



Minnesota's Statewide Longitudinal Data System (SLEDS)

Minnesota is developing a P-20 statewide longitudinal education data system (SLEDS) that will be jointly managed by the Minnesota Department of Employment and Economic Development, the Minnesota Office of Higher Education and the Minnesota Department of Education. The system will match student data from pre-kindergarten through completion of postsecondary and into the workforce, enabling educators and policymakers to answer a range of program and policy questions that can be used to gauge the effectiveness of programs and design targeted improvement strategies.

Vision Statement

The Minnesota Statewide Longitudinal Education Data System (SLEDS) project will bring together data from education and workforce to:

- Identify the most viable pathways for individuals in achieving successful outcomes in education and work;
- Inform decisions to support and improve education and workforce policy and practice, and
- Assist in creating a more seamless education and workforce system for all Minnesotans.

What is SLEDS?

The Statewide Longitudinal Education Data System will bridge existing data. Using the 4 P's - Pathways, Progress, Predictors and Performance, stakeholders will have a framework to assess and evaluate data from all three systems in order to answer critical and long-ranging questions while building a comprehensive body of information, that can be used to inform future decision-making.

Pathways: The movement of individual students between K-12/Higher Education/Workforce

- Who enrolls in college and when?
- How many students who drop-out re-enter at a later time?
- Which levels of education lead to higher wages?

Progress: The benchmarks or transition points students meet -- or fail to meet.

- How many students choose college, how many choose work?
- Does full-time enrollment matter to degree completion?
- What industries employ college grads and at what wages?

Predictors: The characteristics, patterns or commonalities that help explain which students achieve successful outcomes and which do not.

- Student demographics
- Immediate vs. delayed entry into postsecondary education
- Level of educational credentialing

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

- Where are Minnesota students and workers succeeding?
- Where can we improve?
- Where can we focus additional strategies and resources?

http://www.mnp20.org/working_groups/longitudinal_data_system.html

Governance and Membership

The Minnesota P-20 Education Partnership governs the SLEDS system. The project is jointly managed by the Minnesota Department of Employment and Economic Development, the Minnesota Office of Higher Education and the Minnesota Department of Education. On April 14, 2010, the Minnesota P-20 Education Partnership adopted the following governance structure for the SLEDS system:

- The SLEDS Governance Committee will oversee all work with the data system.
- The SLEDS Research Committee will review and develop research and evaluation proposals and make recommendations to the Governance Committee.
- The SLEDS Data Advisory Committee will review and evaluate proposals through the lens of technical expertise on data structure and linkages, and make recommendations to the Governance Committee.
- The SLEDS System Coordinators and SLEDS IT staff will coordinate work with the three committees and the State Data Center, and report to the Governance Committee on the research, evaluation and technical operations of the data system.

Current SLEDS Committee Membership List <http://www.mnp20.org/>

April 2010 SLEDS Charter <http://www.mnp20.org/>

Updates

- Status Update: Minnesota State Longitudinal Education Data System (SLEDS), December 21, 2011 <http://www.mnp20.org/>
- The U.S. Department of Education on December 1, 2011 announced new regulations to safeguard student privacy while giving states the flexibility to share educational data that can be helpful in judging the effectiveness of government investments in education. The full regulations, press release, and accompanying document "Safeguarding Student Privacy" can be found at www.ed.gov/fpco.
- The Minnesota Department of Employment and Economic Development (DEED) was [awarded a Workforce Data Quality Initiative grant](#) in 2010 from the U.S. Department of Labor. http://www.doleta.gov/ETA_News_Releases/20101511.cfm
- Minnesota was [one of 20 states to win grants](#) for P-20 data systems. [Minnesota's grant application](http://nces.ed.gov/programs/slids/fy09arra_announcement.asp) http://nces.ed.gov/programs/slids/fy09arra_announcement.asp

Sites of SLDS supporting organizations

- The [Statewide Longitudinal Data Systems Grant Program](#) offers a variety of support resources. These support resources, described briefly below, are designed to help education agencies with a variety of issues related to longitudinal data systems, including assessment issues, data governance, interoperability, data sharing, teacher–student linkages, external evaluations and research. <http://nces.ed.gov/programs/slids/index.asp>
- The [Data Quality Campaign](#) (DQC) is a national, collaborative effort to encourage and support state policymakers to improve the availability and use of high-quality education data to improve student achievement. The campaign will provide tools and resources that will help states implement and use longitudinal data systems, while providing a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focused on improving data quality, access and use. <http://www.dataqualitycampaign.org/>

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Sample P-20 research and resources

Florida: The Florida Division of Accountability, Research and Measurement provides education information to inform policy and support high standards that will continually improve student achievement and opportunities throughout Florida's PK-20 education system. <http://www.fldoe.org/arm/>

The Florida Education & Training Placement Information Program (FETPIP) is a data collection and consumer reporting system established by Florida Statutes Section 1008.39 to provide follow-up data on former students and program participants who have graduated, exited or completed a public education or training program within the State of Florida. <http://www.fldoe.org/fetpip/>

Iowa: [Visualizing Transitions from Education to Industries](#). A common question is whether college graduates are employed in sectors related to their major. This document shows the transitions from community college "career clusters" to one of the 20 industrial sectors. <http://tomschenkjr.net/research/visualizing-transitions-from-education-to-industries/>

[Calculating Returns to Degree Using Administrative Data](#). Does a college degree provide economic returns to the individual? <http://tomschenkjr.net/2009/11/01/airum-2009-presentation-calculating-returns-to-degree-using-adminstrative-data/>

["Measuring Transitions into the Workforce as a Form of Accountability."](#) 2011. *IR Applications No. 32* November. <http://www3.airweb.org/images/irapps32.pdf>

Illinois: The [Illinois 2002 cohort study](#) represents a vision of the results that would be available in the future with the development of the State's longitudinal system. In this report [the Illinois Education Research Council](#) provides a focused analysis of initial college enrollment and the attainment of intended outcomes for those enrolling at two-year and four-year institutions, specific pathways and completion patterns and participation and completion outcomes by student characteristics, characteristics of high schools and postsecondary institutions. <http://ierc.siue.edu/>

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