Engaging Communities through Data: Minnesota’s Longitudinal Education Data Systems
• Introductions

• Overview of the Early Childhood Longitudinal Data System (ECLDS)

• Overview of the State Longitudinal Education Data System (SLEDS)

• Case Study: Saint Paul Public Schools

• Your Questions
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Early Childhood Longitudinal Data System (ECLDS)

- MN Department of Education
- MN Department of Human Services
- MN Department of Health
Minnesota’s ECLDS

Launched in 2016

Links data across state departments of education, health, and human services

- Reports are cohort-based and retrospective
- Mobile-first
- Multiple filters for viewing sub-populations
- Small N suppression
- All information is aggregate and de-identified
Minnesota’s ECLDS (ECIDS) Governance

- **Governing Body**
  - GB Approves/Denies
  - R&D makes recommendations to GB

- **Mini-Cabinet (ad hoc)**
  - State Agency Commissioners

- **Research & Data Committee**
  - Managers, Directors, Assistant Commissioners

- **Departments of Education, Health & Human Services**
  - Each state department appoints one member at leadership level. Each state department identifies two practice community associations who also appoint a leadership-level representative.

- **Members appointed by Governing Body. Membership is flexible (may be dependent upon current work) and fluid.**

- Data stewards, policy and program researchers, data users and contributors
http://eclds.mn.gov/
Statewide Longitudinal Education Data System (SLEDS)
Statewide Longitudinal Education Data System (SLEDS)

- MN Department of Education
- MN Office of Higher Education
- MN Department of Employment & Economic Development
Organizational Structure

Minnesota P-20 Education Partnership

SLEDS Executive Committee
- OHE
- MDE
- DEED

SLEDS Governance Committee

EC LDS Governance Committee

SLEDS / EC LDS Coordinators

SLEDS / EC LDS MN.IT Staff

EC LDS Research and Data
Brief History of SLEDS

2006; 2009: SLDS grants to build out P-20W system

2011: Formal data sharing agreements signed

2013: Funding approved by the Governor & Legislature; Legislative Authority enacted; Current administrative structure implemented

2014: Adoption of SLEDS Data Access & Management Policy; mobile analytics website launches

2015: 3rd SLDS grant focusing on early childhood and college/career; K-12 Secured Reports

2016: Postsecondary & Workforce Secured Reports launch

2017: SLEDS Network launched; new partner: MN Department of Health

2018: New partner: MN Department of Corrections; high school to employment link
Guiding Principles for Data Access and Management

- SLEDs will focus on providing cross-sector, linked data and analysis.
- SLEDs relies on transparency and clarity in all we do.
- Protecting the privacy of individuals is a priority.
- Common understanding and use of data increases its value.
- Data providers, at the state and local levels, are critical sources for understanding and explaining the data.
- Maintenance of SLEDs and the provision of research and analysis is the responsibility of all data providers.
- Local partner data provider access is needed for data to drive continuous improvement in local and state level policy.
sleds.mn.gov

✓ Analytics reports
✓ Research
✓ Privacy
✓ Data in Use
✓ Outreach
Impact of SLEDs on Our Communities

• State policies – Developmental Education
  - Understand who and how many students require remediation in college

• Rochester – Cradle to Career Network
  - Labor market attachment and migration pattern of students in region

• Bloomington Public Schools – College and Career Academy ROI
  - Quasi-experimental research design to assess ROI for student, school district and taxpayers.

• Achieve Minneapolis/STEP-UP – Impact Evaluation
  - Assess how this program creates “a more diverse and skilled workforce in entry-level professional careers, particularly in the targeted pipeline areas”.

What’s on Deck?

Evaluators

• Center for Applied Research and Educational Improvement (Univ. of MN)
  - Tracing educational and career pathways of 9th Graders in 2004

• Federal Reserve Bank of Minneapolis
  - Impact of minimum wage increase in Minneapolis

State Agencies

• Impact of career and college planning on actual outcomes

• Evaluate youth workforce programs on long-term career and college outcomes
The data we received has always been shallow and not very meaningful.

- Questions we could answer:
  1. Number and percentage of students that go to a post secondary institution?
  2. Where do they go to school?
  3. What type of school do they go to?

SLEDs allows us to get at deeper questions around our programming

- Questions we can answer now:
  1. How many remedial credits do students attempt?
  2. How many credits do students receive?
  3. Do our students go into STEM degrees?
SLEDS in St. Paul Public Schools

• Public data from the interactive dashboard
  o School accountability
    ▪ Focus on pieces of data we do not have
      - Developmental Coursework
  o Draft Strategic Plan measures

• Non-public data which requires the research request process
  o Generation Next and the College Access Programming
  o Career Academies
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<th>School</th>
<th>Graduation Year: 2016</th>
<th>Average Number of Developmental Credits</th>
<th>2010</th>
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<th>2012</th>
<th>2013</th>
<th>2014</th>
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Thank you!