



# 2021-2022

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## BI-ANNUAL REPORT

### Data Highlights



**ECLDS+SLEDS**

Early Childhood Longitudinal Data System  
Statewide Longitudinal Education Data System

**m** MINNESOTA



24,995  
In Minnesota

12,205  
Out-of-state



15,670  
Employed

7,603  
Unknown



# DATA REPORTS HIGHLIGHTS

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.

# ENROLLMENT .....

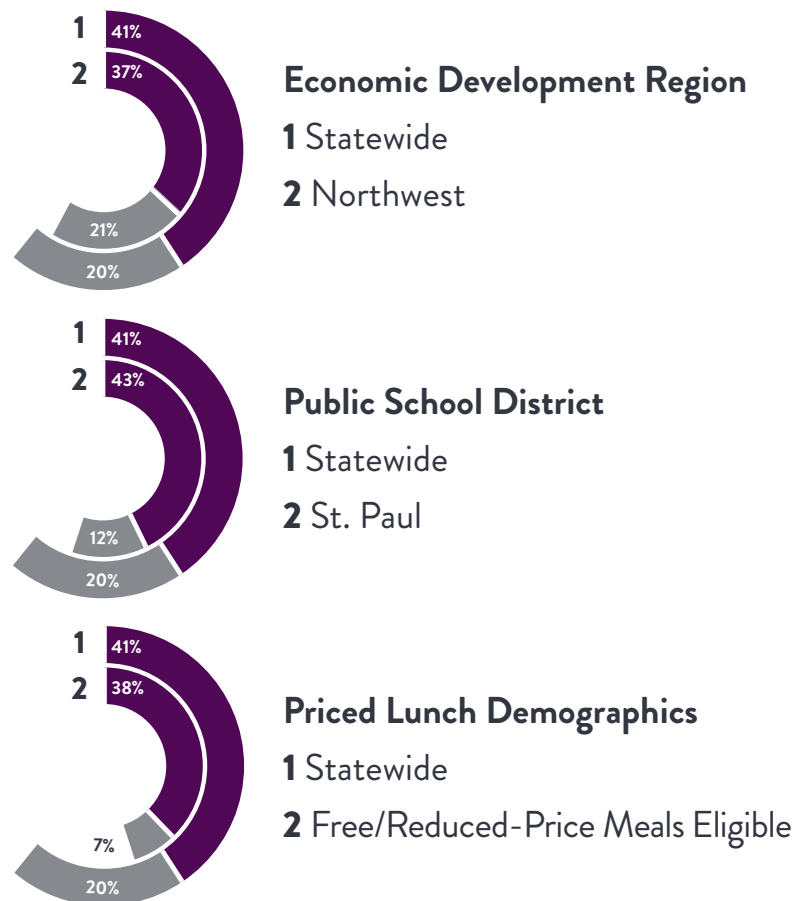
Do high school graduates move on to college?

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SLEDS offers users the opportunity to view patterns in Minnesota college enrollment by state, region, and specific school district. This example shows that 20% of Minnesota graduates who enrolled in college the fall after high school graduation, enrolled outside Minnesota. This proportion is greater for graduates from the Northwest Economic Region, possibly explained by the proximity of colleges in nearby states, such as North Dakota, and tuition reciprocity agreements. The cost of attending college out-of-state may influence graduates from St. Paul public schools and for those graduates eligible for free/reduced-price meals, who largely prefer to attend Minnesota institutions.

**41%** of Minnesota high school graduates choose Minnesota for their college studies.

## High School Graduates Enrolling in College - Fall Graduation Year 2021



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■ Enrolled in Minnesota    ■ Enrolled Outside Minnesota



## NEW STUDENT ENROLLMENT . . . . .

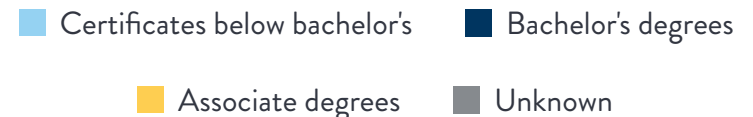
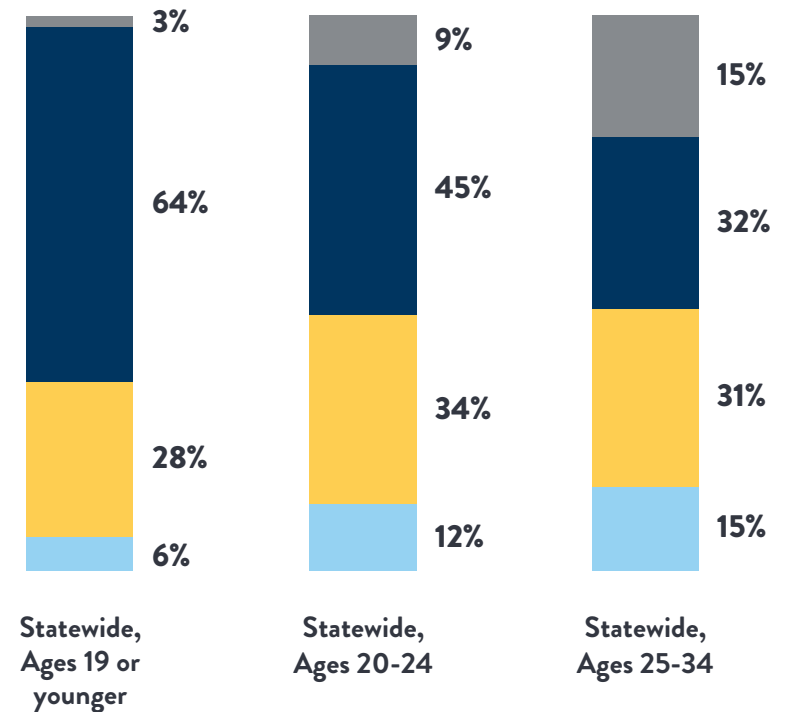
In what programs are undergraduates enrolling?

. . . . .

SLEDs allows users to view patterns in the program choices of Minnesota college students for the state, a region, an individual college, or a subgroup of students. For example, new college students in 2022, aged 25-34, proportionally chose to seek associate (32%) and bachelor's (31%) degrees. In contrast, the majority of high school graduates who enrolled in college in 2022 (19 or younger), sought completing a bachelor's degree (64%). That preference was less prominent for new college students aged 20-24 (45%). The demand for short-term programs tends to grow with the age of new college students.

**64%** of young new college students choose to pursue a bachelor's degree.

## Awards Sought: Demographics: Age Group - 2022



## POSTSECONDARY TRANSFERS .....

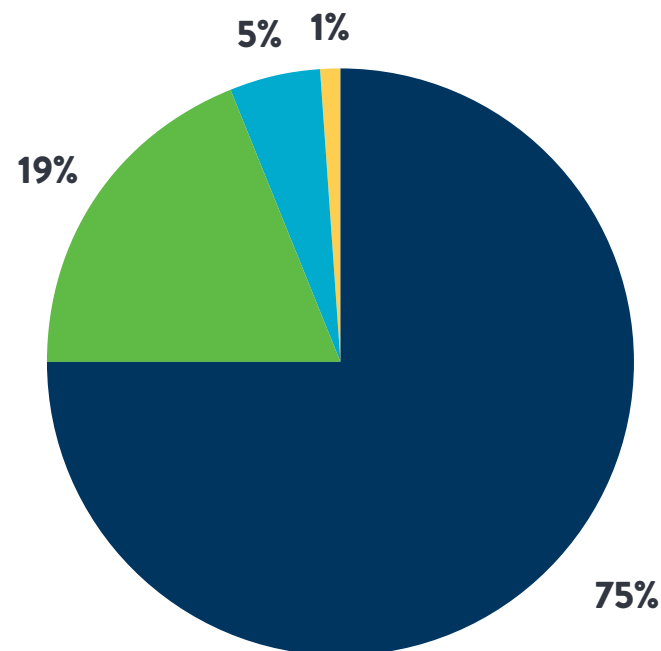
How many college students transfer to a Minnesota institution?

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The new Postsecondary Transfers report allows users to explore the educational paths of transfers students prior to and after their transfer. For example, 37,567 college students transferred to a new institution in 2018. 75% of them had attended one institution previously, and only 50% completed their credential after transfer.

**75%** of transfer students entering in 2018 had previously attended only one institution before transfer.

## Number of Institutions Attended Before Transfer Among Those with Known Origin - 2018



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■ 1 institution ■ 2 institutions ■ 3 institutions  
■ 4 institutions ■ 5 or more institutions

## ENTERING THE WORKFORCE .....

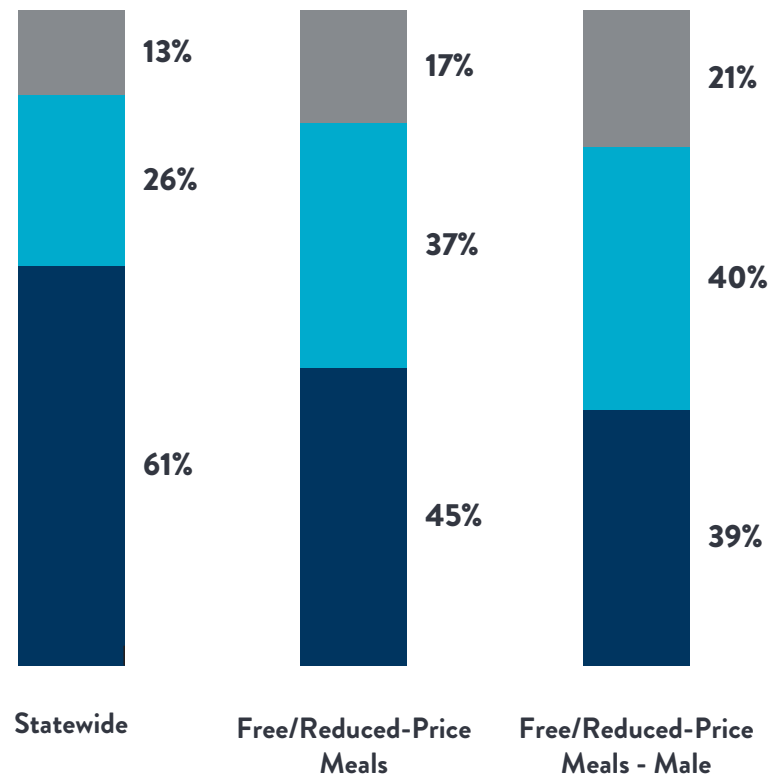
What happens to high school grads who don't enroll in college?

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About one in four (26%) high school graduates enters the Minnesota workforce instead of going to college the year after graduation. The transitions of 13% of high school graduates are unknown and likely reflect a variety of paths, including working in another state, serving in the armed forces, or being disconnected from the workforce altogether. Among student subgroups, data show lower college enrollment trends and higher employed percentages for those graduates who received free or reduced-price meals during high school. Noticeably within this subgroup, 40% of males started working instead of enrolling in college, and 21% of them either found a job outside Minnesota, joined the military, became independent workers, or were otherwise unemployed.

**37%** of high school graduates eligible for free/reduced-price meals started working after high school graduation instead of going to college.

## High School Graduates Working - 2021



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■ Enrolled in College ■ Employed ■ Unknown



## DEVELOPMENTAL EDUCATION .....

Developmental education enrollment trends

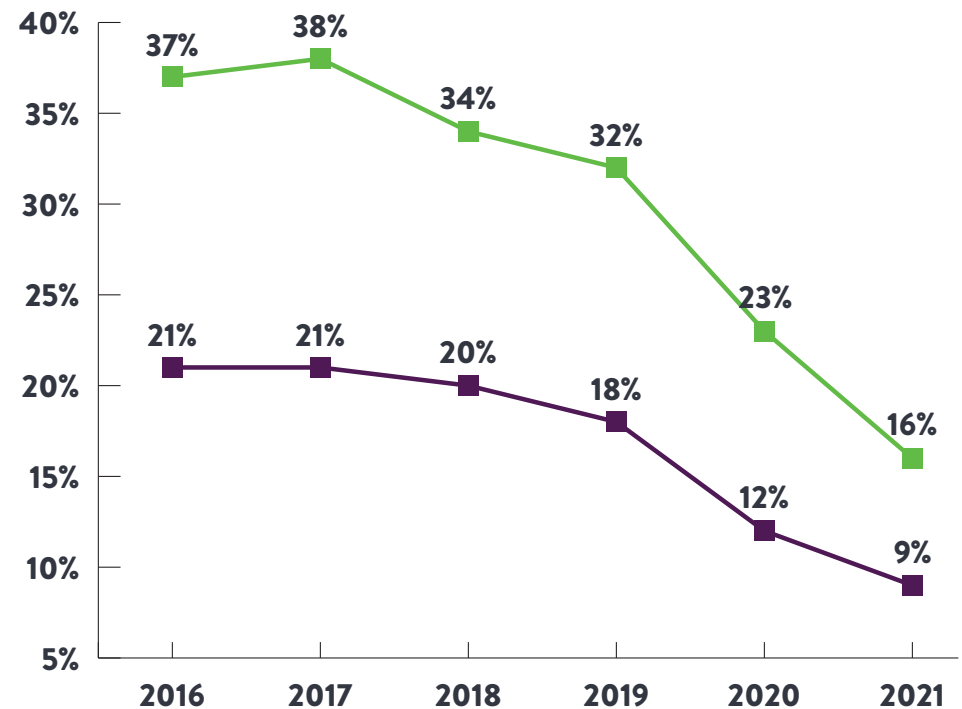
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The number and percent of high school graduates that enroll in developmental education courses within two years of graduating high school has dropped dramatically from 20% in 2018 to 9% in 2021. This is due in part to developmental support being offered in formats other than full courses. The new offerings provide the necessary support while saving students the cost of tuition for developmental courses. It is hoped that this will also decrease the time to graduation for these students. SLEDS reports will allow us to track the impact on enrollment and graduation over time.

A decreasing trend in developmental education enrollment during the first two years after high school graduation is also seen for all students of color.

**22%** in 2021

## High School Graduates Enrolling in College - Fall Graduation Year 2021



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■ Statewide ■ All Students of Color



## COLLEGE GRADUATES .....

Who graduates from college and with what credentials?

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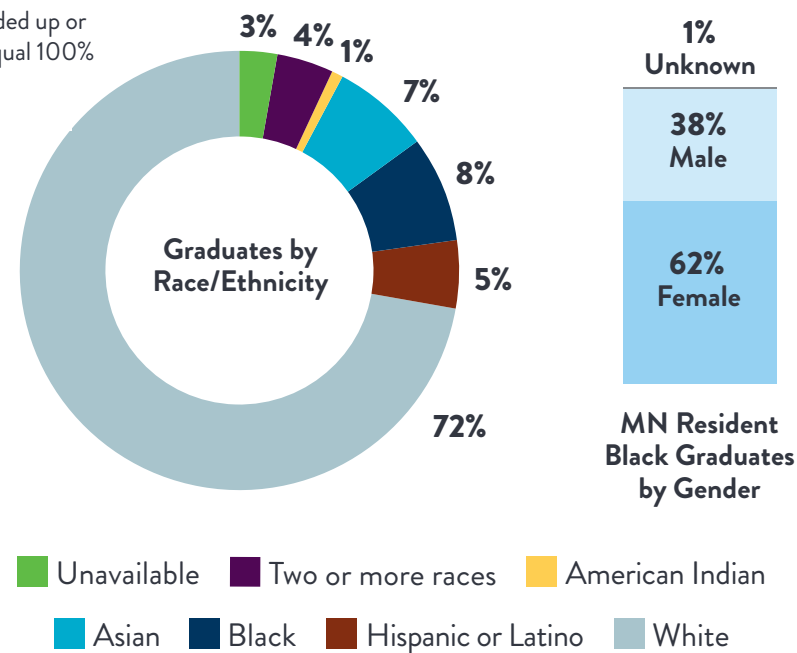
Eight percent of new Minnesota college graduates in 2021 were Black (4,491); of them, 62% were female (2,764 graduates). If we explore deeper into demographics of college graduates in relation to awards and most popular majors obtained, we find that 37% of Black graduates (1,658) completed a bachelor's degree, with the most common major being health professions (412 graduates), which is also the top major for certificates below a bachelor's degree (487 graduates). Health professions also happen to be one of the most common majors across all certificates and degrees awarded in the state.

# 62%

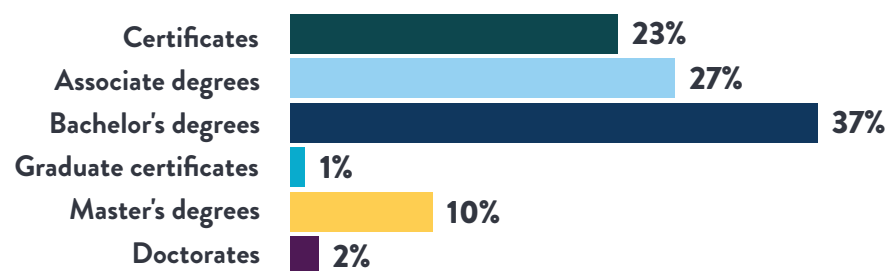
Following the statewide trend, the majority of Minnesota Black college graduates are female, 62%.

## 2021 New College Graduates - Statewide

Percentages have been rounded up or down to equal 100%



### Credentials of recent Black graduates



## **EARLY CHILDHOOD SCREENING . . .**

How do early childhood or family factors relate to the age a child received screening?

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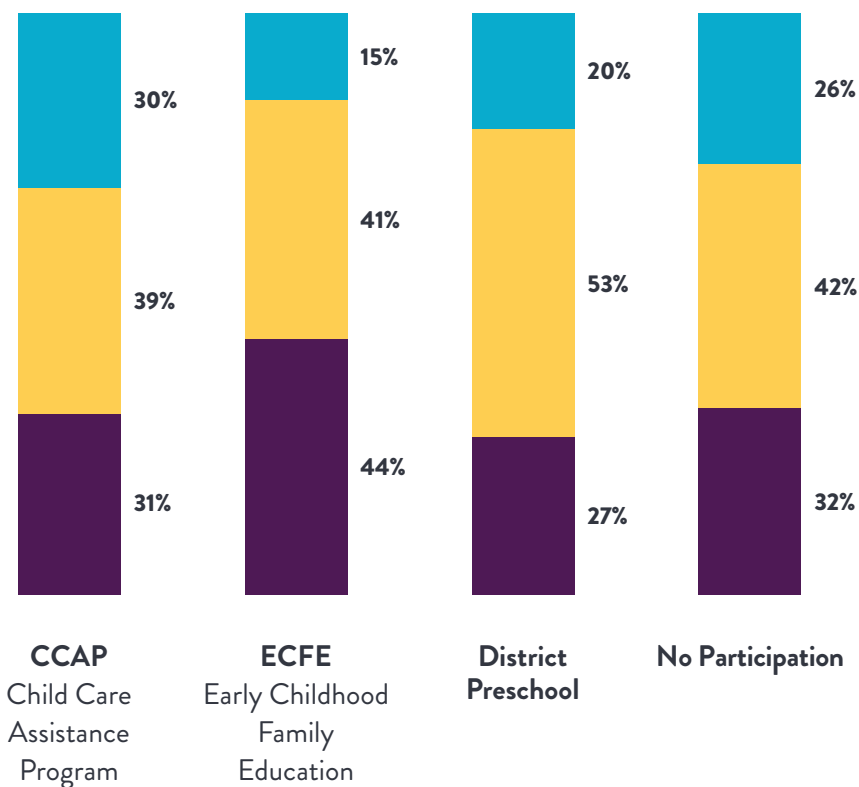
Children's participation in a public early care and education program tends to lead to them being screened at an earlier age than those kids who do not participate. A family's connections to the early care and education system are amplified through participation in a single program leading to benefits like screening at an earlier age to identify potentially life-changing interventions.

# 77%

An average of 77% of public ECE-connected families had their children screened at age 3 or 4.

## Early Childhood Screening by Age According to Program Participation - 2020-2021

Percentages have been rounded up or down to equal 100%



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■ Age 3
 ■ Age 4
 ■ Age 5-6

# KINDERGARTEN

How do available early childhood factors relate to kindergarten attendance?

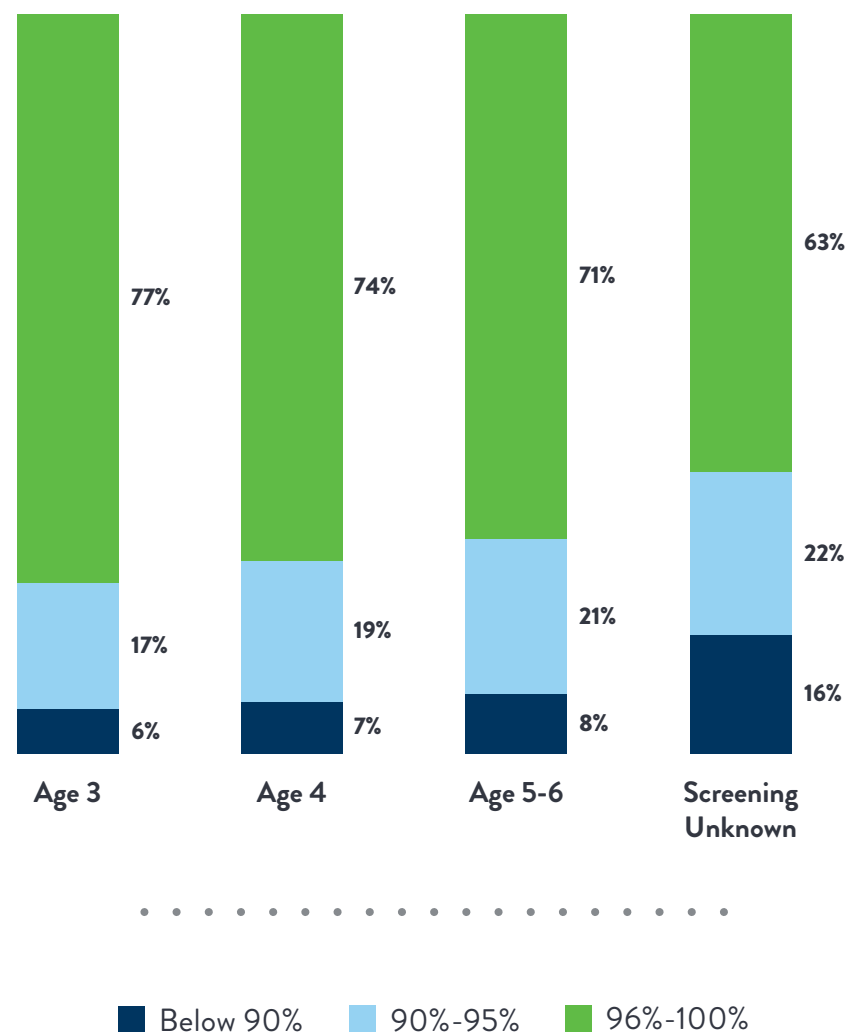
Mothers with higher levels of education at her child's time of birth tend to have their kids screened at a younger age, and encourage higher rates of daily attendance once her child enters kindergarten. Attending school at a rate of at least 90% makes it easier for young children to acquire early reading and math skills, build stronger relationships with peers and teachers, and develop regular school attendance as a habit.

**77%** of kids who were screened at age 3 and had moms with greater than a high school diploma when they were born attended 96-100% of their kindergarten school days.

## Kindergarten Attendance by Age Screened 2020-2021

Mother's Education Level at Child's Birth:  
Greater than High School Diploma

Percentages have been rounded up or down to equal 100%





## CONTACT US

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