

Learner Lifespan Metric Working Group Update

Charge: Examine the life cycle of an individual and have it guide the work of the P20 Partnership.

- Map the metrics that contribute to Minnesota's educational attainment across the lifespan,
- Identify the “pain points” Minnesota needs to remediate and the resulting equity implications; and
- Identify a starting list of relevant strategies for addressing those areas based on research and current practice for the P20 Partnership to consider.

Tasks

- Draft list of Metrics – completed 5/25/2020
- Gather feedback on metrics
 - Working group initial prioritization complete 5/25/2020
 - Document metrics (definition, data, rationale)
- Outline process for implementation and sustainability
 - Process for creating actionable information
 - Disaggregating data to show gaps
 - Understanding context and use
 - Identify and summarize strategies for moving the needle

Working Group Prioritization Activity

Each workgroup member was asked to identify the following:

- One measure – If we don't fix this, we won't succeed.
- One measure – This shows our system is not working for communities of color.
- One measure – This is so basic, why haven't we addressed this?

Early Childhood

- Participation in early childhood education
- Early Childhood screening
- Kindergarten ready

K-12

- Early grade reading proficiency (progression to proficiency)
- Middle grade math proficiency (progression to proficiency)
- Social-emotional learning
- High school completion (4-year, 7-year)
- On-time completion
- Teacher diversity
- Dual credit access & participation
- College & career planning
- Summer learning loss

College

- College enrollment
- Persistence
- Progress to degree
- Affordability
- Faculty diversity
- Credit acceptance
- Developmental education

Workforce Training

- Participation
- Completion

Employment

- Employment rates
- Wages

Metric Documentation (see example- handout)

For each metric:

- Metric overview and background for its choice
- Technical definition
- Data Source and availability
- What is this metric intended to measure?
- Context for metric and usage
- Limitations and Caveats

Creating Actionable Information:

- What is the data currently showing us? - Disaggregation by race and ethnicity, gender, geography, and income
- Who has influence over the outcomes of this metric? How do P20 members influence this metric?
- How do we benchmark this metric to understand current performance and to measure progress?
- What are the strategies for moving the needle?

Metric Implementation and Sustainability

- What does a successful dashboard/data product look like?
- What are the key roles needed?
 - Based on the goals established .. identify and drive conversation about the underlying factors to serve as priority areas
 - Regular review to evaluate current work and work needed to meet the goals
- Are we able to get at the root causes of equity gaps?
- What are the components to effective member engagement in this data?
- How do we center equity? Will the power given to communities of color in this conversation be “real” or “advisory”?
- How do we use the data to leverage the collaboration within P-20? How do we show the interdependency needed for change to be successful?
- Understanding data needs vs data literacy needs vs data advocacy needs

Example Metric from Draft Report

Early Childhood

METRIC 1: Participation in early childhood education (draft 7/20/2020)

The working group chose this metric because access to a system of high-quality early care and education programs positively affects educational outcomes in life. Children who are healthy and successful socially, emotionally, and academically have a better chance of becoming economically productive and engaged adult citizens. Children who attend programs that are inclusive of peers with different abilities, cultural backgrounds, and a range of economic backgrounds benefit from a variety of language models, increased respect for diversity, and preparation for life in an inclusive society. Early childhood education is a broad term used to describe any type of educational program that serves children before they are old enough to enter kindergarten. Programs with the most positive short- and long-term outcomes are of high quality.

Definition

This metric is defined as the number of kindergartners for whom participation in early care and education is known, including settings in which children are cared for and taught by people other than their parents or primary caregivers with whom they live.

Data Source and Availability for Metric

Data for this metric comes from the Early Childhood Longitudinal Data System (ECLDS). The ECLDS links publicly funded early education and scholarships data from the Minnesota Department of Education with childcare and family economic supports data from the Minnesota Department of Human Services. It does not include private childcare.

What is this metric intended to measure?

This metric measures the number of kindergartners known to participate in public programs and services. Known participation in an early childhood education program can then be linked to educational outcomes later in life, particularly if programs are of high quality. Longitudinal studies (e.g. Abecedarian, Perry Preschool, etc.) have shown that the educational engagement and academic benefits of young children participating in high quality early care and education programs persist into elementary, middle and high school. Adults in these studies have significantly lower rates of incarceration, unemployment and mental and physical health problems compared to peers with similar early life circumstances who did not have the opportunity to participate in these types of programs.

Context for Metric and Usage

This metric relies on an understanding of how high quality early care and education programs help develop a love of lifelong learning and the normalization of the value of education in young children. It is also helpful to understand the value of two-generation programs that build upon the educational attainment of parents as well as improve school readiness for children. These programs, such as Head Start and family-based delivery methods such as that offered by ECFE, build these competencies in families that have long-term positive outcomes.

Limitations and Caveats

This metric is limited to the data that is available to us—children and families taking part in public programs and services. If a family utilizes only private childcare and preschools, data is not available and participation is not known.

Disaggregation by race/ethnicity, gender, income, geography

This metric can be disaggregated by kindergarten school year, school district, county, gender, race/ethnicity, and participation in an income-based assistance program (Free/reduced price meals, Minnesota Family Investment Program, Diversionary Work Program, and Supplemental Nutrition Assistance Program). In addition, data can be reported by disability (MDE disability type, Minnesota Department of Health deaf/hard of hearing), home primary language, gender, English learner, and other factors (preterm birth, low birth weight, and child protection involvement)

When disaggregated, we see that known participation in public early childhood education programs ranges from 28% Native Hawaiian to 59% Black as shown in Figure 1-1. The ECLDS also includes the MN Kids Explorer data story tool that focuses on the access of children of color to publicly funded early care and education. This report has shown consistently for the past two years that Minnesota is actually doing well overall in engaging and ensuring the access and participation of children and families of color in early care and education programs. One exception to that trend is the two-generation, Early Childhood Family Education program that serves primarily white families. However, local communities are engaging in targeted outreach to specific communities of color for ECFE and have been able to boost participation significantly.

Benchmarking this Metric

To gauge progress, this metric should examine child served in relation to the population of children in Minnesota with high needs to determine whether Minnesota is reaching intended children in the proportions needed to influence short- and long-term educational outcomes.

Who has influence over the outcomes of this metric?

This metric is influenced by ...

Strategies for moving the needle

To move the needle, effective strategies focus on the availability of and funding for early care and education programs with particular focus on access for more disadvantaged communities:

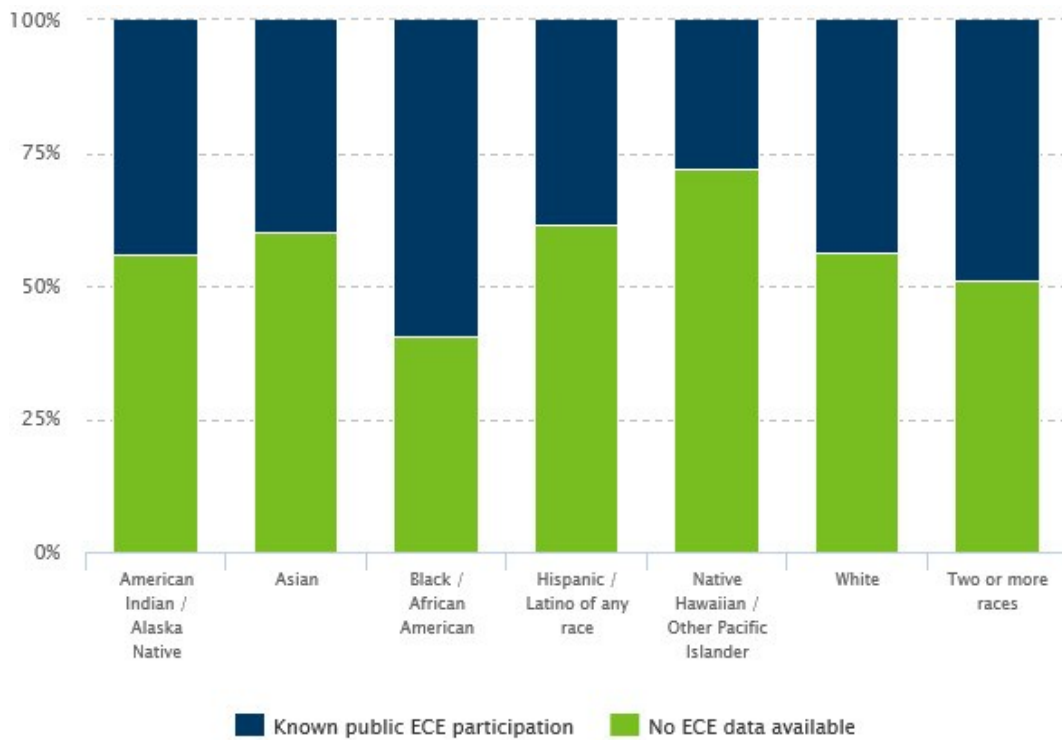
- Ongoing investments in high quality early care and education that reach all children who need them - particularly for families with high needs (i.e., living in poverty, experiencing domestic chaos, children in the family with disabilities, etc.);
- Engaging in targeted outreach to specific programs such as Early Childhood Family Education which are known to build family educational capacities; and
- Communicating with stakeholders about the importance of high quality early care and education to realize positive outcomes later in life. Studies demonstrate a 1:7 ratio of economic benefit to costs for taxpayers in terms of long-term outcomes of early care and education investments.

Figure 1-1. Early Childhood Education Public Program Participation by Race/Ethnicity

Statewide

School Year: 2017-18

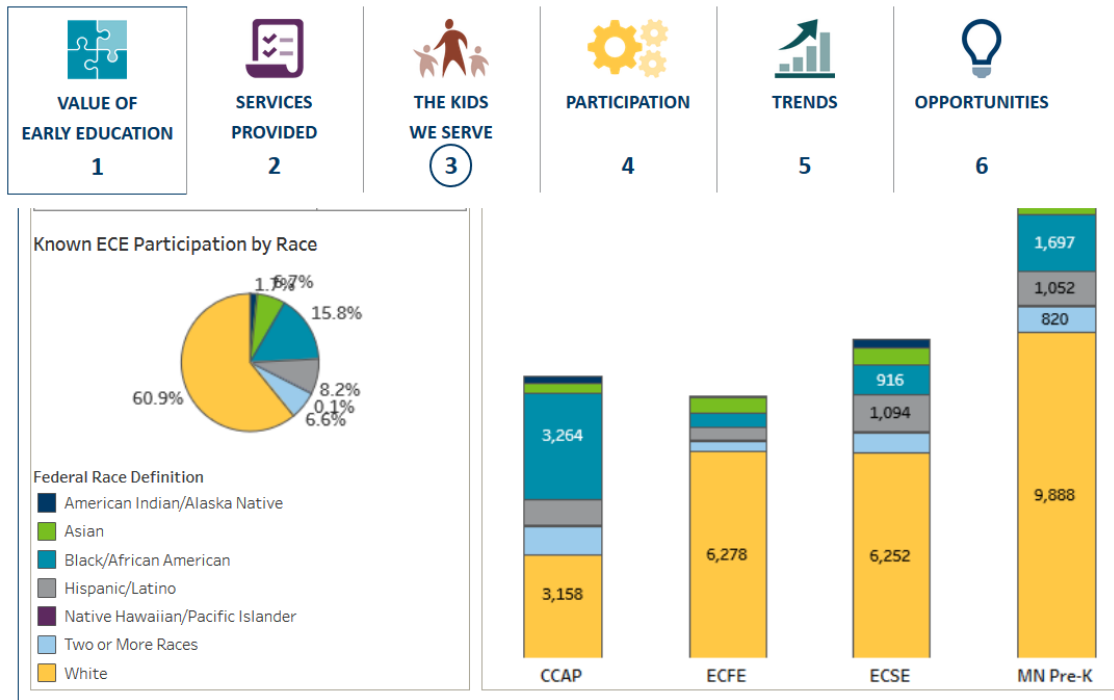
2018 Total Kindergartners = 68,079



Race/Ethnicity	Known public ECE participation	No ECE data available
American Indian / Alaska Native	528 (44.1%)	670 (55.9%)
Asian	2,048 (39.8%)	3,102 (60.2%)
Black / African American	4,867 (59.3%)	3,344 (40.7%)
Hispanic / Latino of any race	2,536 (38.6%)	4,042 (61.4%)
Native Hawaiian / Other Pacific Islander	21 (28.0%)	54 (72.0%)
White	18,730 (43.8%)	23,992 (56.2%)
Two or more races	2,037 (49.1%)	2,108 (50.9%)

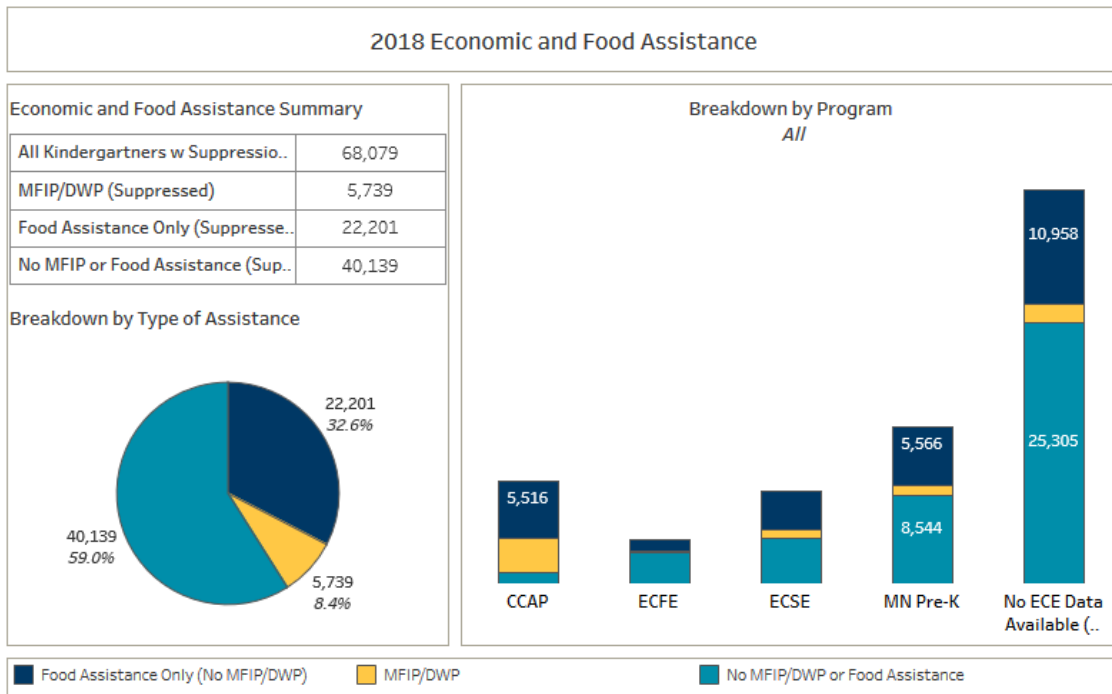
Source: Early Childhood Longitudinal Data System. (n.d.) Program Participation by Race/Ethnicity Statewide School Year: 2017-18 Retrieved 07/16/2020 from ecls.mn.gov/#childDemographics/orgId--999999000/groupType--state/FISCAL_YEAR--2018/DISABILITY_TYPE--FOC_NONE/HOME_LANGUAGE--FOC_NONE/p--2

Figure 1-2. Early Childhood Education Public Program Participation by Race/Ethnicity by Program



Source: Early Childhood Longitudinal Data System. (n.d.) Program Participation by Race/Ethnicity Statewide School Year: 2017-18 retrieved 07/16/2020 from <http://eclids.mn.gov/#/ch3>

Figure 1-3. Food Assistance Program Participation by Race/Ethnicity by Program



Source: Early Childhood Longitudinal Data System. (n.d.) Program Participation by Race/Ethnicity Statewide School Year: 2017-18 Retrieved 07/16/2020 from <http://eclids.mn.gov/#/ch3>

Questions?

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