

Handouts for the House Select Committee on Education Reform

P-20W Initiative

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Statewide Longitudinal Data System (SLDS) Grant Application Submitted

On December 15, 2011, the NC Department of Public Instruction submitted a grant application for federal support to increase the capacity of the state's Preschool to Workforce Statewide Longitudinal Data System (SLDS). If awarded, the grant from the US Department of Education would provide up to \$4 million over three years to link data systems across the state and support the Governor's *College & Career: Ready, Set, Go!* initiative. North Carolina would use the awarded funds to establish common infrastructure for each student in post-secondary education systems and coordinate Unique Identification (UIDs) with workforce data. The SLDS would allow North Carolina to provide key data to empower the legislature and NC policy makers to make better decisions concerning funding, program assessments, as well as identifying trends in North Carolina education.

NCDPI partnered with the University of North Carolina System, the NC Community College System, the NC Independent Colleges and Universities and the Division of Employment Security to prepare the application. In addition to the five partner agencies, letters of support were provided by Governor Perdue, the NC Division of Motor Vehicles, and the NC Early Childhood Data System Workgroup. While this grant opportunity is focused specifically on connecting K-12 with higher education and the workforce, it would allow the state to leverage the work funded by the recently awarded Race to the Top Early Learning Challenge Grant to create a data system linking North Carolina students from birth to workforce. States will be notified of grant awards in May 2012.

RttT/ELC: Early Learning Data System

In December of 2011 North Carolina was awarded a Race to the Top (RttT)—Early Learning Challenge (ELC) grant from the U.S. Department of Education and the U.S. Department of Health and Human Services. North Carolina was among nine winners chosen from 37 applicants competing for a share of \$500 million. While the exact amount of the grant will be announced later, the state's application was for approximately \$70 million. North Carolina's grant will allow the state to strengthen efforts to ensure that all children are able to start kindergarten with a strong foundation for future learning.

This grant will allow the Early Childhood sector to be a full partner in the integrated P-20W data systems model and will greatly enhance the capacity of policymakers and stakeholders to make informed data-based decisions that will improve Early Childhood program and workforce quality, increase access to high quality Early Childhood programs, and ultimately improve child outcomes and success in school and in life.

Adoption of a statewide unique identifier is the gateway to future linkages across Early Childhood programs and over time to and from the SLDS. Longitudinal tracking will enable NC to link data about young children's early experiences and skills with later outcome data (e.g., K-12, post-secondary, employment). System enhancements will improve the state's ability to link child/student data with program data (across student school career) and workforce data.

A priority under the grant is the creation of an early learning data system to enhance, align with, and be interoperable with the existing Common Education Data Analysis and Reporting System (CEDARS) SLDS.

- Builds on strong history of collaboration, substantial investments, and already-implemented infrastructure
- Transforms current “siloes” early childhood system into a comprehensive system
- Conceptualized as a linked data exchange hub using a data enterprise model
- \$8.9 Million in ELC funds to support development and implementation
- This model will allow for informed data-based decisions that will:
 - Improve program and workforce quality;
 - Increase access to high quality programs; and
 - Ultimately improve child outcomes while transforming the developmental trajectory of Children with High Needs.

Types of questions that could be answered:

For Early Childhood and preschool children Birth-to-Five (B-5), with and without special needs, who participated in the educationally enhanced B-5 programs such as Part C Early Intervention for Infants and Toddlers, Pre-K, Head Start, Even Start, or Preschool Exceptional Children’s Program, are there differences between the performance of those children and the performance of similar children who did not participate with regard to:

- End of Grade (EOG) scores
- Achievement levels in specific developmental areas such as social-emotional or language skills
- Levels and types of special education and other support services
- Graduation rates
- Participation and attainment in higher education
- Adult employment status

Other critical policy questions with P-20W implications (Developed by the national Early Childhood Data Collaborative of the Data Quality Campaign) :

- How prepared is the Early Childhood workforce to provide effective services for all children?
- What policies and investments lead to a skilled and stable Early Childhood workforce?

High School and Community College Feedback Reports

The UNC System provides feedback to North Carolina High Schools and Community Colleges on the performance of their students in higher education.

High School Feedback Report: Includes reports from the UNC General Administration about high school graduates who sought admission to a UNC institution in the following fall. Reports include the Freshmen Applications Report and the Freshmen Performance Report as well as explanatory material for each.

<http://www.northcarolina.edu/ira/ir/analytics/fresh.htm>

Transfer Student Performance Report and Graduation, Retention, Persistence Report

The UNC General Administration annually produces reports on transfers to the 17-campus UNC system from the NC Community College system. These reports, which were mandated by the NC General Assembly and developed by a joint committee involving community college and university personnel, include aggregate reports for the community college system as well as individual community college reports. The online system allows users to create customized reports. A sample of a type of the reports available is on the next two pages.

<http://www.northcarolina.edu/ira/ir/analytics/tsp.htm>

C: PERFORMANCE OF COLLEGE TRANSFER STUDENTS

Description

Of students transferring to a university with an associate degree or 24 articulated college transfer credit hours, the percentage who have a GPA equal or greater than 2.00 after two semesters at the university.

Source

Lists of students enrolled in 2008-2009 receiving an associate degree during that academic year and those who had accumulated at least 24 articulated college transfer credit hours data were sent to UNCGA. These lists were matched against fall 2009 and spring 2010 UNC system student records to determine transfer enrollment at a North Carolina public university and first year academic performance. Detailed reports by community college can be accessed at <http://www.northcarolina.edu/ira/ir/analytics/tsp.htm>. Two reports for each college were accessed from this site for this measure: *First-Year UNC Academic Performance of 2008-09 Community College Associate Degree Recipients* and *First-Year UNC Academic Performance of 2008-09 Community College Students with at Least 24 Semester Hours of Community College Coursework*. Data from *D.4. Percent of Students with End-of-Year GPA=>2.00* in these reports were combined to determine the overall percentage of transfers with a GPA equal or greater than 2.00 after two semesters at the university. Community colleges are allowed to supplement this data with acquired performance data from private and out-of-state institutions that is consistent with the methodology employed by the UNCGA in calculating the data for transfer to public universities.

System Standard

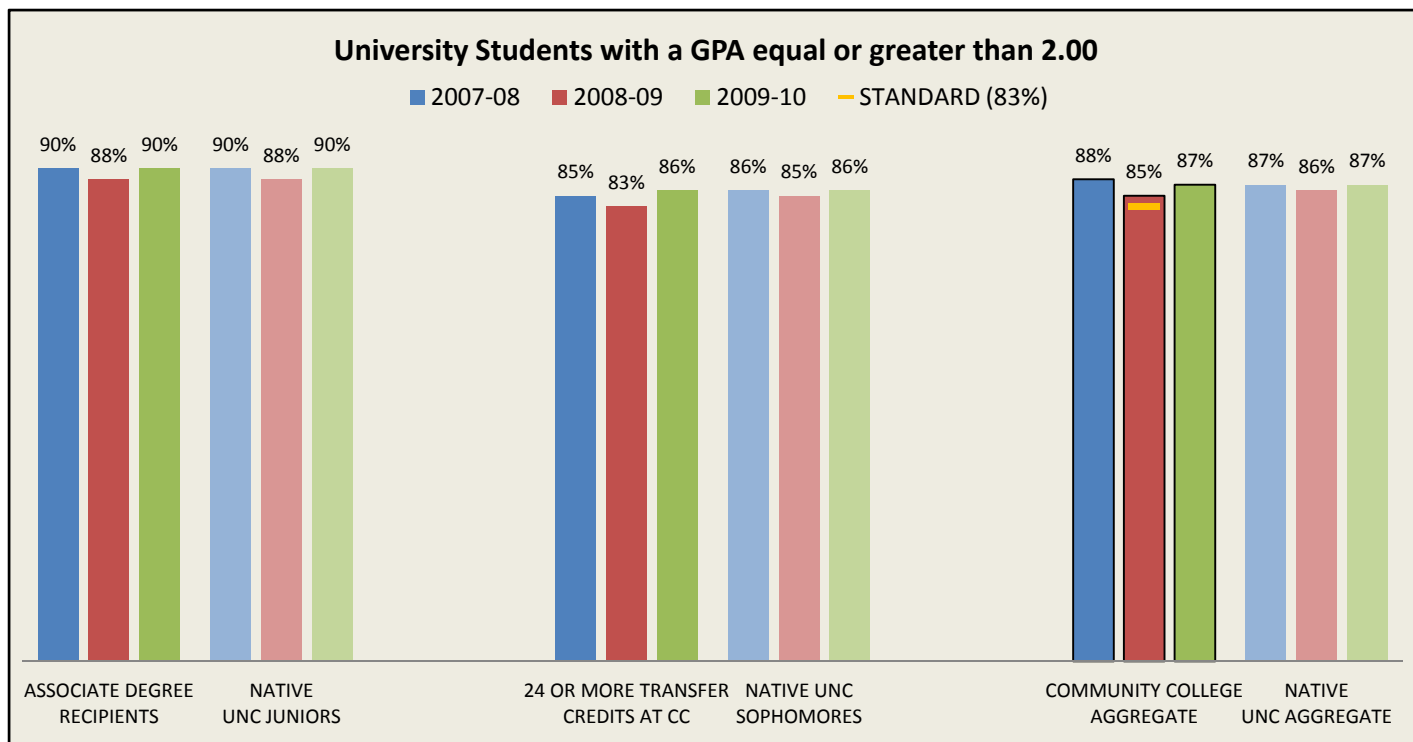
83% of students transferring to a university with an associate degree or 24 articulated college transfer credit hours will have a GPA equal to or greater than 2.00 after two semesters at the university.

Exceptional Institutional Performance Standard

Meet or exceed the aggregate performance of native UNC sophomores and juniors, which is 87% for this year.

Results

For 2009-10, 46 community colleges met this standard. The college results ranged from a low of 66% to a high of 100%. The aggregate result for the system was 87%. In addition, there were 33 colleges meeting or exceeding the aggregate performance of native UNC sophomores and juniors (87%).



C. PERCENT OF 2009-10 COLLEGE TRANSFER STUDENTS WITH A GPA OF > = 2.0 AFTER TWO SEMESTERS AT A UNIVERSITY

| | 24 OR MORE SEMESTER HOURS | | ASSOCIATE DEGREE RECIPIENT | | 2009-2010 TOTAL | | % ≥ 2.00 | |
|--------------------------|---------------------------|------------|----------------------------|------------|-----------------|------------|------------|------------|
| | Students | % ≥ 2.00 | Students | % ≥ 2.00 | Students | % ≥ 2.00 | 2008-2009* | 2007-2008* |
| System Totals | 6213 | 86% | 2835 | 90% | 9048 | 87% | 85% | 88% |
| Alamance CC | 119 | 85% | 64 | 86% | 183 | 85% | 81% | 94% |
| Asheville-Buncombe TCC | 150 | 96% | 87 | 99% | 237 | 97% | 92% | 95% |
| Beaufort County CC | 39 | 90% | 16 | 94% | 55 | 91% | 83% | 70% |
| Bladen CC | 49 | 71% | 10 | 60% | 59 | 69% | 81% | 78% |
| Blue Ridge CC | 46 | 96% | 21 | 100% | 67 | 97% | 89% | 88% |
| Brunswick CC ** | 42 | 81% | 25 | 84% | 67 | 82% | 80% | 87% |
| Caldwell CC & TI | 180 | 89% | 55 | 95% | 235 | 91% | 84% | 90% |
| Cape Fear CC ** | 456 | 84% | 267 | 87% | 723 | 85% | 83% | 86% |
| Carteret CC | 41 | 93% | 22 | 95% | 63 | 94% | 91% | 90% |
| Catawba Valley CC | 129 | 90% | 59 | 97% | 188 | 92% | 93% | 88% |
| Central Carolina CC ** | 90 | 83% | 55 | 93% | 145 | 87% | 87% | 87% |
| Central Piedmont CC ** | 880 | 87% | 399 | 90% | 1279 | 88% | 87% | 90% |
| Cleveland CC | 57 | 86% | 15 | 93% | 72 | 88% | 81% | 77% |
| Coastal Carolina CC | 150 | 90% | 46 | 89% | 196 | 90% | 89% | 92% |
| College of The Albemarle | 67 | 94% | 25 | 96% | 92 | 95% | 85% | 87% |
| Craven CC | 80 | 95% | 33 | 88% | 113 | 93% | 86% | 86% |
| Davidson County CC ** | 74 | 85% | 31 | 97% | 105 | 89% | 83% | 90% |
| Durham TCC | 133 | 90% | 50 | 86% | 183 | 89% | 89% | 96% |
| Edgecombe CC ** | 17 | 65% | 9 | *** | 26 | 69% | 77% | 71% |
| Fayetteville TCC ** | 219 | 87% | 138 | 81% | 357 | 85% | 82% | 88% |
| Forsyth TCC | 182 | 85% | 74 | 96% | 256 | 88% | 89% | 82% |
| Gaston College ** | 149 | 83% | 73 | 88% | 222 | 85% | 89% | 89% |
| Guilford TCC | 348 | 83% | 133 | 91% | 481 | 85% | 82% | 83% |
| Halifax CC | 21 | 90% | 10 | 80% | 31 | 87% | 100% | 72% |
| Haywood CC | 37 | 89% | 16 | 94% | 53 | 91% | 78% | 94% |
| Isothermal CC | 35 | 86% | 18 | 72% | 53 | 81% | 89% | 96% |
| James Sprunt CC | 25 | 92% | 12 | 83% | 37 | 89% | 100% | 77% |
| Johnston CC | 100 | 85% | 24 | 92% | 124 | 86% | 79% | 85% |
| Lenoir CC ** | 92 | 84% | 40 | 88% | 132 | 85% | 85% | 84% |
| Martin CC | 6 | *** | 5 | *** | 11 | 82% | *** | *** |
| Mayland CC | 15 | 73% | 8 | *** | 23 | 74% | 75% | 93% |
| McDowell TCC ** | 23 | 91% | 1 | *** | 24 | 92% | 78% | 95% |
| Mitchell CC ** | 77 | 83% | 59 | 92% | 136 | 87% | 81% | 87% |
| Montgomery CC | 5 | *** | 0 | *** | <10 Students | *** | *** | *** |
| Nash CC ** | 52 | 94% | 19 | 89% | 71 | 93% | 84% | 93% |
| Pamlico CC | <5 Students | *** | <5 Students | *** | <10 Students | *** | *** | *** |
| Piedmont CC | 36 | 69% | 17 | 59% | 53 | 66% | 90% | 84% |
| Pitt CC | 225 | 84% | 67 | 88% | 292 | 85% | 87% | 87% |
| Randolph CC | 41 | 88% | 21 | 95% | 62 | 90% | 90% | 93% |
| Richmond CC | 51 | 90% | 36 | 97% | 87 | 93% | 87% | 74% |
| Roanoke-Chowan CC | 5 | *** | 5 | *** | 10 | 100% | *** | 83% |
| Robeson CC | 48 | 75% | 35 | 83% | 83 | 78% | 76% | 85% |
| Rockingham CC ** | 46 | 89% | 30 | 90% | 76 | 89% | 95% | 85% |
| Rowan-Cabarrus CC | 148 | 75% | 63 | 79% | 211 | 76% | 84% | 86% |
| Sampson CC ** | 18 | 100% | 9 | *** | 27 | 96% | 77% | 74% |
| Sandhills CC | 124 | 81% | 44 | 93% | 168 | 85% | 79% | 83% |
| South Piedmont CC | 24 | 88% | 7 | *** | 31 | 90% | 92% | 56% |
| Southeastern CC | 84 | 73% | 22 | 73% | 106 | 73% | 93% | 86% |
| Southwestern CC | 71 | 93% | 50 | 96% | 121 | 94% | 96% | 95% |
| Stanly CC ** | 46 | 89% | 29 | 90% | 75 | 89% | 75% | 84% |
| Surry CC ** | 116 | 89% | 80 | 95% | 196 | 91% | 90% | 87% |
| Tri-County CC | 33 | 85% | 17 | 88% | 50 | 86% | 94% | 94% |
| Vance-Granville CC | 57 | 88% | 26 | 85% | 83 | 87% | 89% | 86% |
| Wake TCC | 571 | 90% | 166 | 94% | 737 | 91% | 84% | 89% |
| Wayne CC ** | 103 | 87% | 72 | 88% | 175 | 87% | 87% | 92% |
| Western Piedmont CC ** | 89 | 87% | 79 | 92% | 168 | 89% | 88% | 89% |
| Wilkes CC | 80 | 85% | 34 | 88% | 114 | 86% | 92% | 89% |
| Wilson CC | 12 | 83% | 7 | *** | 19 | 84% | 75% | 53% |

* Did not include AAS students prior to 2008-09

** Includes data from private colleges and universities.

***Less than 10 students