

MINNESOTA



EARLY LEARNING

Minnesota Early Childhood Programs Use Data to Expand Services for Young Children and Their Families

Minnesota ECLDS		Known Participation
Kindergarten Population		
Gender		71 (100.0%)
Female		30 (42.3%)
Male		41 (57.7%)
Race and Ethnicity		
American Indian / Alaska Native		0 (0.0%)
Asian		0 (0.0%)
Black / African American		23 (32.4%)
Hispanic / Latino of any race		25 (35.2%)
Native Hawaiian / Other Pacific Islander		0 (0.0%)
White		20 (28.2%)
Two or more races		0 (0.0%)
Special Education - Hearing Services		10 (14.1%)
Disability Type		64 (90.1%)
No IEP (IDEA), non-disabled student		64 (90.1%)
English Language Learner		28 (39.4%)
Home Language		42 (59.1%)
English		39 (54.9%)
Other		3 (4.2%)

In response to evolving state and federal policies, Minnesota's early childhood programs are increasingly collaborating and seeking new information to better engage and support the families they serve. The Minnesota Department of Education (MDE) encourages data-driven decisionmaking and continuous improvement through its Early Childhood Longitudinal Data System (ECLDS) and one-on-one technical assistance to help programs reach new audiences and measure long-term outcomes for children.

Local, state, and national data provide context for early childhood needs

The ECLDS contains district-, county- and state-level data from public preschools and parenting programs, child care subsidies, food support, child welfare, Temporary Assistance for Needy Families (TANF), and Individuals with Disabilities Education Act (IDEA) Part B and Part C programs. In addition to bringing together information from separate data systems under a joint data governance structure, the ECLDS provides unduplicated counts of children served by state and local programs.

ECLDS data help early childhood programs in Minnesota measure and report their impact on young children. The Minnesota Department of Health's Early Hearing Detection and Intervention (EHDI) program, which serves children with identified hearing issues, is required to report education outcomes for those children. The ECLDS offers data about students' school performance through 12th grade that early childhood programs can share publicly with multiple audiences while also protecting individual privacy. EHDI's approach to measuring children's outcomes with ECLDS data won commendation from the Centers for Disease Control (CDC) during a site visit in 2016. The CDC appreciated the automated environment for sharing information across education and health programs.

MDE integrates data into the ECLDS from the U.S. Census's American Community Survey to give decisionmakers at the local and state levels even more information about the children in their regions. ECLDS users are able to download a variety of data about children from birth to 5 years old and their families, including parents' work schedules, transportation options, disability status, military participation, and race and ethnicity. The American Community Survey data are helpful because there is no universal early childhood program that would have this information on all children.

Technical assistance helps early childhood programs make connections and improve their services

In addition to the wealth of data available in the ECLDS, MDE offers early childhood programs individualized technical assistance to approach their challenges and decisions with data. When a local parenting program in southwestern Minnesota wanted to expand the number of Somali families it served, MDE staff used ECLDS data to identify other programs in the same region that were already working with a large number of Somali families. This information led the parenting program to collaborate with a local child care subsidies office to reach out to additional families. The number of Somali families participating in the parenting program increased, and their engagement continued the following year.

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Learn more

<http://eclds.mn.gov/>

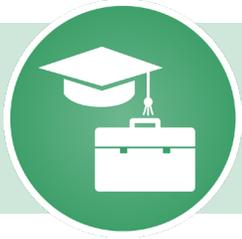
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**FY 2015 SLDS Grant
Early Learning
Priority Area
\$3,500,000**



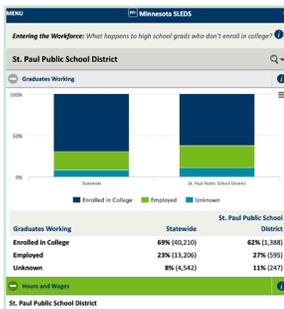
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MINNESOTA



COLLEGE & CAREER

New Data and Performance Measures Highlight Diverse Paths to Employment for Minnesota Students



New outcomes data are helping Minnesota leaders and educators study students' education and employment decisions in a variety of economic conditions.

Learn more

<http://sleds.mn.gov>

<https://nces.ed.gov/programs/slds/state.asp?stateabbr=MN>

**FY 2015 SLDS Grant
College & Career
Priority Area
\$3,500,000**



nces.ed.gov/programs/slds

Minnesota currently has twice as many job openings as unemployed workers, offering many employment opportunities for job seekers at all levels of education and experience. The Minnesota Statewide Longitudinal Education Data System (SLEDS) incorporates data from prekindergarten, K12, and postsecondary education as well as state workforce data. Outcomes information derived from these data provide educators, policymakers, and families greater insight into the education and career pathways available to Minnesotans, as well as how students successfully navigate transitions along those pathways.

Educators take a closer look at students entering the workforce after high school

New outcomes data are helping Minnesota leaders and educators study students' education and employment decisions in a variety of economic conditions by examining their pathways between K12, higher education, and workforce. In 2018, SLEDS began reporting outcomes for the 23 percent of Minnesota high school graduates who entered the workforce after graduation rather than enrolling directly in college. These outcomes include the number of graduates at the district, region, and state levels who enter the workforce versus enrolling in college, the number of hours they work, their industries of employment, and average hourly wages.

These data are publicly available on Minnesota's SLEDS mobile analytics website, with extended information available in secure data marts used by school districts. Districts can explore their graduates' workforce trends in greater detail by race or ethnicity, gender, special education enrollment, and free and reduced-price lunch eligibility.

Performance measures inform district planning for student success

The information available from SLEDS is informing districts' planning and curriculum decisions. Saint Paul Public Schools (SPPS), Minnesota's largest school district, has incorporated performance measures into its strategic plan to gauge how well its diverse graduates are prepared for college, career, and life. The plan covers many traditional student benchmarks, including high school graduation and enrollment in college. In 2019, the district will begin studying how many of its high school graduates are employed and earning a living wage while not being enrolled in postsecondary education.

SPPS used new baseline data from SLEDS to develop 5-year targets for outcomes in a variety of areas, including racial and cultural achievement gaps, special education and English learner achievement, kindergarten readiness, college and career readiness, and academic growth for all students. The district will measure its progress toward these targets annually.

Tracking wage metrics for employed graduates helps ensure that the next generation of Minnesota workers not only are prepared to meet basic cost-of-living needs, but also are on a path toward individual and economic success.