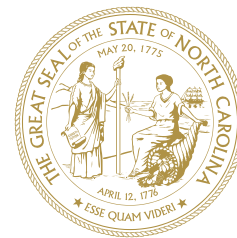# NC Longitudinal Data System Update

Trip Stallings, Executive Director

I. What NCLDS Is

- A data exchange and research **partnership** of data-contributing state agencies and organizations (Data Partners)

    NCLDS is a data **connector**, not a data holder—NCLDS *links* data from two or more data-holders

Current Data Partners: DHHS, NCDPI, NCCCS, NCICU, UNC, Commerce

- A **strategy** for linking, de-identifying, packaging, and securely delivering cross-sector data

- A **tool** for providing Partners, other State Entities, Researchers, and Practitioners with secure access to data for research, evaluation, decision-making, & reporting

- A **process** for maintaining a cross-sector, longitudinal **research and evaluation agenda** for NC

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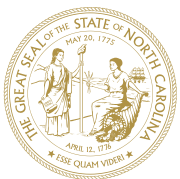
II. NCLDS Partnership Details

NCLDS Data Partners

- **Common Follow-up System** (CFS; **Commerce**) helps assess cross-sector outcomes for education, employment, & training program participants

- **Early Childhood Integrated Data System** (ECIDS; **DHHS**) helps assess participation in and outcomes for early childhood programs

- **NC SchoolWorks** (NCSW; **NCDPI**) helps assess PreK, K12, and postsecondary outcomes

Recent NCLDS Partnership History

- **2016**: NCLDS management housed by statute at NCDIT's Government Data Analytics Center (GDAC)

- **2018**: Governor Cooper asks Education Cabinet to plan the Partnership

- **2021**: Original Data Partners (DHHS, NCDPI, NCCCS, UNC, and NCICU) sign a data exchange MOU

- **2022**: Governor establishes NCLDS Board; Executive Director named

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III. Anticipated Phased Opening of NCLDS Partnership

Current Phase: Raise Awareness & Prepare Data

- Convene a Board and Data Governance & Data Quality committees
- Create _ad hoc_ cross-sector, linked, de-identified longitudinal data sets from participating Partner sources (ECIDS, NCSW, CFS)

Phase 2: Set Goals & Review/Revise Processes

- Release an initial research agenda
- Set a formal approval process for a) data access and b) agenda-aligned projects
- Support more efficient cross-sector data exchanges across agencies

Phase 3: Review/Revise Architecture & Access

- Set a formal approval process for release of reviewed project results
- Produce secure, limited-access data tools and products

Phase 4: Operationalize the Agenda

- Promote development and execution of agenda-aligned projects
- Provide research-ready data sets
- Produce aggregated data tools and products

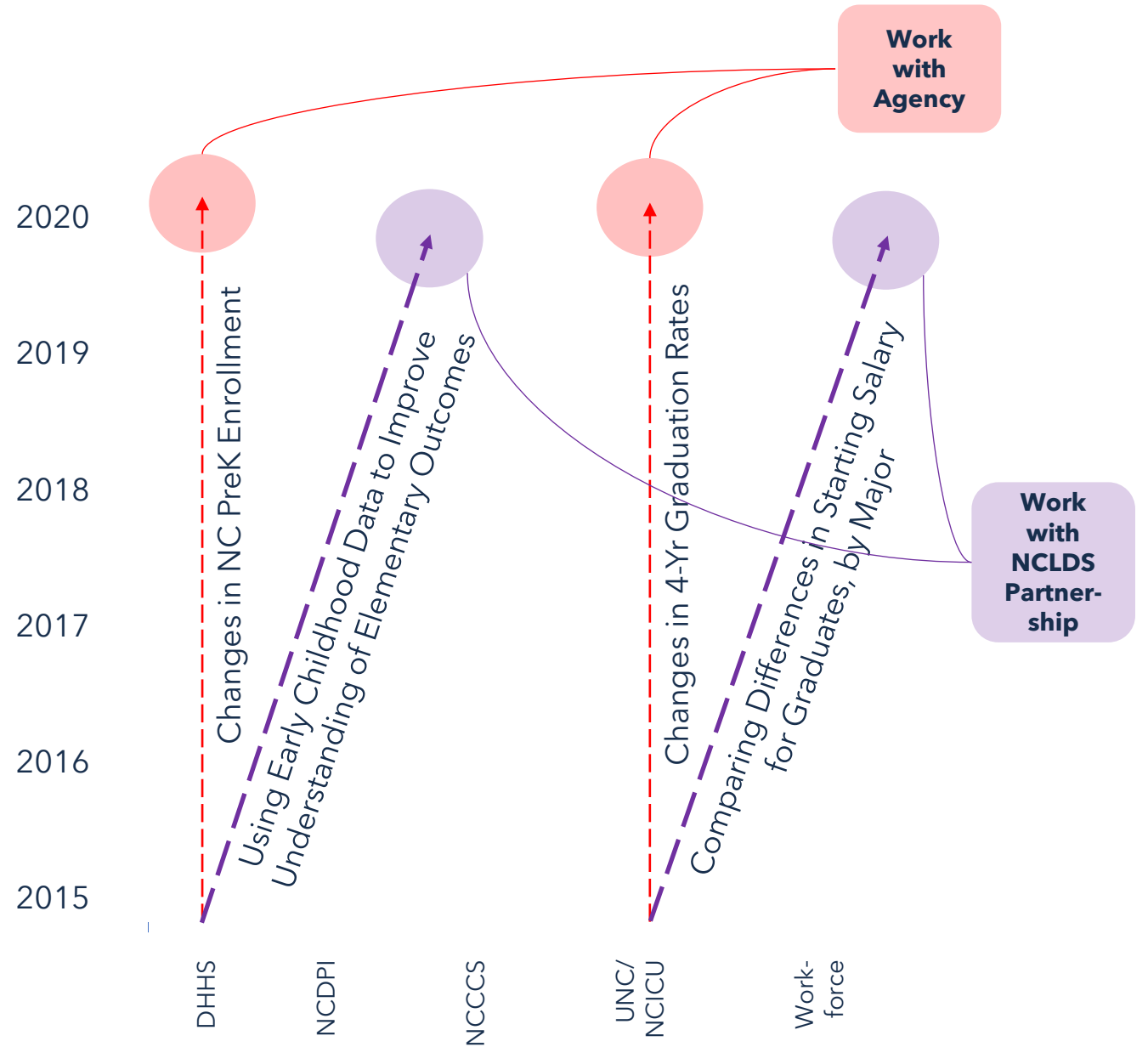**NCDIT** NORTH CAROLINA DEPARTMENT OF INFORMATION TECHNOLOGY

IV. Pilot Projects Currently Under Development

- **Connecting early grade outcomes to early childhood program participation** (with Informed Decision-Making Collaborative [IDMC], DHHS, NCDPI, external Partner)

- High school graduate **postsecondary/ workforce pathways** (with IDMC, Commerce, NCCCS)

- Career and College Promise **cohort matching** (with external partner, NCDPI, NCCCS)

- **Incorporation of new data**: National Student Clearinghouse and non-degree credentials (with NCDPI, Commerce)

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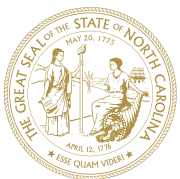
V. When to Turn to NCLDS

- **_Historical contextualization_** of outcomes

  How do past events in Sector A affect the outcomes of an action in Sector B?

- Assessment of **_longer-term outcomes_**

  What happens in Sector B as a result of an action in Sector A?

Work with Agency

Work with NCLDS Partnership

2020
2019
2018
2017
2016
2015

Changes in NC PreK Enrollment

Using Early Childhood Data to Improve Understanding of Elementary Outcomes

Changes in 4-Yr Graduation Rates

Comparing Differences in Starting Salary for Graduates, by Major

DHHS

NCDPI

NCCCS

UNC/ NCICU

Work-force

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V. When to Turn to NCLDS–Examples:

1. **Cross-Sector Patterns**

   E.g., **How many** credits are lost in sector-to-sector transfers (e.g., ECHS→UNC, NCCCS ↔ UNC, etc.)? Are there **patterns** by credit type or transfer path?

2. **Relationships**

   E.g., *In what ways do the amount and types of credit lost due to transfer appear to be **related to** postsecondary a) completion and b) time to completion?*

3. **Impacts**

   E.g., *What **accounts for** variations among transfer student outcomes by path, and **what role** does credit loss play, relative to other factors?*

   Each provides different useful information for **Policy Assessment**

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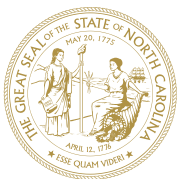
VI. How to Use NCLDS

What are the First Steps?

- NCLDS Partnership enters Phase 2
- NCGA contacts NCLDS Partnership
- Partnership a) convenes relevant partners, b) helps shape questions, and c) assesses ability to contribute

How is NCLDS's Ability to Contribute Assessed?

- Nature of the question—E.g., Is it cross-sector?
- Data—E.g., Are the data needed being collected?
- Capacity
- Turnaround time

What Affects Turnaround Time?

- Shorter turnaround: Pattern analyses

  E.g., *What are the characteristics of students who receive high-quality non-degree credentials, by credential type?*

- Longer turnaround: Impact analyses

  E.g., *How do high-quality non-degree credentials impact a) career choices and b) career trajectories?*

What Data Steps Should Programs & Initiatives Take?

- Collect individual-level data (if allowable)
- Cooperate with and follow data standards of relevant agencies

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