of enrollment, retention, and completion patterns for traditional and non-traditional-age students 	<p><i>Current Sector-Identified Topics :</i></p> <ul style="list-style-type: none"> • Relative effect and effectiveness of following various postsecondary transfer pathways • Impact of credit loss on student outcomes • Impact of high-quality (non-degree) credential obtainment on career choices and trajectories • Impact of enrollment and persistence patterns on wages earned, by student background characteristics • Effects of financial burden on postsecondary education choices and workforce outcomes? 	<p><i>Current Active Policy Questions :</i></p> <ul style="list-style-type: none"> • Should a cross-sector "student wallet" transcript data product be part of the state's solution to credit loss, and, if so, how should it function? • How can a) community colleges and b) IHEs develop curriculum to support local employers' needs? • How can NC keep more postsecondary graduates in NC?