

2020 YEAR AT A GLANCE



ECLDS+SLEDS

Early Childhood Longitudinal Data System
Statewide Longitudinal Education Data System

m MINNESOTA

OUTREACH STATS

Number of members in the Regional Coaching Network:

11 organizations | **25** staff

Number of email subscribers:

1,995 SLEDS | **963** ECLDS

SLEDS Website traffic:

10,712 Total Pageviews

3,830 New Users

6 minutes 13 seconds

Average time of active sessions

ECLDS Website traffic:

11,249 Total Pageviews

3,823 Users

4 minutes 24 seconds

Average session duration

TOTAL REPORT COMBINATIONS

SLEDS High School Graduates Report:

18,720 combinations for each school/district

9 reports/43 panes

- 13 cohorts
- 8 Race/Ethnicity options
- 2 Gender options
- 10 Other Criteria options

SLEDS College Students Report:

6,240 combinations for each college/higher education system

4 reports/19 panes

- 13 cohorts
- 10 Region options
- 2 Gender options
- 6 Age Group options
- 1 Other Criteria option

ECLDS:

81,600 combinations for each county/district

16 reports

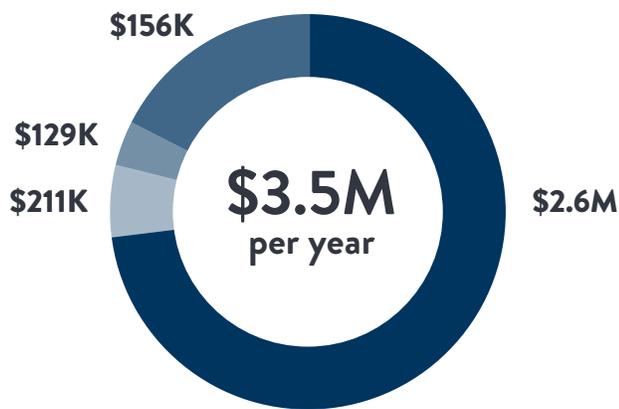
- 6 cohorts
- 17 District options
- 2 Gender options
- 5 Other Criteria options
- 5 Birth Record Criteria options



ECLDS+SLEDS
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CURRENT STATE FUNDING

- IT staffing, software and hardware
- Staffing and administration
- Data purchases
- Outreach and training to schools and colleges



Staff Leadership:

- Meredith Fergus, SLEDS Manager (OHE)
- Alex Hermida, SLEDS Coordinator (OHE)
- Oriane Casale, SLEDS Coordinator (DEED)
- Jennifer Verbrugge, ECLDS Coordinator (MDE)

“SLEDS continues its important mission of providing reliable data to leaders in education, higher education, and the workforce. In the last years, it has placed its focus on training users on how to inform their decision-making to improve their and their students’ outcomes.

The role of SLEDS and ECLDS was important prior to the pandemic, but it will become essential for measuring and understanding the impact of COVID-19 on early childhood, high school graduation, college enrollment, and employment for Minnesotans, and showing where the inequities may have expanded.

“Policymakers can rely on both data systems for understanding where Minnesota needs to invest to keep cultivating its own workforce, and where policy could address the needs of both local communities and specific industries.”

Dennis Olson, Jr.
Commissioner, Minnesota Office of Higher Education

A NEW PANORAMA UNDER CORONAVIRUS

We can assume the pandemic had an impact on children and their families from reporting. Once the 2019-2020 and 2020-2021 school year data are loaded into ECLDS, we can confirm the impact on districts statewide, and get a sense of any drop in kindergarten attendance across a variety of demographics. ECLDS' Kindergartners reports will demonstrate fluctuations in families' participation in Economic and Food Assistance programs, presumably due to pandemic-related unemployment or health. It's also possible that distance and hybrid learning could affect student proficiency, and those effects will be evident over time in the ECLDS Third Grade cohort reports.

In response to the pandemic, we prioritized offering relevant information to our stakeholders and families at large for accessing local support and resources, making the ECLDS Comprehensive Services Map more responsive to the needs of communities during the coronavirus pandemic. Our geolocation tool is a resource for families to visually locate the thousands of family and center-based childcare providers that offer care for children of essential workers during the coronavirus pandemic.

On the other hand, the lack of assessment data this past school year due to pandemic-related school closures and the suspension of annual, standardized testing is prompting educators, education agencies, and the community to discuss other ways to understand how students are learning and faring. Many of these discussions revolve around equity of access to required technology, the skills needed to maximize its utilization to support learning, and how to ensure student engagement is maintained and measured.

For students graduating in 2019-2020, SLEDS will measure the impact of COVID-19 on high school graduation, college enrollment, and employment for Minnesotans. Identifying which students delayed their enrollment in college, transferred colleges, or did not



enroll at all will provide valuable information on how health, technology, and learning settings may influence educational choices and have an effect on outcomes. For college students graduating in 2019-2020, we will measure the impact of COVID-19 on college graduates' ability to enter the workforce.

The immediate impact of the coronavirus pandemic on the economy is measured by the State's unemployment rate, which varies widely by education level, age, race, gender, and industry. We seek to understand how labor market participation has fluctuated under pandemic restrictions, and how adaptable Minnesotans are in re-entering the labor market after unemployment. Also, we seek to identify the re-employment outcomes of college graduates versus non-college graduates, and differences by regions, industries, and race/ethnicity groups to determine the long-term economic impact. We are also ever mindful of how the economic downturn is affecting families; in this regard, we seek to assess how the pandemic has affected the abilities of families to earn family-sustaining wages.

ECLDS and SLEDS are trusted resources of longitudinal data for policymakers and the public to examine and confirm preliminary trends shaping the State's priorities for the years ahead.

2021 DATA EXPLORATION

In response to the unexpected crisis and uncertainty brought by the coronavirus during 2020, the following research questions provide direction for data analysis, reports, and partnerships in order to be responsive to Minnesota's needs:

Pathways: The movement of individuals between K-12, higher education, and the workforce

- How were high school graduation rates affected by the pandemic?
- How have college enrollment patterns for high school graduates changed during the pandemic?
- How many 2019-2020 high school graduates were able to find work beginning in June 2020?

Progress: The benchmarks or transition points individuals meet or fail to meet

- What are the educational and earnings outcomes of students who delayed college enrollment during the pandemic?
- How did the pandemic affect first-year wages post-college for 2019-2020 graduates? What are the long-term repercussions to this year's economic downturn?

Predictors: The characteristics or patterns that help explain which individuals succeed and which do not

- Which college graduates will perform better or worse beginning July 2020 in terms of employment by industry, full-time year-round employment, and wages? How do these outcomes compare to previous graduates?
- What is the impact of college access and success programs on college enrollment as compared to students not enrolled in a program this year?

Performance: The alignment of education and workforce for individual success

- What are the labor market outcomes for college graduates by gender and race/ethnicity post-2020?
- What are the employment outcomes of bachelor's degree holders compared to those holding certificates or associate degrees over three, five, 10, and 15 years after graduation?

RESEARCH



During 2019 and 2020, the SLEDS Research and Data Advisory Committee reviewed and recommended approval for a total of 17 proposals that met the State's research priorities. Among those, we highlight the following proposals for focusing on targeted subgroups of high school students and their educational outcomes:

- Hennepin County's *Youth Employment Initiative Outcomes Analysis* studies the outcomes in college enrollment, college completion, field of study, employment, and wage of subgroups of students that attend and graduate from schools in Hennepin County where the LEAP Program is implemented.
- The Regional Educational Laboratory (REL) Midwest at American Institutes for Research embarked on research about Minnesota public high school graduates who completed career and technical education courses during high school to find out who they are and what their employment outcomes came to be.
- Dr. Jennifer Trost and Dr. Jarret Gupton's *Postsecondary Trajectories for High School Students Who Have Experienced Homelessness* aims to better understand patterns of postsecondary enrollment and completion for Minnesota's middle and high school students experiencing short and long-term homelessness.



SLEDS HIGHLIGHTS

REGIONAL COACHING NETWORK

Comprised of data coaches, the Regional Coaching Network works proactively with local schools, districts, colleges, and partnering agency staff to help them assess their local needs and encourage the use of SLEDS and ECLDS data to inform policymaking and program decisions.

In 2019, the network expanded to 11 organizations and now includes all nine of the State’s educational service cooperatives to better provide personalized training statewide and expertise in applying data to program planning and evaluation. Their outreach strategy also extended to serve early childhood data users in need of training and technical assistance with ECLDS content and data analysis. In addition to training, the scope of their work will focus on generating opportunities for local education analysis

in partnership with stakeholders, assessing education research and information resource needs, and overseeing special regional studies about education, college, and career planning.

Due to coronavirus restrictions, the Regional Coaching Network is transforming its in-person technical assistance and training packages to online delivery. This will ensure that vital information will continue to be available to districts and local communities throughout the duration of the current pandemic. Moreover, it created an opportunity to develop a virtual academy that exponentially expands the distribution of learning resources to all stakeholders. As a result, the network will more nimbly adapt their training programming to a remote learning environment, if needed, as well as support the districts and schools that have always been, and will remain, online. sleds.mn.gov

Members:

- Lakes Country Service Cooperative - Fergus Falls | Megan Peterson: mpeterson@lcsc.org
- Metropolitan Educational Cooperative Service Unit - ECSU, Arden Hills | Bianca Virnig: bianca.virnig@metroecsu.org
- Northeast Service Cooperative - Mountain Iron | Paul Brinkman: paulb@nesc.k12.mn.us
- Northwest Service Cooperative - Thief River Falls | Jake Seuntjens: jseuntjens@nwservice.org
- Resource Training and Solutions - Sartell | Michelle Wang: mwang@resourcecoop-mn.gov
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- Southeast Service Cooperative - Rochester | Mike Schnell: mschnell@ssc.coop
- Southwest West Central Service Cooperative - Marshall | Eric Schwankl: eric.schwankl@swsc.org
- Center for Applied Research and Educational Improvement (CAREI) - Twin Cities | Jane Fields: jfields@umn.edu
- Century College - White Bear Lake | Erin Osborn: erin.osborn@century.edu



ECLDS HIGHLIGHTS

During 2019 and 2020 the Minnesota Early Childhood Longitudinal Data System (ECLDS) focused efforts towards strengthening collaboration among stakeholders to provide more resources to ECLDS users and Minnesotans on the whole. New enhancements to the website provide users with a better understanding of children aged six and younger, their families, community composition by county, and local services available to them. ECLDS loaded data for school year 2018-2019 in August 2020 and additional new data will be loaded in January 2021. ecls.mn.gov

FUNDING

ECLDS has become a reliable source for policymakers, educators, and program administrators to inform their public policies, reporting, and decision-making. We are excited that ECLDS has been granted ongoing state funding alongside SLEDS. The new statutory language adds ECLDS' essential role in the P-20 Education Partnership for evaluating the effectiveness of early childhood and the long-term "relationships among early care, education, and workforce outcomes."

CENSUS

In 2019, Minnesota's ECLDS became the exclusive online source of more detailed American Community Survey (ACS) Census tables featuring data about the United States' youngest children. Using federal SLDS funding, Minnesota purchased customized ACS 2015 five-year estimate tables that offer users more focused data for children aged five and younger in all 50 states, including Washington D.C. and Puerto Rico. Users are able to search on a variety of topics for information by three distinct age bands: babies, toddlers, and preschoolers. The census tool was released on the ECLDS website in November 2019, and expanded further with 2010 five-year estimate tables in March 2020 for more longitudinal early childhood data.

ecls.mn.gov/#census

MAPS

The new Comprehensive Services Map on ECLDS provides the geolocation and basic information of community services and resources available to Minnesota families, such as low-cost health providers, early care schools, local agencies, classes and libraries, among others. The tool, launched in November 2019, was developed in partnership with the Minnesota Literacy Council, and using the Children's Defense Fund-Minnesota's Bridge to Benefits project as inspiration.

In March 2020, we added layers for essential sites including nursing homes, hospitals, and correctional facilities to the Comprehensive Services Map, enabling the tool to aid Child Care Aware of MN in proximity scoring Peacetime Emergency Child Care Grant applications. We are proud that ECLDS has been repurposed to contribute to this evaluation rubric toward awarding \$40 million in grant funding to fight against the coronavirus.

The Minnesota Statewide Longitudinal Education Data System (SLEDS) and the Early Childhood Longitudinal Data System (ECLDS) are committed to helping stakeholders incorporate early care, education, and workforce data provided by either system into their decision-making, so they may identify barriers and find solutions that lead young children and students to successful outcomes in education, life, and the workforce.

SLEDS was created in 2010 and is managed jointly by the Minnesota Office of Higher Education (OHE), Minnesota Department of Education (MDE), and the Minnesota Department of Employment and Economic Development (DEED). With the vision of providing full data integration from early education to workforce, in 2016 ECLDS was launched by bridging data primarily from the Minnesota Departments of Education (MDE), Health (MDH), and Human Services (DHS).

Today, both systems implement strategies to further reach out to all stakeholders through strategic collaboration, ongoing coaching, and relevant data integration. We invest in developing knowledge by providing SLEDS and ECLDS users with personal support and useful tools that deepen their understanding of data use and reporting. Our resources are mainly used to strengthen the system, secure our data, and empower those we serve.

SLEDS GOVERNANCE

SLEDS is governed by the Minnesota P-20 Education Partnership which receives and reviews recommendations from its appointees on the SLEDS Research and Data Committee. Currently, members of SLEDS governance represent the following organizations:

MDE, OHE, DEED, the Minnesota Association of School Administrators, the Minnesota School Boards Association Minnesota Association of Elementary School Principals, Minnesota Association of Secondary School Principals Education Minnesota, the University of Minnesota, the Minnesota State Colleges and Universities, and the Minnesota Private College Council.

ECLDS GOVERNANCE

ECLDS is governed by the ECLDS Governing Body which receives and reviews recommendations from its appointees on the ECLDS Research and Data Committee. Currently members of ECLDS governance represent the following organizations:

MDE, DHS, MDH, OHE, MN Coalition for Targeted Home Visiting (St. Paul - Ramsey County Public Health Family Home Visiting), Local Public Health Association of MN, MN Head Start Association, MN Association of School Administrators, MN Association of County Social Services Administrators, Child Care Aware of Minnesota, MNIT, and more.

ECLDS COORDINATOR

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