SLEDS (Superior Leadership Data System) was created in 2010 and is managed jointly by the Minnesota Office of Higher Education (OHE), Minnesota Department of Employment and Economic Development (DEED), and the Minnesota Department of Education (MDE). The overarching purpose of SLEDS is to provide policymakers, educational administrators, researchers, and educational practitioners a rich environment to better understand the trajectories of Minnesota’s students, the effectiveness and shortcomings of their programs, and the socioeconomic inequities reflected in students’ outcomes.

SLEDS offers policymakers true understanding of how Minnesota is cultivating its own workforce, informing its own economy, and where policy could address the needs of specific industries for skilled professionals.

In addition, ECLDS is playing an essential role for measuring long-term outcomes related to public investments in early childhood programs, systems, and communities.

The Minnesota Statewide Longitudinal 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.

Today, data available 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.

Do high school graduates move onto college? - Enrollment

49% of high school graduates in the Arrowhead Economic Development Region choose to enroll in college. This proportion is even higher for graduates from St. Paul public schools (52%), while in the northwestern region of the state (i.e., the Northwestern Economic Development Region) 42% of graduates enroll in a Minnesota college. This may be due to a number of factors, though likely the proximity of colleges in nearby states such as North Dakota.

What programs are undergraduates enrolling in? - Enrollment

60% of young college students in the Arrowhead Economic Development Region choose to enroll in a bachelor’s degree. The following common pattern is observed in college enrollment after high school: most frequently enroll in bachelor’s degree programs as compared to certificate or associate degree programs. In this region, among students age 19 or younger pursuing a certificate or associate degree, nearly one out of four (25%) students, respectively, enrolled at Lake Superior College in Duluth.

Who is enrolled in college? - Enrollment

Nearly 1/3 of Minnesota’s students 19 or younger are enrolled outside Minnesota-as compared to certificate or associate degree programs. In this region, among students age 19 or younger pursuing a certificate or associate degree, nearly one out of four (25%) students, respectively, enrolled at Lake Superior College in Duluth.

32.1% of nearly 11,566 high school graduates enrolled at Lake Superior College. Nearly 1/3 of Minnesota’s students 19 or younger are enrolled outside Minnesota-as compared to certificate or associate degree programs. In this region, among students age 19 or younger pursuing a certificate or associate degree, nearly one out of four (25%) students, respectively, enrolled at Lake Superior College in Duluth.

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

**ENTERING THE WORKFORCE**

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 8% of graduates are unknown; the remainder are either working in another state, serving in the armed forces, or being disconnected from the workforce altogether.

Among those who take the leap into the workforce, the high school graduation trends and lower employed percentages for those graduates who did not receive free or reduced price lunch. The slight decrease in the percentage of students taking developmental education is true among black students, who traditionally have enrolled in developmental education at higher rates [from 53% in 2011 to 42% in 2016]. However, black students who enroll in rigorous courses in high school have enrollment patterns in developmental education that are consistent with overall state averages.

**High School Graduates Working - 2016**

- **Enrolled in College:** 66%
- **Employed:** 25%
- **Unknown:** 9%

### Developmental education enrollment trends

#### Developmental Education Enrollment

- **Statewide:**
  - Black students: 27%
  - Black students taking rigorous courses: 42%
  - Nonresident alien: 9%
  - Resident alien: 54%

### Who graduates from college and with what credentials?

#### COLLEGE GRADUATES

- **New Graduates - Statewide**
  - Black students: 24%
  - Black students taking rigorous courses: 34%
  - Nonresident alien: 22%

### What participation patterns and educational results are observed for kindergartners and 3rd grade students?

#### EARLY CARE & EDUCATION

- **Kindergarten Participation by Program and Race**
  - **CCAP**
    - White: 69%
    - Two races: 11%
    - Black: 11%
    - Asian: 7%
    - American Indian: 7%
    - Native Hawaiian: 1%

### Maternal education at the time of birth in relation to 3rd grade attendance

#### MATERNAL TRAITS: ATTENDANCE

- **3rd Grade Attendance by Maternal Education - 2017**
  - 0-11 years of education: 78%
  - 12 or more years of education: 89%

### Developmental Education enrollment trends

- **Developmental Education**
  - 44% of high school graduates in Special Education started working after graduation.
  - **23% in 2016**

### Who graduates from college and with what credentials?

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