

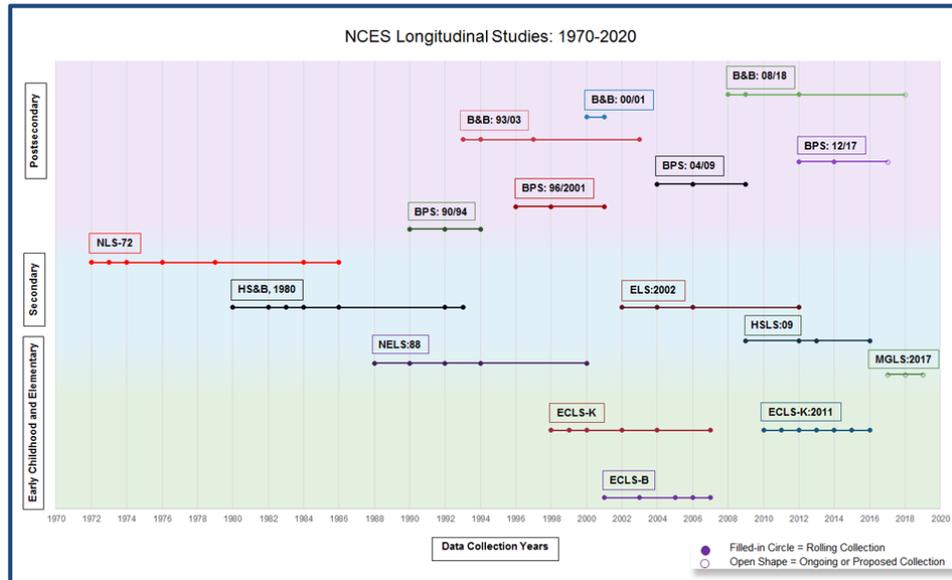


## Introduction to the NCES Longitudinal Studies: 1972-2020

### Module Objectives

- Provide an overview of the NCES longitudinal studies from 1972-2020
- Introduce each of the studies and their
  - Objectives
  - Target populations
  - Data collection years
  - Data sources
- Highlight the broad topics for which data are available for analysis for each study

### NCES Longitudinal Studies: 1972-2020

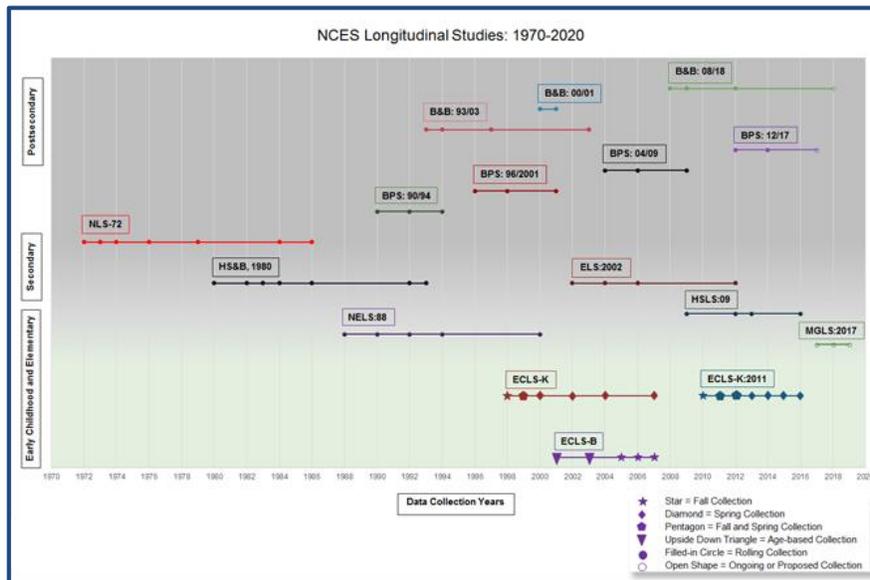


### NCES Longitudinal Study Data

NCES longitudinal study data provide information on students and schools across all levels of education

- Early Childhood and Elementary Studies
- Secondary Studies
- Postsecondary Studies

## NCES Longitudinal Studies: Early Childhood and Elementary Studies



### Early Childhood and Elementary Study Objectives

Present a picture of childhood development and educational experiences ranging from birth through children's elementary school years and into the middle grades

- These studies examine
  - child development
  - school readiness
  - early educational experiences both in and outside of school
  - cognitive, social, emotional, and physical growth

### **ECLS-B Target Population**

- Nationally representative sample of children born in 2001
  - About 11,000 children participated in the base year of the study
- All children born in the United States in the year 2001 except
  - Children born to mothers younger than 15 years of age
  - Children who died or moved abroad before the 9-month data collection
  - Children who were adopted prior to the 9-month data collection
- Over time, the target population excludes children who died or moved abroad

### **ECLS-B Data Collection Topics**

- Cognitive, social, emotional, and physical development
- Home, nonparental child care, and school environments

### **ECLS-K Target Population**

- Nationally representative sample of kindergarten children, kindergarten teachers, and schools with kindergarten programs for the 1998-1999 school year
  - About 21,000 children participated in the base year of the study
- Nationally representative sample of first-graders in the 1999-2000 school year
- Not nationally representative of third-, fifth-, or eighth-graders

### **ECLS-K Data Collection Topics**

- Cognitive, social, emotional, and physical development
- Academic progress and performance
- Home and school environments

### **ECLS-K:2011 Target Population**

- Nationally representative sample of kindergarten children or 5-year-olds being educated in an ungraded setting in the 2010-11 school year
  - About 18,200 children participated in the study
- Representative of schools educating kindergartners in the 2010-11 school year
- Not nationally representative of an entire grade of students after kindergarten

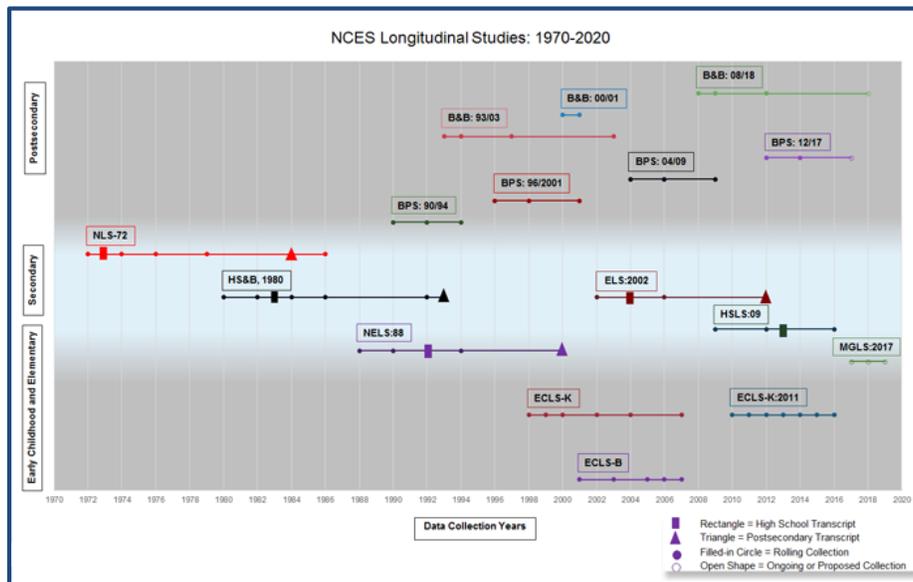
### **ECLS-K:2011 Data Collection Topics**

- Cognitive, social, emotional, and physical development
- Home, classroom, school, and kindergarten before- and after-school care environments

**MGLS:2017**

- MGLS:2017 will follow students as they enter and move through the middle grades
- Scheduled to begin collecting data from a nationally representative sample of students enrolled in sixth grade in the 2017-18 school year, with follow-up collections in winter through spring of 2019 and winter through spring of 2020
- Repeated measures of key constructs
- Focused on student growth in mathematics and literacy skills
- Designed to produce reliable estimates for students in three focal IDEA disability categories: specific learning disability, autism, and emotional disturbance

**NCES Longitudinal Studies: Secondary Studies**



### Secondary Study Objectives

Secondary longitudinal studies provide information about students and their educational contexts

- These studies
  - Describe what America's high school students know and can do in various subject areas
  - Track high school student's growth through the high school years and beyond

### **NELS:88 Target Population**

- Nationally representative of eighth-graders and eighth-grade schools in 1988
- Base-year sample included approximately 24,600 students and the 1,060 schools they attended
- Sample was freshened in 1990 and 1992, when students were sophomores and seniors in high school
  - Cohorts are overlapping
  - Each can be analyzed separately: eighth-grade cohort, sophomore cohort, and senior cohort

**NELS:88 Data Collection Topics**

- Students' academic growth and school experiences
- High school completion and college enrollment
- Work experiences
- Family background
- School programs and services
- School climate and student engagement
- Teacher background and classroom instructional practices

**HSLs:09 Target Population**

- Target population – school level
  - Regular public and private schools with both 9th and 11th grades in the 50 states and Washington, DC
- Target population – student level
  - All ninth-graders attending study-eligible schools in Fall 2009
  - Unlike previous high school cohorts, this sample was not freshened
- HSLs:09 began with over 25,000 ninth-graders in 944 schools

### HSLs:09 Data Collection Topics

- Student academic development
- Student social and interpersonal development
- Relationship between academic achievement and students' choices about, access to, and persistence in mathematics and science courses and STEM college majors and careers
- Student high school course taking
- Student postsecondary and career planning

### HS&B Target Population

- Nationally representative samples of 1980 high school sophomores and seniors
  - 30,030 high school sophomores, 14,825 followed longitudinally
  - 28,240 high school seniors, 11,995 followed longitudinally
  - 1,015 high schools in 1980 containing both 10th and 12th graders
- **Important note: cohorts did not overlap**

### **HS&B Data Collection Topics**

- Student academic growth and school experiences
- Work experiences
- Family background
- School programs and services

### **ELS:2002 Target Population**

- Base year sample included approximately 17,500 sophomores in about 750 high schools
- Two nationally representative cohorts of 2002 high school sophomores and 2004 high school seniors
  - Freshening was conducted in 2004; cohorts overlap
  - Both cohorts can be looked at separately
- Both cohorts are comparable to sophomore and senior cohorts in NLS-72, HS&B, and NELS:88
- Dropouts after sophomore year are followed

**ELS:2002 Data Collection Topics**

- Student background
- Experiences inside the classroom
  - School climate
  - School structure
  - Student performance
  - Student motivation and engagement
- Experiences outside the classroom
  - Social capital
  - Plans and expectations for education and career
  - Reasons for dropout
- Post-high school experiences
  - Postsecondary enrollment
  - Employment
  - Finances
  - Family

**NLS-72 Target Population**

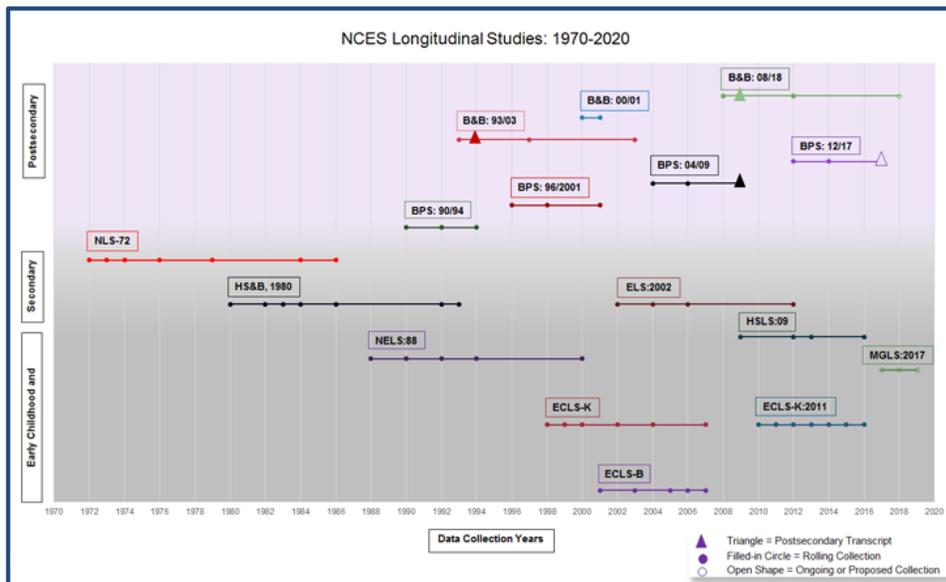
- Students who were high school seniors in the spring of 1972
- Nationally representative sample of about 16,700 students
  - Supplementary sample of about 4,450 young adults who had been high school seniors in 1972 were added during the first follow-up

### NLS-72 Data Collection Topics

Collected data from a variety of sources and on several topics

- To obtain information about factors that influence transitions, data were collected about students'
  - Educational motivations, experiences, and achievement
  - Curriculum paths
  - Other relationships and activities inside or outside of school

### NCES Longitudinal Studies: Postsecondary Studies



### Postsecondary Survey Objectives

Postsecondary surveys collect information on cohorts of undergraduates

- Provide information about how postsecondary education is financed, postsecondary persistence and attainment, and workforce outcomes
- Provide information about postsecondary institutions and their students and staff
- Cohort base year samples drawn from the [National Postsecondary Student Aid Study \(NPSAS\)](#)

### **BPS Target Population**

- First-time beginning students who were enrolled in postsecondary education in a given academic year for the first time since completing high school or a high school equivalency test
- Students who entered college with advanced standing (i.e., college credits earned before graduation from high school)
- Sample sizes for the BPS study range 15,000 to 25,000 students
  - BPS:04/09 consisted of 18,640 eligible sample members
  - Final BPS:04/09 cohort included approximately 16,680 students, including 16,120 who responded to all three waves of student interviews

**BPS Data Collection Topics**

- Student demographics and characteristics
- Education expectations
- Degrees or certificates earned
- Postsecondary experiences
- Workforce outcomes
- Enrollment histories
- College financing

**B&B Target Population**

Students graduating with baccalaureate degrees in a given academic year regardless of when they started college

- 2007-08 B&B includes a sample of more than 15,000 students

### **B&B Data Collection Topics**

- Student demographics and characteristics
- Education expectations
- Degrees or certificates earned
- Postsecondary experiences
- Workforce outcomes
- Enrollment histories
- College financing and debt

### **Module Summary**

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  - Target populations
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  - Data sources
- Highlighted the broad topics for which data are available for analysis within each study

### Module Resources

- [Early Childhood and Elementary Survey Objectives](#)
- [Secondary Survey Objectives](#)
- [Postsecondary Survey Objectives](#)
- [Early Childhood Longitudinal Study, Birth Cohort \(ECLS-B\)](#)
- [Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 \(ECLS-K\)](#)
- [Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 \(ECLS-K:2011\)](#)
- [Middle Grades Longitudinal Study, 2017-18 \(MGLS:2017\)](#)
- [National Education Longitudinal Study of 1988 \(NELS:88\)](#)
- [High School Longitudinal Study of 2009 \(HSL:09\)](#)
- [High School and Beyond \(HS&B\)](#)
- [Educational Longitudinal Study of 2002 \(ELS:2002\)](#)
- [National Longitudinal Study of 1972 \(NLS-72\)](#)
- [National Postsecondary Student Aid Study \(NPSAS\)](#)
- [Beginning Postsecondary Students Longitudinal Study \(BPS\)](#)
- [Baccalaureate and Beyond Longitudinal Study \(B&B\)](#)