2020 YEAR AT A GLANCE

2020 ANNUAL REPORT

Data Highlights
66% of 2019 high school graduates enrolled in college the fall after graduation

<table>
<thead>
<tr>
<th>In Minnesota</th>
<th>Out-of-state</th>
</tr>
</thead>
<tbody>
<tr>
<td>28,563</td>
<td>11,597</td>
</tr>
</tbody>
</table>

47% In Minnesota

23% of 2019 high school graduates entered the workforce instead of enrolling in college

<table>
<thead>
<tr>
<th>Employed</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>14,229</td>
<td>6,891</td>
</tr>
</tbody>
</table>

11% Unknown
Presently, the data reports on SLEDS and ECLDS public sites inform educators, administrators, researchers, students, parents, leaders, and policymakers about the current educational and career pathways Minnesotans take. Our continuous efforts are aimed at empowering SLEDS and ECLDS users with reliable data so they can build knowledge on their own.

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).

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 and the workforce.
Do high school graduates move on to college?

Meredith Fergus, SLEDS Manager

SLEDS offers users the opportunity to view patterns in Minnesota college enrollment by state, region, and specific school district. This example shows that nearly half (47%) of Minnesota high school graduates choose to enroll in Minnesota colleges. This proportion is similar for graduates from St. Paul public schools (48%), while in the northwest regions of the state (i.e., the Northwest Economic Development Region) 45% of graduates enroll in a Minnesota college. This may be due to a number of factors, though the proximity of colleges in nearby states such as North Dakota is likely a factor.
NEW STUDENT ENROLLMENT

In what programs are undergraduates enrolling?

Meredith Fergus, SLEDS Manager

SLEDS allows users to view patterns in the program choices of Minnesota college students for the state, an individual college, or a subgroup of students. For example, just under a quarter of new college students in the Southwest Workforce Development Region choose to enroll in a certificate (4%) or associate degree program (17%). This proportion is higher for new students aged 25-34 (9% certificate; 27% associate) in this region.

48% of older college students in the Southwest Workforce Development Region choose to pursue a bachelor’s degree.

Awards Sought: Workforce Development Region | Age | College - 2020

- Certificates below bachelor’s
- Bachelor’s degrees
- Associate degrees
- Unknown
In what programs are undergraduates enrolling?

This follows a common pattern in college enrollment: High school graduates who go to college immediately after high school most frequently enroll in bachelor’s degree programs as compared to certificate or associate degree programs. In the Southwest Workforce Development Region, among students aged 25-34 pursuing an associate degree, 39 enrolled at Minnesota West Community & Technical College in Worthington.

48% of new college students, ages 25-34, in the Southwest Workforce Development Region are pursuing a bachelor’s degree.

<table>
<thead>
<tr>
<th>Selected Filters</th>
<th>Certificates Below Bachelor’s</th>
<th>Associate Degrees</th>
<th>Bachelor’s Degrees</th>
<th>Unknown</th>
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</thead>
<tbody>
<tr>
<td>Southwest Workforce Development Region</td>
<td>245</td>
<td>1,023</td>
<td>4,676</td>
<td>191</td>
</tr>
<tr>
<td>Southwest Workforce Development Region Ages 25-34</td>
<td>35</td>
<td>103</td>
<td>184</td>
<td>63</td>
</tr>
<tr>
<td>MN West Community &amp; Technical College Ages 25-34</td>
<td>20</td>
<td>39</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
ENTERING THE WORKFORCE

What happens to high school grads who don’t enroll in college?

Oriane Casale, SLEDS Coordinator

About one in four (23%) high school graduates enter the Minnesota workforce instead of going to college in the year after graduation. The outcomes of 11% of graduates are unknown and likely reflect a variety of outcomes, including working in another state, serving in the armed forces, or being disconnected from the workforce altogether. Among student subgroups, data show higher college enrollment trends and lower employed percentages for those graduates who did not receive free or reduced price lunch. Interestingly, 27% of male high school graduates decided to find employment, instead of enrolling in college. This data on the immediate college or career pathways that students take will help us to study students’ decision-making behaviors in varying economic conditions.

27% of male high school graduates started working after graduation.
Developmental education enrollment trends

Alex Hermida, SLEDS Coordinator

The percentage of all high school graduates that enroll in developmental education in the first two years after high school has dropped slightly since 2013 from 25% to 21% in 2017. The slight decrease in the percentage of students taking developmental education is also true among Black students, who traditionally have enrolled in developmental education at higher rates (from 53% in 2013 to 46% in 2017). However, Black students who enroll in rigorous courses in high school have enrollment patterns in developmental education that are consistent with overall state averages.

Black students’ enrollment rates in developmental education in the first two years after high school trend lower for those who took rigorous courses in high school. **22%** in 2019
Who graduates from college and with what credentials?

Meredith Fergus, SLEDS Manager

Seven percent of new Minnesota college graduates in 2019 were Black (4,112); of them, 60% were female (2,487 graduates). If we explore deeper into demographics of college graduates in relation to awards and most popular majors obtained, we find that 33% of Black graduates (1,344) completed a bachelor’s degree, with the most common major being health professions (284 graduates), which is also the top major for certificates below a bachelor’s degree (560 graduates). Health professions also happen to be one of the most common majors across all certificates and degrees awarded in the state.
What participation patterns and educational results are observed for kindergartners?

Jennifer Verbrugge, ECLDS Coordinator

Children of color in Minnesota are increasingly likely to access early care and education programs prior to kindergarten. Programs like the Child Care Assistance Program (CCAP) serve a high proportion of children and families of color, while MN District Preschool programs also reach more children of color than before. For more information on Minnesota’s progress in serving these communities, visit the MN Kids Explorer data story, Nourishing Our Children for Success.
MATERNAL TRAITS: ATTENDANCE

How does a mother's education at her child's birth affect that child's 3rd grade attendance?

Jennifer Verbrugge, ECLDS Coordinator

Data show that a parent’s education attainment strongly impacts their future wages and economic stability, and their child’s engagement in school. Although children born into poorer families may face challenges attending school later on, a mother’s higher education level can still positively influence their attendance patterns. This correlation also applies to children whose families benefit from public assistance (MFIP/DWP or SNAP). ECLDS is exploring linking early education data to parent education data beyond the time of the birth event in order to better understand how changes in the latter affect children’s educational outcomes over time.