



Telling the Minnesota Story

Using Data to Inform Priorities & Decisions of the Minnesota P-20 Education Partnership

Presentation to the P-20 Education Partnership
Of the Findings of the Learner Lifespan Workgroup
October 22, 2020

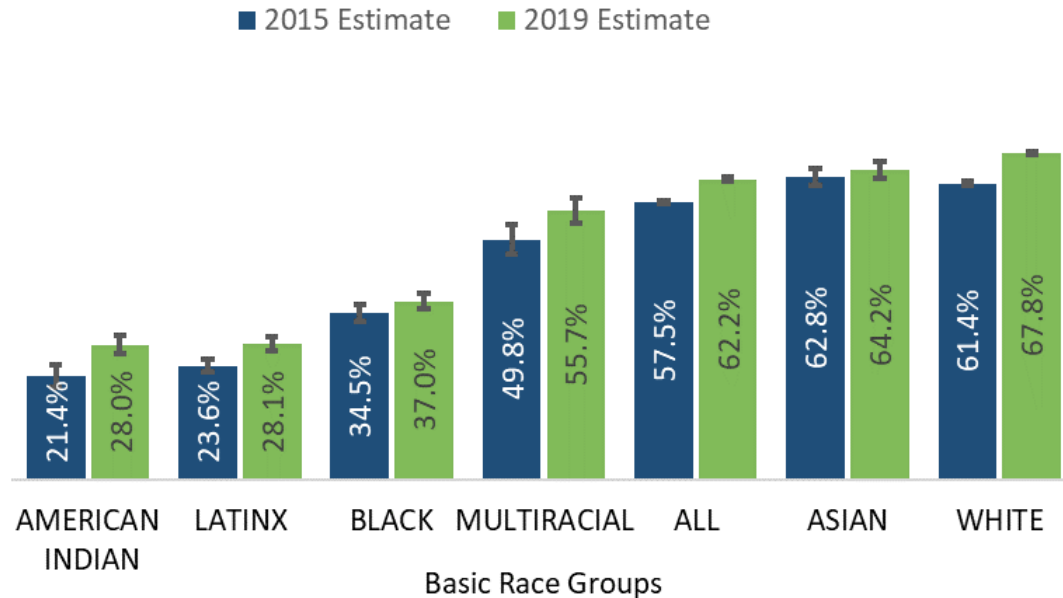
Minnesota

Learner Lifespan Workgroup

- Created in 2019 by the P-20 Education Partnership Executive Committee
- Charged with examining the learner life cycle of individual Minnesotans to guide the work of the Partnership with an eye toward the use of education to equip the public with improved life outcomes and living wages.
 - **Map the metrics** that document a learner's progress;
 - **Identify pain points** along the learner lifespan journey that demand action or have disparate equity impacts;
 - Create a starting list of relevant **evidence-based strategies** for addressing the pain points.

Moving Toward 70 Percent Attainment

Estimated Percent
of the Population
Completing a
Postsecondary
Certificate or
Degree



- MN Legislature set a statewide goal of 70 percent attainment of a postsecondary credential.
- P-20 Education Partnership made a focal point for 2019-2021.
- OHE's 2019 estimate is **62.2 percent** of adults age 25-44.

- White Minnesotans still have the highest attainment rate of 67.8%, closely followed by Asian Minnesotans (64.2%).
- American Indian and Hispanic/Latino communities share the lowest attainment percentage at 28.0% and 28.1%, respectively.
- Black Minnesotans have an attainment rate of 37.0%.
- Minnesota will need an additional 110,730 persons age 25-44 to complete a postsecondary credential by 2025.
- **Persons of color or indigenous persons must earn 78%** of the 110,730 additional postsecondary credentials needed.

Moving
Toward 70
Percent
Attainment

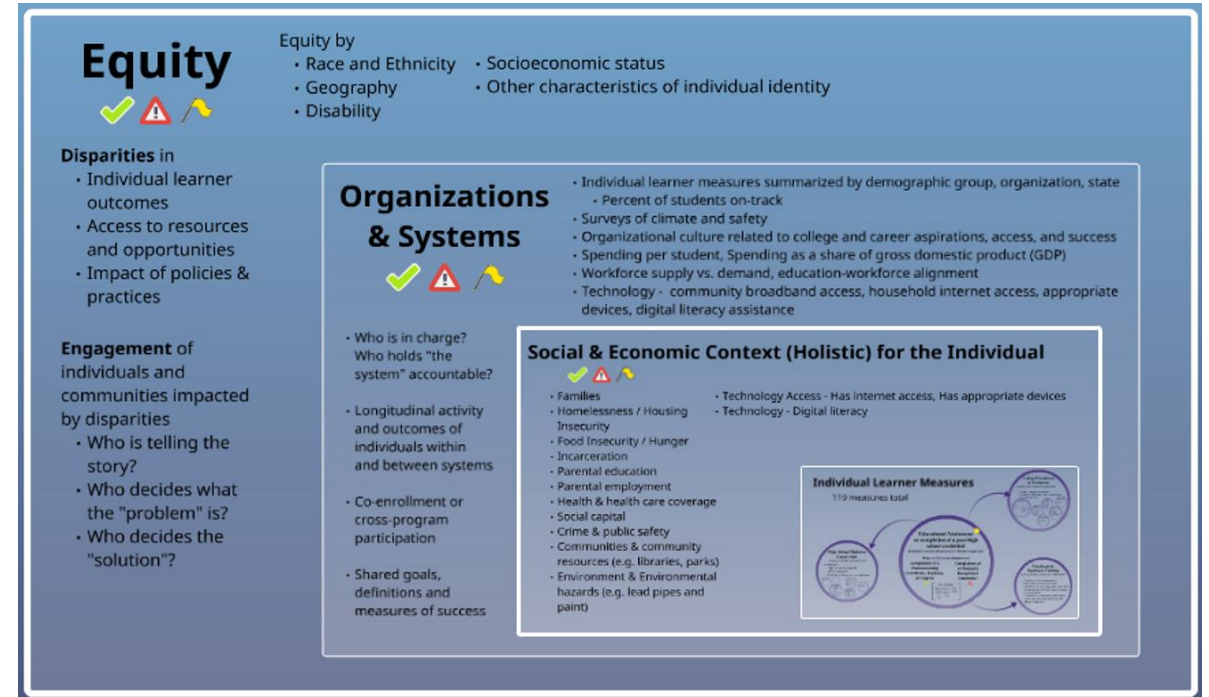
Learner Lifespan Shaped on Four Levels

Individual metrics of the learner's journey encompassing early care, K-12, postsecondary and workforce outcomes;

Social and economic context under which a Minnesotan is living and learning that affects these events;

Documentation of **organizations and systems** that impact the outcomes of learners;

Measures of **equity** that show the disparate impact of policies, practices and structures.



Learner Lifespan Workgroup Approach to Prioritization of Metrics

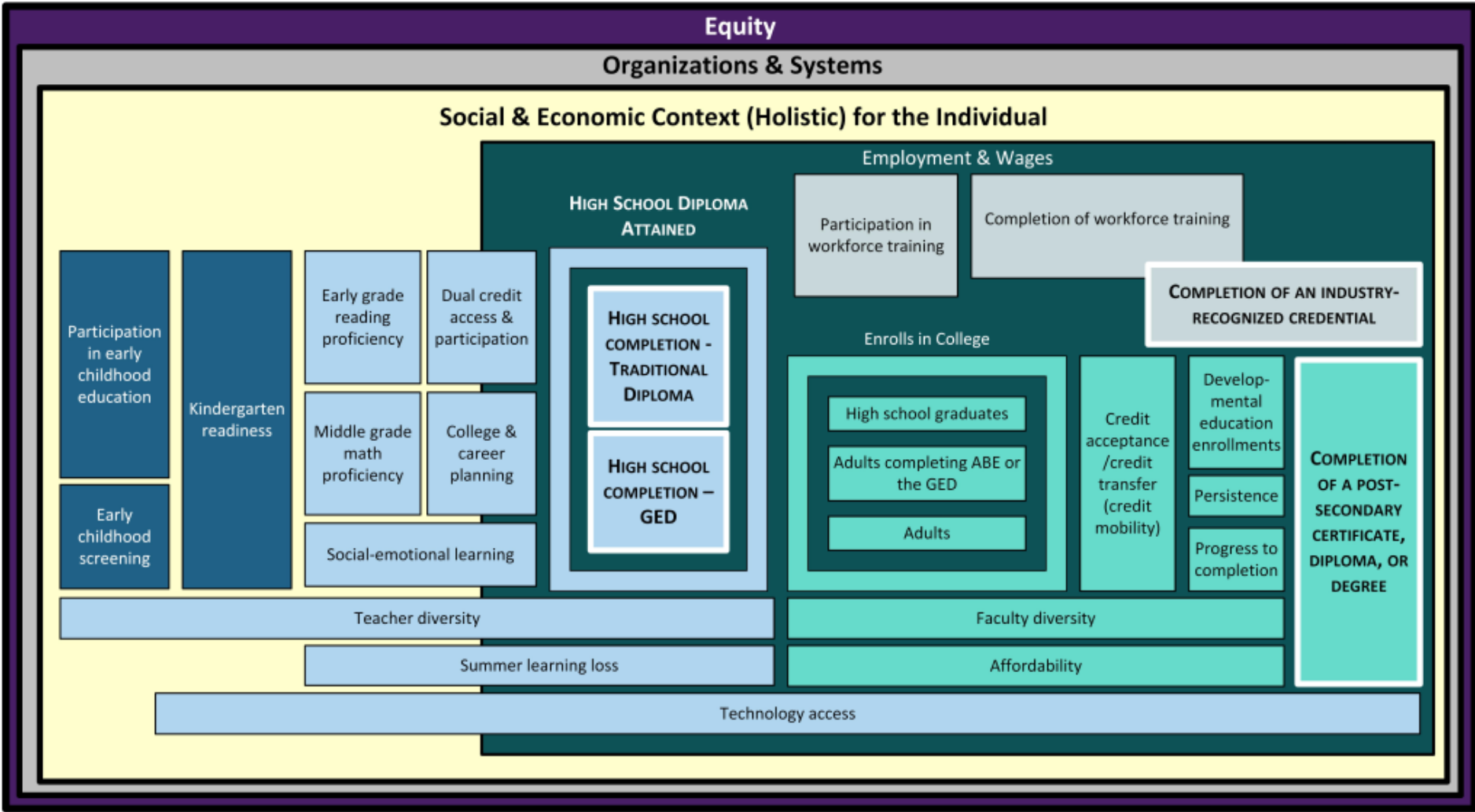
Shared values-based evaluation:

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

Best practices around P-20 metrics ***priority setting***:

- **Cross-Sector:** Create stronger alignment through sectors
- **Equitable:** Can be disaggregated to show fair impact
- **Actionable:** The right information at the right time to spur action
- **Localized:** Can be drilled into at the most detailed level
- **Digestible:** Easily consumable by stakeholders
- **Strategic:** Priority given to metrics that can directly drive improvement
- **Predictive:** Benchmarks to show progress and key indicators of desired outcomes
- **Research-Driven:** Either by statistical research or through evidence of practice by other states, districts, or institutions.

The Recommended Metrics for the Learner Lifespan



The Recommended Metrics for the Learner Lifespan

Early Childhood

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

K-12

- Early grade reading proficiency
- Reading progression to proficiency
- Middle grade math proficiency
- Math progression to proficiency
- Social-emotional learning
- High school completion
- Teacher diversity
- Dual credit access & participation
- College & career planning
- Summer learning loss
- Technology access

College/Postsecondary

- College enrollment/HS graduates
- College enrollment/adults after GED or ABE
- College enrollment/adults
- Persistence
- Progress to completion
- Affordability
- Faculty diversity
- Credit acceptance/credit transfer (mobility)
- Developmental education enrollments
- College completion

Workforce Training

- Participation in WFT
- Completion of WFT
- Completion of industry recognized credential

Employment

- Employment
- Wages

While Remembering System Considerations

- *Consideration 1: Prioritize American Indian Minnesotans*
- *Consideration 2: Define Readiness*
- *Consideration 3: Ensure Transitions by Design Thru Cross-Agency Coordination*
- *Consideration 4: Engage Communities*
- *Consideration 5: Disaggregate Data at Every Level*
- *Consideration 6: Address the Student's Holistic Needs*

But first

- What are your **values**?
- Have a frank discussion about who you want to be affected by this project and in what specific way(s).
- What do you want the long-range impact of this project to be?
- How can this project leave a lasting improvement in the lives of Minnesotans? How can we work together to bring that to life?
- This will form a common basis for assessing data that will inform the goal of attainment.

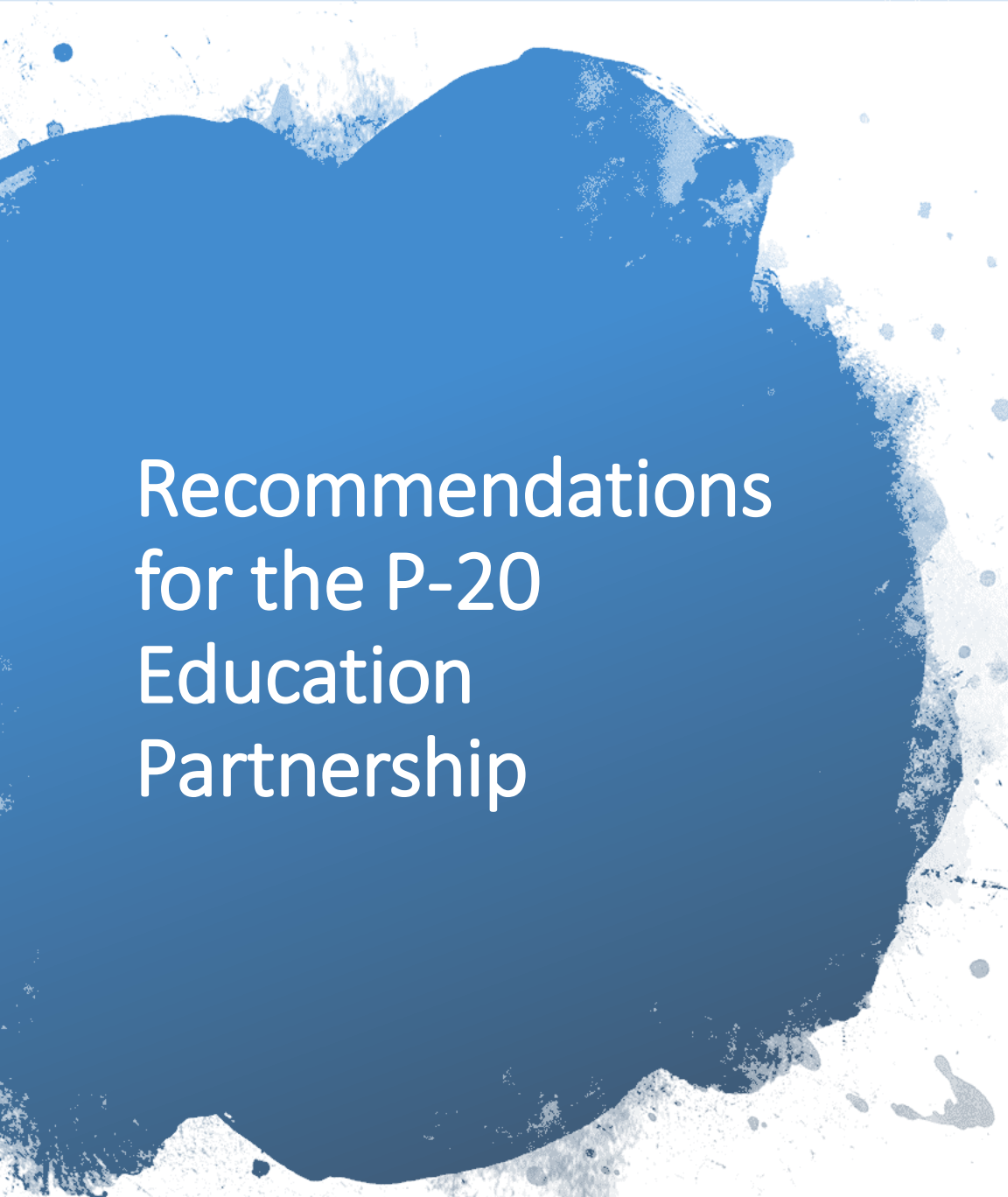


Recommendations for the P-20 Education Partnership

1. Define the purpose of a dashboard or data tool

- *Examples:*

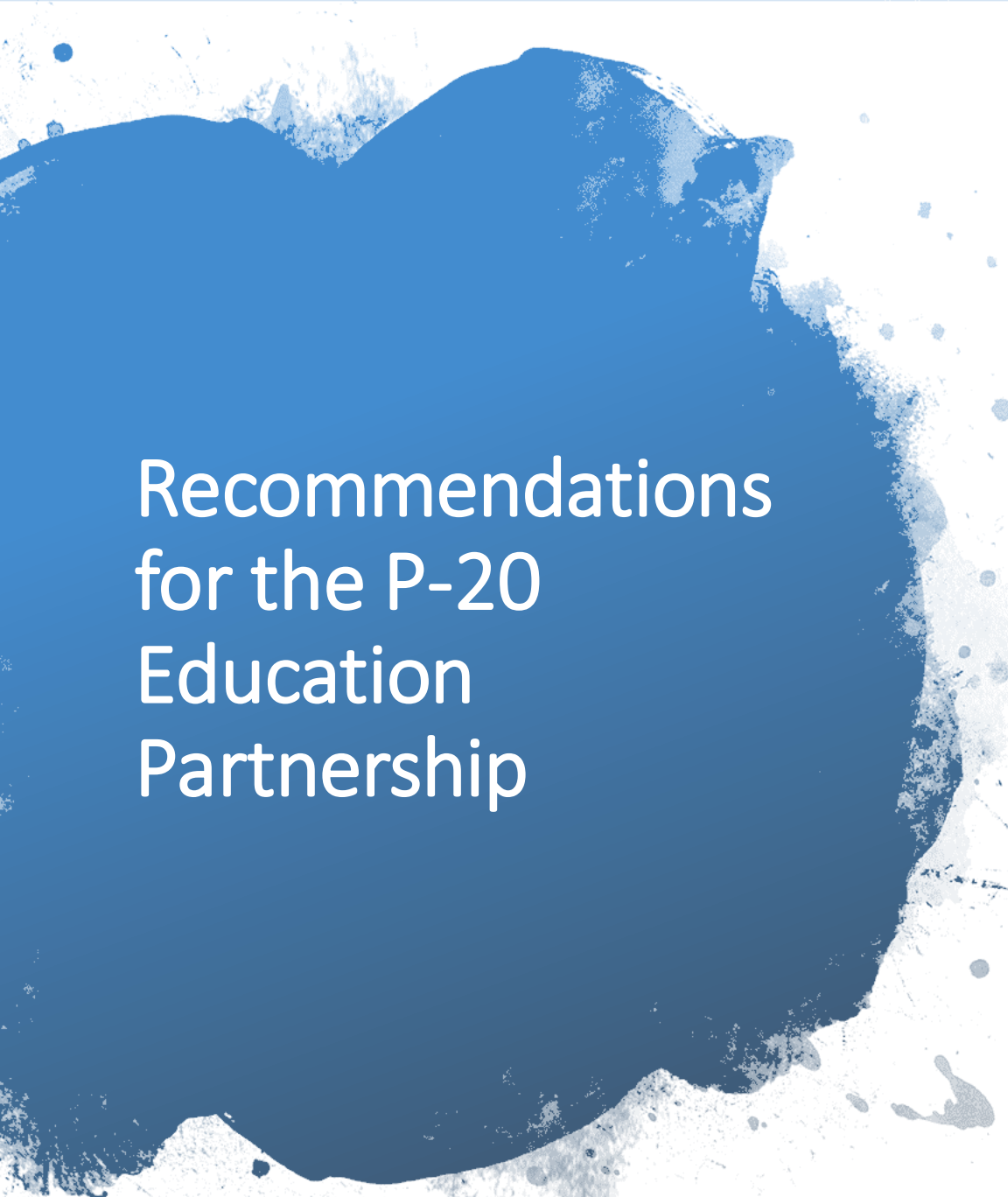
- **Displaying current performance** related to key performance metrics within a shorter time frame to understand if performance is on target,
- **Establishing targets** based on insights into historical data which identify areas of priority to focus our work,
- Monitoring and guiding long-term strategy with the help of **key performance metrics** and providing a state-wide overview, or
- Helping guide users through the decision process by providing the **ability to explore the data.**



Recommendations for the P-20 Education Partnership

2. Decide your audience

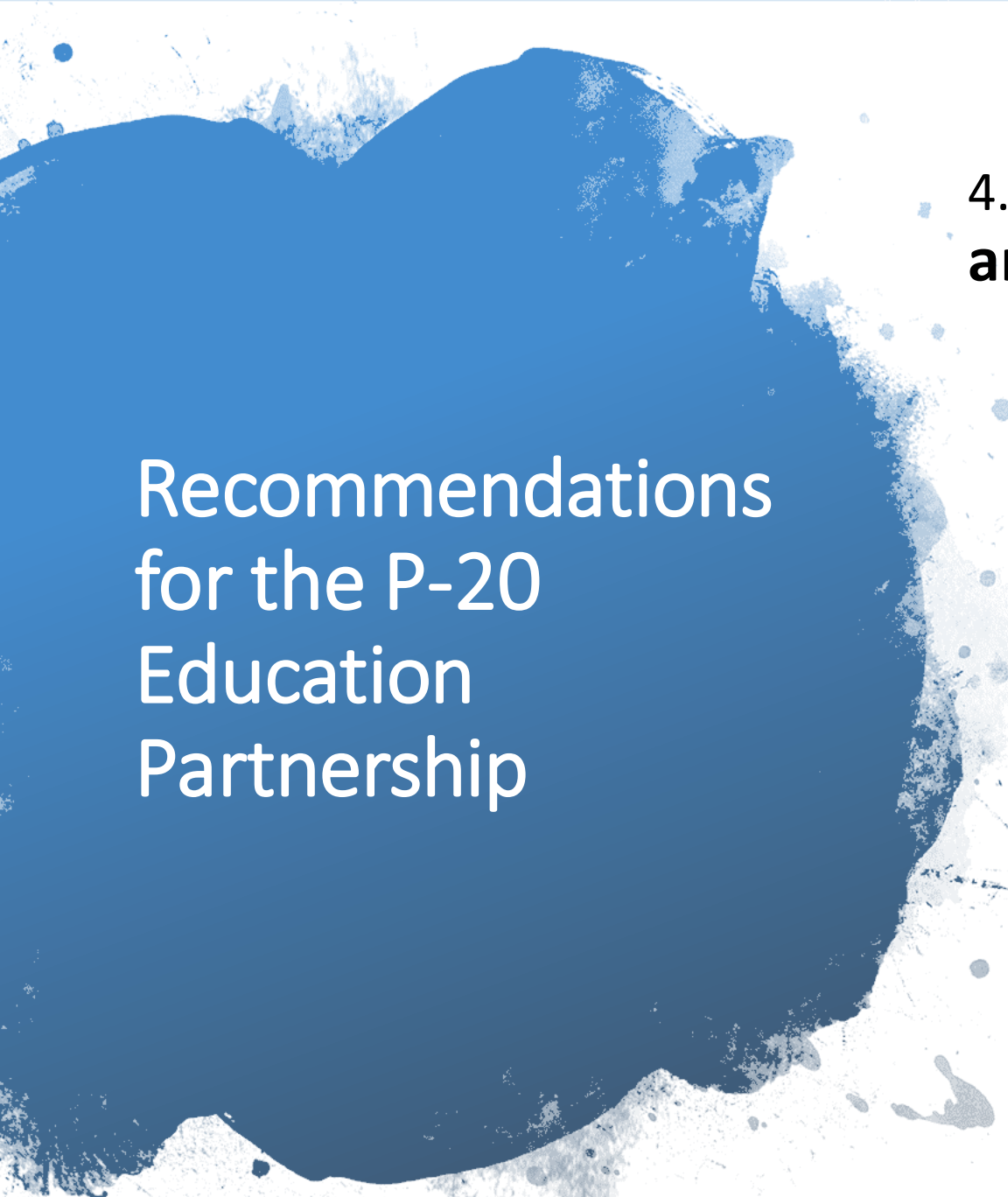
- The primary audience is the P-20 Education Partnership itself, per the Executive Committee's charge.
- But is the product we're proposing intended for member organizations or the public or both?
- Are you prepared to use/cite this to inform decisions in your own organizations? Across organizations? Within systems?



Recommendations for the P-20 Education Partnership

3. Commit to using this data to inform your own goals for success, attainment, within your home organizations and in this body.


- Are members ready to take the time and effort to review key data at every meeting and discuss the implications of the analysis on our decisions?
- Are the members willing to invest the time to address the issues that are made apparent by a dashboard? How?



Recommendations for the P-20 Education Partnership

4. Develop a plan for implementation and maintenance


- How will this work happen and be sustained?
- How will the information provided be disseminated to members?
- What roles and/or processes are needed for:
 - Oversight – ensuring the data product or dashboard meet member needs
 - Quality – ensuring data is timely, accurate, and interpreted appropriately
 - Action – ensuring the information provided leads to the right solutions



Recommendations for the P-20 Education Partnership

5. Coordinate with existing efforts & resources

- Overlap with existing data initiatives: SLEDS, ECLDS
- Overlap with existing cross-organization groups: OHE's Educational Attainment Stakeholders
- Overlap/possible confusion with existing dashboards



Call to Action
for the P-20
Education
Partnership

Engage Community Voices in the P-20 Partnership Work—especially around data

How do we ensure that targeted communities have the ability to tell their own education story?

- *Who defines the problem?*
 - *Who decides the solution?*
- 

Call to Action for the P-20 Education Partnership

Commit to Acting on the Data

The P-20 Education Partnership should:

- *Create the dashboard*
- *Understand the data*
- *Use the data and promote its use*



Discussion

- What are your takeaways or reflections from the information presented?
- What do you see as the purpose of a dashboard for the P-20?
- Who is the audience for the dashboard?
- Break out rooms: Which of the metrics are most important for achieving that purpose? Which of the metrics represent value areas for your organization and stakeholders?

Need more detail?

- Full report of Lifelong Learner Workgroup to P-20 Education Partnership contains:
- Appendix A: Metric map developed with 96 metrics, 4 layers
- Appendix B: Documentation on process for Values-Based Priority Setting
- Appendix C: Comprehensive data dictionary for 23 recommended metrics with research citations
- Endnotes on research design and visualization techniques

Questions?

Nancy Floyd

Minnesota State Colleges & Universities

Senior System Director for Research

Nancy.Floyd@minnstate.edu

Meredith Fergus

Minnesota Office of Higher Education

Manager of Research and SLEDS

Meredith.Fergus@state.mn.us