



**SLEDS**

STATEWIDE LONGITUDINAL  
EDUCATION DATA SYSTEM

## **Bytes of History:**

Building a sustainable SLDS future in Minnesota

# Vision and future

## What is the vision of SLEDS?

- SLEDS was created to identify the most viable pathways for individuals in achieving successful outcomes in education and work.

While SLEDS rapidly becomes a go-to place for data and analysis, significant opportunities remain to optimize use of the system.

By 2020, SLEDS will:

- Be responsive to stakeholders by providing an array of high quality reports and data products that meet identified needs in a timely manner
- Maximize stakeholder engagement and data use
- Incorporate efficient data management processes serving as a model cross-agency data system project



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# History

- 2006 Received 1<sup>st</sup> SLDS grant 2006 – built out K-12 data system
- 2009 Received 2<sup>nd</sup> SLDS grant – focus on building P-20W system
- 2010 SLEDS adoption by the P-20 Education Partnership
- 2011 Formal data sharing agreements signed
- 2013 Funding approved by the Governor & Legislature; Legislative Authority enacted

Current administrative structure implemented

- Higher Ed assumes lead project management role
- SLEDS Executive Team & SLEDS Coordinators Team is formalized

1<sup>st</sup> SLEDS Research Report Series launched – *Getting Prepared*



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## History continued

- 2014 Adoption of *SLEDS Data Access & Management Policy*  
*SLEDS.mn.gov* launches (high school feedback reports)  
*Graduate Employment Outcomes* website launches
- 2015 K-12 Secured Reports  
Awarded SLDS Grant
- 2016 Early Childhood Longitudinal Data System Website Launch  
Postsecondary Secured Reports  
SLEDS Network launched
- 2017 New reports: Dual Credit Participation, High School Graduates to Employment, At-Risk Student Pathways  
New data: K-12 common course catalog, Expanded postsecondary data

# Legislative authority

M.S. 127A.70 Subd. 2(b) Under the direction of the P-20 Education Partnership SLEDS Governance Committee, OHE, MDE and DEED shall improve and expand SLEDS to provide policymakers, education and workforce leaders, researchers, and members of the public with data, research, and reports to:

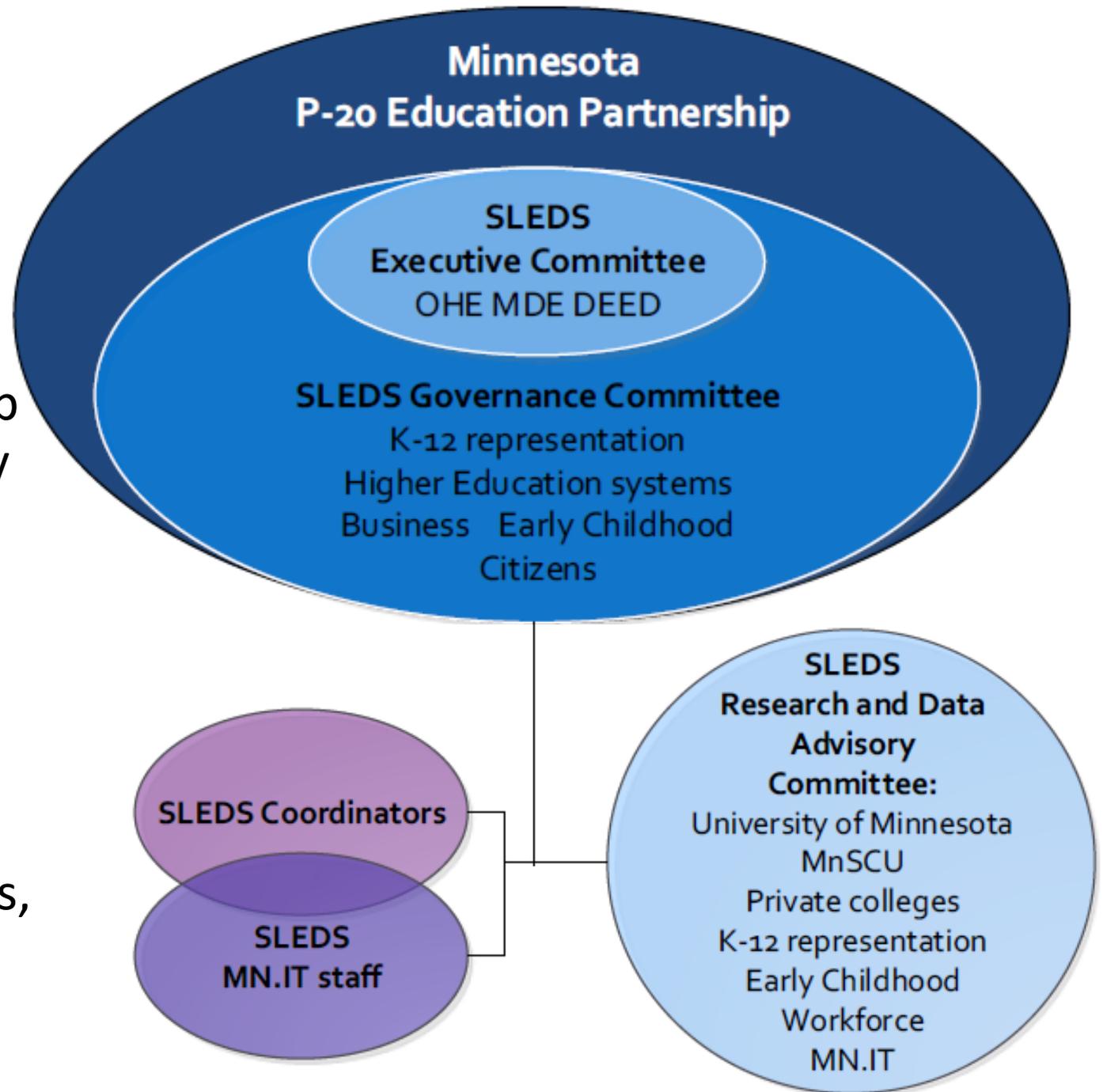
- (1) expand reporting on students' educational outcomes,
- (2) evaluate the effectiveness of educational and workforce programs; and
- (3) evaluate the relationship between education and workforce outcomes.

To the extent possible under federal and state law, research and reports should be accessible to the public on the Internet, and disaggregated by demographic characteristics, organization or organization characteristics, and geography.

# Governance

MN P-20 Education Partnership designated as central authority for SLEDS (2010)

- Membership includes state agencies, K-12 associations, higher education systems (public and private), workforce, early childhood, legislative members, business, and the public.



# SLEDS Data

## **Minnesota Department of Education (MDE)**

- K-12 Enrollment
- K-12 Assessment
- Adult Basic Education
- Early Childhood Enrollment
- Career and Technical Education

## **Minnesota Office of Higher Education (OHE)**

- Post-Secondary Enrollment
- Post-Secondary Completions
- Institutional Characteristics

## **Minnesota Department of Health**

- Health Care Licensures

## **Minnesota Department of Employment and Economic Development (DEED)**

- Unemployment Insurance Wage Detail Records
- Employer Detail
- Workforce Training Participant Data

## **Other**

- GED Results
- Out of State Higher Education Enrollments and Completions (National Student Clearinghouse)
- Advanced Placement Results
- International Baccalaureate
- ACT / SAT / PSAT

Data is loaded twice a year (June and November); Records linked using a probabilistic matching algorithm

# The 4P's of the MN SLEDS Research Agenda

**Pathways:** The movement of individuals between K-12/Higher Education/Workforce

- *Minnesota Report Card: College-Going* - A snapshot of college-going activity for high school graduates. (Published annually)

**Progress:** The benchmarks or transition points students meet or fail to meet

- *Getting Prepared* - A report on recent high school graduates and developmental course taking trends in college. (Published annually)

**Predictors:** The characteristics, patterns, or commonalities that help explain which students succeed and which do not

- *How well does a college education pay?* - An analysis of the economic success of post-secondary graduates in Minnesota. (Published April 2014)

**Performance:** How well are education and workforce aligned for individual success?

- *Racial Disparities in Wage and Employment after Graduation* - An analysis on the differences in college graduate outcomes by race, gender, and age. (Published December 2015)

# Key Challenges

## Turf and Trust // Cross-agency project management and communication

- Building relationships among staff who rarely worked together prior to SLEDS
- Building buy-in and consensus among leadership for long-term viability
- Understanding the value added for each entity involved

## Data security, privacy, and access issues

- Maximize data infrastructure and minimize cybersecurity risks
- Manage expectations
- Ensure transparency and clarity in all we do

## Money

- State funds serve as the base for sustainability
- Federal funds provide for expansions and enhancements

# Promising Practices

## Interagency administration and governance

- SLEDS Coordinators Team bi-weekly conference calls
- SLEDS Research and Data Advisory Committee meets bi-monthly
- Executive Team and Governance Committee meets quarterly

## The SLEDS Network

- Regional based data experts providing training and support to stakeholders
- Initiate and coordinate local education analysis activities
- Oversee special regional studies and projects

## Formal communications planning

- Who needs to know? What do they need to know? How to best convey info?
- Press releases, videos, webinars, infographics, Tableau dashboards, handouts, annual status reports, budget requests, branding, and project visibility