

## RESEARCH

Becoming a reliable resource of data for Minnesota stakeholders has been a priority for the Minnesota Statewide Longitudinal Education Data System (SLEDS) towards its sustainability. From the research standpoint, 2018 was a very successful year that brought an increased number of requests to access de-identified student-level data. The SLEDS Research and Data Advisory Committee reviewed and recommended approval for a total of 56 proposals that met state research priorities in the following categories:

**Pathways:** The movement of individual students between K-12, higher education, and workforce

**Progress:** The benchmarks or transition points students meet or fail to meet

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

**Performance:** The alignment of education and workforce for individual success

[sleds.mn.gov/#research](https://sleds.mn.gov/#research)

## SLEDS REGIONAL COACHING NETWORK

New SLEDS users often require personal assistance to navigate the data reports on the public site, find their local data, and understand how to interpret results. This role has been fulfilled by the SLEDS Regional Coaching Network throughout the state, working proactively with local schools, districts, colleges, and workforce agency staff.

In 2018, the Network extended its role from providing basic training to generating local education analysis in partnership with stakeholders. Additionally, it started providing new data tools and expertise for evaluating programs and applying data to planning.

Moreover, the Network took on a key role by participating in regional research projects related to college and career planning.

### 7-County Metro Region

Century College

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### NE, SE & Central Regions

Center for Applied Research and Educational Improvement (CAREI), University of Minnesota

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### Northwest Region

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[sleds.mn.gov/#outreach](https://sleds.mn.gov/#outreach)

## STAFF CHANGES

In 2018, we welcomed two new SLEDS coordinators to our leadership: Alex Hermida, who joined the Minnesota Office of Higher Education (OHE) in May 2018 as Senior Research Analyst, and Anita Larson, former ECLDS Coordinator who recently assumed

her new role at the Minnesota Department of Education (MDE) as Data Analytics Supervisor, Statewide Testing and Assessment.

Additionally, the new coordinator for ECLDS, Jennifer Verbrugge, assumed her leading role in January 2019. Her professional experience as Library Program and Partnership Coordinator at MDE offers a solid background for expanding the work ECLDS has been doing until the completion of the FY2015 SLDS grant.

## 2019 INQUIRY EXPLORATION: Stakeholder Feedback

The following research ideas proposed by Minnesota SLEDS' stakeholders provide direction for new data projects, reports, and partnerships in order to be responsive to Minnesota needs:

### 1. Pathways: The movement of individual students between K-12, higher education, and workforce

- Mobility patterns of high school and college graduates
- STEM Bachelor's degrees in the workforce
- Post-high school education outcomes of CTE high school participants
- Progression from undergraduate to graduate education and their employment outcomes
- Differences in management/leadership occupations and outcomes by highest education level

### 2. Progress: The benchmarks or transition points students meet or fail to meet

- The educational progress of transfer students and their patterns of success
- Educational and earnings outcomes of late college enrollees
- Long-term occupational outcomes and wages of high school diploma holders (no degree)

### 3. Predictors: The characteristics or patterns that help explain which students succeed and which do not

- GED's income growth predictability
- The influence of early work experience soft-skills on adult work life, and the long-term success rate of experiential learning
- The impact of geographic region of residence on out-of-state enrollment and return rate

### 4. Performance: The alignment of education and workforce for individual success

- Gender gaps in earning premiums
- Comparative analysis of earning premiums for liberal arts programs and technical programs and specific careers in mid and long-term
- Gender gap in college enrollment by school district and comparative long-term outcomes
- Long-term occupations of college graduates
- Long-term career alignment and success



ECLDS has focused its 2018 efforts towards strengthening collaboration among stakeholders to provide better understanding of the children participating in public early childhood programs and their status over time. The most available data for school year 2016-2017 was loaded to the system in July 2018 and new data will be loaded in January 2019.

#### New Partnerships

**GrEaT - Growing Evaluability Together:** Under this three-year technical assistance pilot, MDE staff are working with school district early childhood programs to build confidence and competence to use data to solve a local problem over the course of one school year. While program teams cultivate new data skills, MDE staff create and refine a toolkit that will be made available online after the end of the grant (September 2019).

**Child Trends (SHINE Grant):** ECLDS is among five states in the nation selected by Child Trends to participate in the State-level Home Visiting Integration with Early Childhood Data Systems (SHINE) initiative. ECLDS is working with Saint Paul-Ramsey County Public Health to explore the feasibility of integrating family home visiting data with the intent of implementing integration during the final year of the SLDS grant.

**ECDataWorks:** Currently in its third and final year, this project enables ECLDS to launch a Tableau-based data story tool that offers easy-to-understand and contextualized interpretations of the data provided. The first data story, *Nourishing Our Children for Success*, was published in January 2019 and explores how Minnesota early care and education programs are serving children with high needs. ECDataWorks is a collaboration between the University of Pennsylvania and the Kellogg Foundation.

#### In the Works

- In 2019, look forward to exploring new data on early childhood developmental screening and new information on mothers' WIC participation and breastfeeding intention at the time of a child's birth.
- ECLDS and SLEDS are currently consulting with Statistical Analysis System (SAS) to explore the feasibility of linking parent and child data. In the short-term, ECLDS can begin exploring how changes in parent circumstances may impact children over time. This project also encompasses a rebuilding of data linking processes with quality-assurance tools that provide faster delivery and capacity expansion.

#### New Report: Deaf/Hard of Hearing

As part of the Third Grade cohort on ECLDS, this newly released report focuses on the experiences and educational status of children who have been identified as deaf/hard of hearing at birth, examining subsequent program participation, third-grade achievement, and the degree of their hearing loss. Due to small annual populations served, data are shown in three-year time periods.

# LEADERSHIP

#### Who We Are

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 find solutions that lead young children and students to successful outcomes in education, life, and the workforce.

SLEDS was created in 2010 and it is managed jointly by the Minnesota's Office Higher Education (OHE), Department of Education (MDE), and the 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 MDE, the Department of Health (MDH), and the Department of Human Services (DHS).

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

#### SLEDS Coordinators

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#### ECLDS Coordinator

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#### SLEDS Governance Committee

Chair: Dennis Olson (OHE)

*SLEDS is governed by the Minnesota P-20 Education Partnership. Currently, members of SLEDS Governance Committee represent the following institutions:*

*MDE, OHE, DEED, Minnesota Association of School Administrators, Minnesota School Boards Association, Minnesota Association of Elementary School Principals, Minnesota Association of Secondary School Principals, Education Minnesota, University of Minnesota, Minnesota State Colleges and Universities, Minnesota Private College Council, and two members at large.*

#### ECLDS Governance Committee

*ECLDS governance is managed through the Statewide Testing & Assessment division at MDE. The Governing Body receives and reviews recommendations from its appointees on the ECLDS Research & Data Committee. Currently members of ECLDS Governance Committee represent the following institutions: MDE, DHS, MDH, OHE, Minnesota Coalition for Targeted Home Visiting (Saint Paul-Ramsey County Public Health Family Home Visiting), Local Public Health Association of Minnesota, Minnesota Head Start Association, Minnesota Association of School Administrators, Minnesota Association of County Social Services Administrators, Minnesota Children's Cabinet, Child Care Aware Minnesota, Minnesota IT Services, and Early Childhood Family Education Data Workgroup.*

#### OUTREACH STATS

**56** Number of data requests reviewed to date

**215** Secure reports users

**127**  
Getting Prepared Data Mart

**127**  
K-12 Research Data Mart

**56** Post Secondary Data Mart

**Number of email subscribers**

SLEDS: 1,580 | ECLDS: 515

**Total pageviews in 2018** **10,711** SLEDS mobile analytics site

**406** Average number of monthly ECLDS website users