



**28,335** | **11,566**  
In Minnesota | Out-of-state

**69%**

of 2017 high school graduates enrolled in college the fall after graduation



**13,206** | **4,542**  
Employed | Unknown

**23%**

of 2016 high school graduates entered the workforce instead of enrolling in college



INSIDE: STATE FUNDING | SLEDS DATA HIGHLIGHTS | ECLDS DATA HIGHLIGHTS

### Current State Funding

**\$882,000** per year

- IT staffing, software & hardware
- Staffing & administration
- ECLDS maintenance & support
- Data purchases



**Dennis Olson**

Commissioner, Minnesota Office of Higher Education

"SLEDS has accomplished an important outreach milestone toward its sustainability. Nowadays, leaders in education, higher education and the workforce value the useful information they can gather about their own 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, investing in 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."

### Staff Leadership

- Meredith Fergus, SLEDS Coordinator (OHE)
- Alex Hermida, SLEDS Coordinator (OHE)
- Anita Larson, SLEDS Coordinator (MDE)
- Rachel Vilsack, SLEDS Coordinator (DEED)
- Jennifer Verbrugge, ECLDS Coordinator (MDE)

## DATA REPORTS HIGHLIGHTS

SLEDS was created in 2010 and it 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.

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.

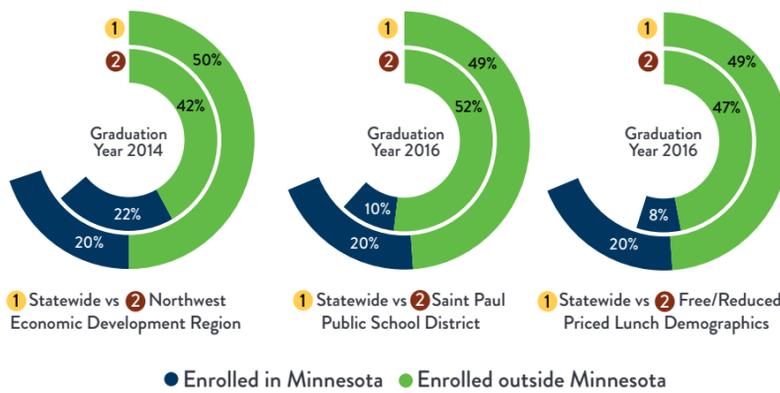
## Do high school graduates move onto college?

ENROLLMENT

**49%**

of Minnesota high school graduates choose Minnesota for their college studies.

### High School Graduates Enrolling in College - Fall



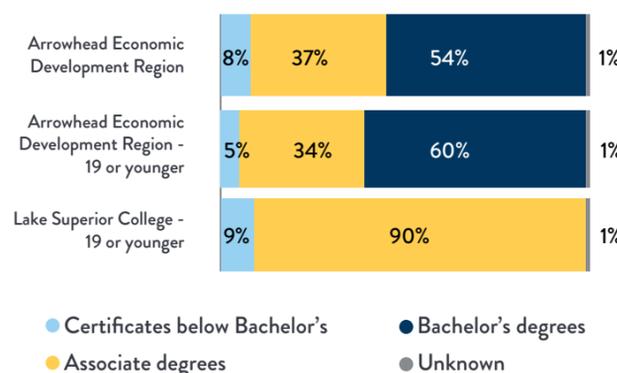
**Anita Larson, SLEDS Coordinator**

SLEDS offers users the opportunity to view patterns in Minnesota college enrollment by the state, region, and specific school district. This example shows that nearly half (49%) of Minnesota high school graduates choose to enroll in Minnesota colleges. This proportion is even higher for graduates from St. Paul public schools (52%), while in the northwest regions of the state (i.e., the Northwest 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

### Awards Sought: Economic Development Region | Age | College - 2016



**60%**

of young college students in the Arrowhead region choose to seek a Bachelor's degree.

**Meredith Fergus, SLEDS Coordinator**

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 half of new college students in the Arrowhead Economic Development Region (northeast corner of the state) choose to enroll in a certificate (8%) or associate degree program (37%). This proportion is lower for graduates aged 19 or younger (5% certificate; 34% associate) in this region.

### Awards Sought - Students Count

Selected Filters	Certificates Below Bachelor's	Associate Degrees	Bachelor's Degrees	Unknown
Arrowhead Economic Development Region	474	2,334	3,428	72
Arrowhead Economic Development Region 19 or Younger	182	1,222	2,191	31
Lake Superior College - 19 or Younger	40	411	0	6

**32.1%**

Nearly 1/3 of students 19 or younger pursuing a short-term credential enrolled at Lake Superior College.

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 this region, among students age 19 or younger pursuing a certificate or associate degree, nearly one-third (40 and 411 students, respectively) enrolled at Lake Superior College in Duluth.

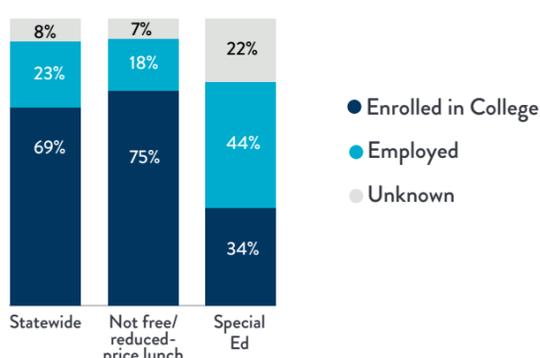
# What happens to high school grads who don't enroll in college?

## ENTERING THE WORKFORCE

**44%**

of high school graduates in Special Education started working after graduation.

High School Graduates Working - 2016



Rachel Vilsack, 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 8% 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. The opposite is found for students who participated in special education. This new data on the immediate college or career pathways that students take will help us to study students' decision-making behaviors in varying economic conditions.

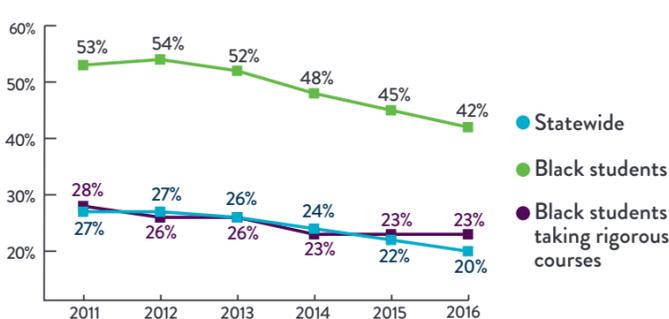
# Developmental education enrollment trends

## DEVELOPMENTAL EDUCATION

Black students' enrollment rates in Dev. Ed. trend lower for those who took rigorous courses in high school.

**23%**  
in 2016

Developmental Education Enrollment



Alex Hermida, SLEDS Coordinator

The percentage of all high school graduates that enroll in developmental education has dropped slightly since 2011 from 27% to 20% in 2016 (preliminary data). The slight decrease in the percentage of students taking developmental education is true among black students, who traditionally have enrolled in development 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.

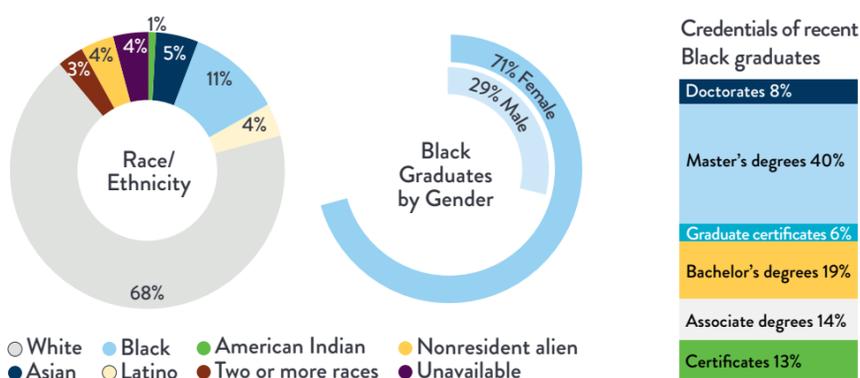
# Who graduates from college and with what credentials?

## COLLEGE GRADUATES

Meredith Fergus, SLEDS Coordinator

Eleven percent of new Minnesota college graduates in 2015-2016 were Black (11,147); of them, more than two-thirds were female (71%, 7957 graduates). If we explore deeper into demographics of college graduates in relation to awards and most popular majors obtained, we find that 40% of Black graduates (4,425) completed a Master's degree, with the most common major being Health Professions (1,491 graduates). A common pattern in college completion, Minnesota draws a high number of graduates of color from online institutions (e.g. Walden University and Capella University). Health professions also happen to be one of the most common majors across all certificates and degrees awarded in the state.

New Graduates - Statewide



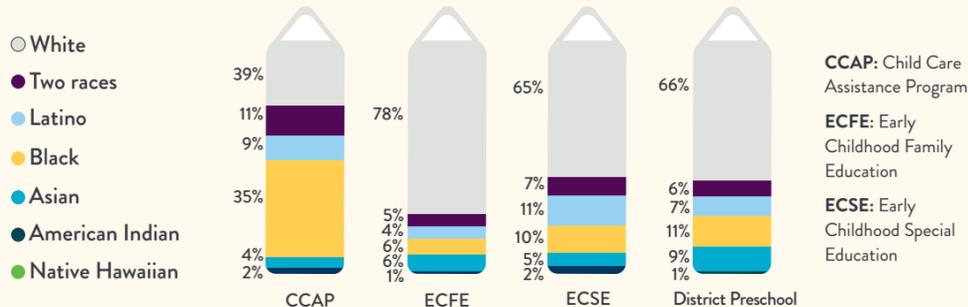
# What participation patterns and educational results are observed for kindergartners and 3rd grade students?

## EARLY CARE & EDUCATION

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 (January 2019).

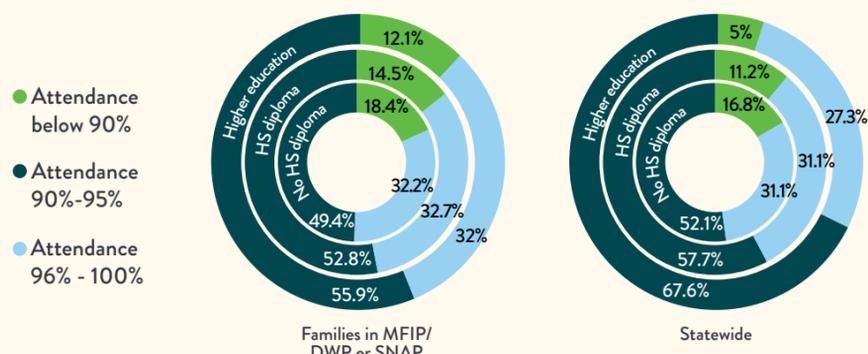
2017 Kindergarten Participation by Program and Race



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

## MATERNAL TRAITS: ATTENDANCE

3rd Grade Attendance by Maternal Education - 2017



Jennifer Verbrugge, ECLDS Coordinator

Data shows 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 influence positively on 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 to better understand how changes in the latter affect children's educational outcomes over time.



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