

APPENDIX: Best-in-Class State Longitudinal Data Systems (SLDS)

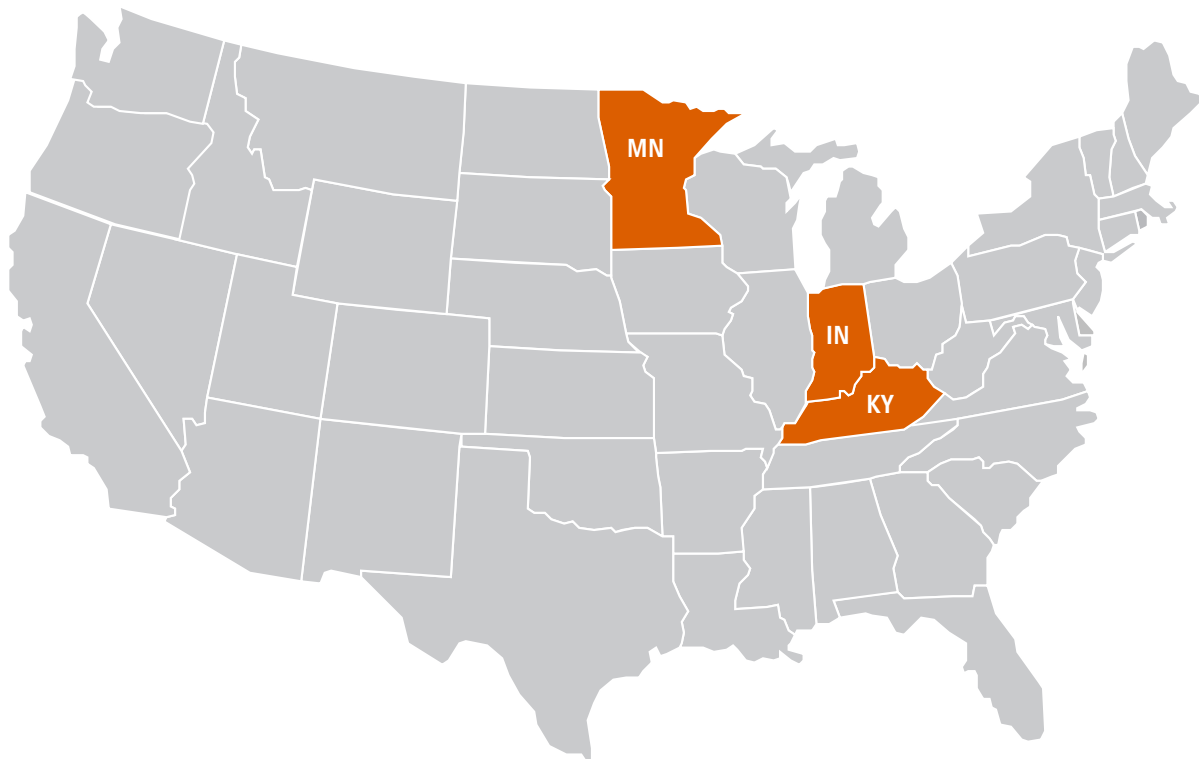


Best-in-Class SLDS

Our research of the Michigan SLDS found a lack of access to longitudinal connections across K-12, post-secondary, and workforce data. Michigan’s SLDS emphasizes student preparedness and performance in post-secondary education and training, rather than providing insight into how education affects employment and wages. In other words, we can determine if students are ready for college, and the likelihood of persistence and degree attainment. But what happens to high school graduates who do not enroll in post-secondary education or training? Are post-secondary graduates better prepared for the workplace? Are they using their credentials in the labor market? Are they finding quality jobs in Michigan?

The current Michigan SLDS is ill-equipped to answer these questions. However, we can look to states such as Indiana, Kentucky, and Minnesota for tangible, best-in-class examples of how to publicly report vital information without compromising privacy. By understanding how other states leverage longitudinal information to evaluate and improve program quality, we can move toward ensuring all residents have equal access and opportunity to economic mobility through informed decision-making.

Best-in-Class SLDS Data Capabilities	Best-in-Class SLDS States			
	Indiana	Kentucky	Michigan	Minnesota
Early Childhood & Elementary Education Available for districts, counties, and state: <ul style="list-style-type: none"> • Early childhood enrollment data • Program quality and demographics • Impact on K-3 performance 	✓		✓	✓
Secondary Education: General Available for high school graduates: <ul style="list-style-type: none"> • Employment and wage outcomes • Industry-level employment data • In-state versus out-of-state outcomes 	✓	✓		✓
Secondary Education: CTE Available for CTE participants: <ul style="list-style-type: none"> • Employment and wage outcomes • Industry-level employment data • In-state versus out-of-state outcomes 	✓	✓		✓
Post-Secondary Education Available for post-secondary graduates by institution: <ul style="list-style-type: none"> • Employment and wage outcomes • Industry-level employment data • In-state versus out-of-state outcomes 	✓	✓		✓
Labor Market Forecasting, Analysis and In-Demand Credentials Available for districts and WFD regions: <ul style="list-style-type: none"> • Supply-demand analyses • Programs for high-demand jobs • Employment and wage forecasts • Includes all/most non-degree credentials 	✓	✓		



The states of **Indiana, Kentucky, and Minnesota** are identified as **best-in-class** examples of how to publicly report vital information without compromising privacy.

Indiana

Since 2013, the Indiana Commission for Higher Education has produced an annual [College Value Report](#) to help residents navigate the complex decisions about post-secondary education. This includes a publicly accessible, interactive Tableau dashboard that details labor force outcomes of higher education pathways. The College Value Report strives to evaluate: (1) graduate earnings and employment rates, (2) the social and community impact of college, and (3) alumni satisfaction, as measured by the Gallup-Indiana Graduate Satisfaction Survey. The report evaluates these criteria through three lenses: Statewide, Industry, and Institution. Statewide refers to the impact on individuals and the economy, how the investment in state financial aid pays off for learners and the state alike. Industry refers to the correlation between economic demands and decisions of what to study, reflecting the perceived value an additional worker (i.e., graduate) is expected to have in a given labor market. Institution refers to tuition costs and student debt, as well as the results of satisfaction surveys distributed to alumni of Indiana public colleges.

In comparison, Michigan's SLDS provides limited information to quantify the potential value of post-secondary credentials. Wage information by program of study is limited to a small survey sample of graduates across the state one and five years after credential attainment. The system does not distinguish whether graduates were employed in-state or out-of-state, nor whether the credential they attained was required for their occupation. Additionally, Michigan's system lacks

information about graduate performance in the labor market among specific institutions, regions, and industries. It lacks any method to measure alumni satisfaction or tuition rates, leaving prospective post-secondary students with limited data to identify which programs and degrees yield the best returns on educational investments.

Kentucky

The primary advantage of Kentucky's statewide longitudinal data system ([KYSTATS](#)) lies in the granularity of labor market outcomes reported for K-12 as well as post-secondary graduates. Unlike Michigan, Kentucky distinguishes between in-state and out-of-state employment. Its data can be further segmented to illustrate employment and wage comparisons across institutions, regions, industries of employment, and average weekly hours worked. It even provides information to compare the effect of high school career technical education on employment and wage outcomes across degree levels, employment status (full-time or part-time), industries, counties, and K-12 institutions for three, five, and 10 years after credential attainment – robust connections that Michigan lacks.

In 2014, the Kentucky Council on Postsecondary Education asked KYSTATS to create a report to examine employment outcomes for graduates by institution. The current iteration of the Postsecondary Feedback Report is a dynamic, public-facing [Tableau dashboard](#) that covers outcomes three, five, and 10 years after graduation, award completion over time, and outcomes for transfer students. Future expansions will allow institutions to break down employment outcomes by major, for two to 10 years post-graduation. The report also will provide information on the share and earnings of graduates at each institution who are employed in-state or out-of-state, further segmented by industry.

KYSTATS also worked with the Kentucky Innovation Workforce Board (KWIB), the Kentucky Department of Education (KDE), and regional employers to create the [CTE Feedback Report](#). This report defines the highest-demand jobs within five key job sectors, such as healthcare and construction. Users can examine high school performance for CTE students, including their pathway completions and college and career readiness. The report also presents post-secondary and workforce outcomes, such as the percentage of students earning 30 or more credit hours during the first year of college, employment rate, and wages for pathway completers who are not enrolled in a post-secondary institution. KWIB and KDE now use the CTE Feedback Report to align high-demand jobs data and employment needs of local employers with certificates accepted for these careers.

Minnesota

Minnesota's longitudinal data system excels in two fundamental areas: tracking labor market outcomes for high school graduates, and tracking labor market outcomes for post-secondary graduates across industries, programs and institutions of study, locations (in-state or out-of-state), and demographics one, five and 10 years after credential attainment. As noted previously, Michigan's ability to track labor market outcomes for graduates is limited to statewide median wages and employment counts one and five years after graduation, based on an extremely small sample of graduates who respond to a survey. Michigan also does not distinguish between in-state and out-of-state employment for any key

performance indicators — which reveals nothing about the share of total graduates employed, their industries of employment, average weekly hours worked, whether high school graduates have attained the knowledge and skills demanded of local employers, and whether labor market disparities persist across Michigan's 10 Prosperity Regions. In 2018, Minnesota's Statewide Longitudinal Education Data System (SLEDS) began reporting labor market outcomes for the 23 percent of Minnesota high school graduates who entered the workforce after graduation rather than enrolling post-secondary education or training. Minnesota's reported outcomes include the number and share of graduates at the district, regional, and state levels who entered the workforce, average weekly hours worked, industries of employment, average hourly wages and employment rates across industry sectors.

Saint Paul Public Schools (SPPS), Minnesota's largest school district, has incorporated performance measures into its [strategic plan](#) using information from SLEDS to gauge how well its graduates are prepared for college, career, and life. In comparison, Michigan's SLDS can gauge only preparedness for college, with limited information about K-12s ability to prepare students for a direct transition into the workforce. The strategic plan developed by SPPS uses longitudinal data to assess many traditional benchmarks, including graduation and enrollment in college, as well the number and share of the district's graduates who are employed and earning a living wage while not being enrolled in post-secondary education in-state or out-of-state. The district used new baseline data from SLEDS to develop five-year targets for outcomes in a variety of areas, including racial and cultural achievement gaps, special education and English learner achievement, kindergarten readiness, college and career readiness, and academic growth for all students. The district continues to leverage SLEDS data to improve programs and align curricula to the needs of local employers based on the outcomes of recent graduates across a plethora of social, demographic, and labor market characteristics. This ensures economic opportunity and mobility for all students, regardless of subsequent participation in post-secondary education and training.

Conclusion

To become a best-in-class SLDS while simultaneously enhancing economic opportunity and mobility for all residents, improvements to Michigan's longitudinal data system should aspire to provide reports, analyses, and insights containing actionable information regarding:

- Employment rates and wage outcomes for high school graduates and CTE participants
- Labor market outcomes by institution, industry, and location of employment (in-state or out-of-state)
- Programs and non-degree credentials associated with high-demand jobs
- Supply-demand analyses for high-demand jobs, available for school districts and WFD regions



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