

The Early Childhood Longitudinal Data System (ECLDS.mn.gov)

This is a summary of the information offered on the Early Childhood Longitudinal Data System, or ECLDS. The ECLDS is designed for educators, local planners, early childhood program administrators, and other early care and education professionals in Minnesota. Its purpose is to provide integrated data, gathered from across multiple sources, on young children served in publicly funded programs. The information is intended to help with community needs assessments and in monitoring child status over time at multiple geographic levels. The content of each set of charts and graphs are informed by research on child development and the longstanding questions from Minnesota policymakers and administrators.

Kindergarten Cohort

In which public early care and education programs did children participate prior to kindergarten?

Provided is an overview of the number of children in each annual kindergarten cohort who participated in publicly funded early care and education programs prior to kindergarten. Participation is shown by program and years prior to kindergarten.

What are the characteristics of children enrolled in kindergarten?

Racial and ethnic breakdowns are provided for kindergarten cohorts for given years as well as their pre-kindergarten participation in early care and education programs. Filtering options include disability type, gender, home language, and a variety of criteria related to birth and poverty.

What do we know about the parents of Minnesota kindergartners?

Charts and tables show the family (primarily maternal) characteristics of Minnesota kindergartners in relation to education and age of mother at the child's birth. Filtering options include child race, gender, and early care and education program participation.

Are kindergartners and their families receiving economic or food assistance?

Poverty status is shown for kindergartners in relation to the receipt of certain means-tested programs such as Minnesota Family Investment Program (MFIP) or Supplemental Nutrition Assistance Program (SNAP). Filtering options include home language, gender, and race.

Birth to Third Grade

What educational results and history are observed for 3rd-grade students?

This set of charts shows the overall percent of students who are proficient in 3rd-grade and in relation to attendance (current year and previous grades). Filtering options include disability status, gender, home language, race, ethnicity, and factors related to poverty, special needs, child protection involvement, and birth status.

How are outcomes at birth related to 3rd-grade test proficiency and attendance?

Third grade proficiency on statewide tests and school attendance patterns are examined in these reports in relation to a variety of birth outcomes including preterm birth status, birth weight, and gestational age. Filtering options include disability status, gender, home language, race, ethnicity, and factors related to poverty, special needs, teen parent status, mother's immigrant status, child protection involvement, and birth status.

How are maternal characteristics at the time of birth related to their child's 3rd-grade attendance?

This set of charts shows 3rd-grade attendance in relation to maternal education levels, age, and prenatal care utilization at the time of the child's birth. Filtering options include disability status, gender, home language, race, ethnicity, and factors related to poverty, special needs, mother's immigrant status, child protection involvement, and birth status.

How are maternal characteristics at the time of birth related to their child's 3rd-grade test proficiency?

This set of charts shows the 3rd-grade test proficiency of children in relation to the same factors taken into account for 3rd-grade attendance (detailed in the question above). Filtering options include disability status, gender, home language, race, ethnicity, and factors related to poverty, special needs, mother's immigrant status, child protection involvement, and birth status.

What experiences of children in Early Childhood Special Education influence 3rd-grade assessments?

This set of charts shows how children who did and did not participate in Early Childhood Special Education (ECSE) perform on 3rd-grade proficiency tests and their before- and after- developmental status after participating in ECSE. Filtering options include the type of special education services, specific ECSE outcome measures, maternal county of residence, gender, race and ethnicity, and a variety of other high need categories.

Maps

The maps offered on ECLDS inform users of the multiple jurisdictional boundaries that are important to early care and education programs in Minnesota. Users can select layers (e.g. county boundaries and school district boundaries) and view specific overlaps, zoom in and out, and print their selected map. Other information is included such as Parent Aware Rated Programs, Head Start and Early Head Start services, and Minnesota Department of Health Home Visiting program counts. No actual locations of children or families are shown; all data points are randomized.