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Minnesota’s Early Childhood Longitudinal Data System (ECLDS)

- Links data from state departments of health, human services and education
- Federally funded: RTT-ELC ($6 mill.) & SLDS-IES ($3.5 mill.)
- All data are de-identified before use
  - **Four (4) state IT employees have access to identified data for linking and QA purposes**
- Data are aggregated (grouped)
- Small Ns (< 10) are suppressed
- System has been reviewed and approved for human protections by academic institutional review board (IRB)
Minnesota’s Early Childhood Longitudinal Data System (ECLDS): **Purposes**

**What it is**
- Resource for state and local planning
- Source for understanding collective impact
- Gives data back to local programs for use

**What it is not**
- Fraud prevention/identification
- Data mining
- Assessing performance of SPECIFIC programs or sites
Minnesota’s ECLDS (ECIDS) Governance

- **Governing Body**:
  - Managers, Directors, Assistant Commissioners
  - GB Approves/Denies
  - R&D makes recommendations to GB

- **Mini-Cabinet (ad hoc)**:
  - State Agency Commissioners
  - Each state department appoints one member at leadership level. Each state department identifies two practice community associations who also appoint a leadership-level representative.

- **Research & Data Committee**:
  - Data stewards, policy and program researchers, data users and contributors
  - Members appointed by Governing Body. Membership is flexible (may be dependent upon current work) and fluid.
Minnesota’s Early Childhood Longitudinal Data System (ECLDS): Policy questions

• What do we know about the children participating in Minnesota’s early care and education programs?
  • Demographics, disability, program combinations

• What is the status of children after participating in early care and education programs?
  • Special education use and attendance in the early grades, third grade test scores
For the first time:

• We can see how families access multiple programs
  • 45% of 2016-17 kindergartners were in publicly-funded ECE programs

• The degree to which we are reaching targeted populations
  • 60% of 2016-17 African American kindergartners participated in public ECE programs; 41% of 2016-17 kindergartners were on SNAP or TANF
Minnesota’s Early Childhood Longitudinal Data System (ECLDS): New knowledge

• **How children are doing in elementary school**
  
  • **Part C**
    
    Children who participated in Early Childhood Special Education (Part C) and do not need special education in 3rd grade are nearly as proficient in reading by 3rd grade as the general student population (55.1% compared to 56.7%)
  
  • **Low birth weight**
    
    Among 2016-17 3rd graders, 59.1% were proficient in mathematics who were low weight at birth compared to their normal weight peers who were 70.7% proficient.
  
  • **Maternal education at birth**
    
    During the 2016-17 school year, 67.6% of 3rd grader’s whose mothers had more than a high school diploma attended school at least 96% compared to 3rd whose mothers had less than a high school diploma (52.1%).
Minnesota’s Early Childhood Longitudinal Data System (ECLDS): New knowledge

• The drop in teen parents
  • There are so few teen parents in Minnesota that we are only able to share data on them in the broad age group of under age 20.

• Disparities within disparities to which we can give our attention
  • While many children who participate in ECSE/Part C do not need special education by 3rd grade this is not true for all disability types (e.g. emotional behavioral disorders or autism spectrum disorders).
Minnesota’s Early Childhood Longitudinal Data System: A Demonstration & Activity

Demonstration

Activity

1. Navigate to eclds.mn.gov

2. Select a set of reports of interest: Kindergartners, Third Grade, Birth to PreK

3. Select a report within the group of interest

4. Explore filters for time periods, child or family characteristics, or different geographies.

5. What did you learn?
Questions and Thank you

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