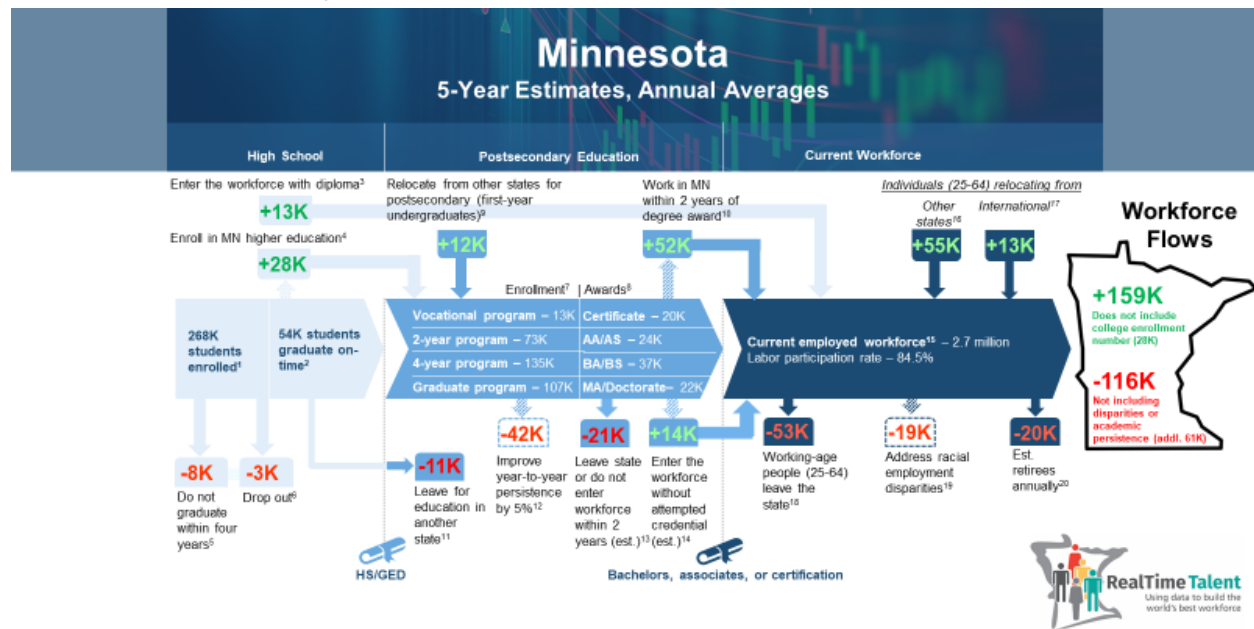


Minnesota's Talent Pipeline: Critical Transitions and Disparities in Workforce Development



SOURCES: See below.

It is hard to fully grasp just how much our world has changed since February. Today we find ourselves amid crisis on top of crisis, with a compelling combination of both health and social inequality pandemics. These crises have undeniably affected Minnesota's economy and workforce, with over 25% of Minnesota's workers now facing unemployment. The impacts of COVID-19, the murder of George Floyd, and all that came after are critical points of context for our society and economy, which should be considered as you reflect on the pre-pandemic data points presented below.

These intense and systemic impacts require collective action to drive equitable solutions. As a public-private collaborative focused on aligning Minnesota's workforce, we at RealTime Talent foster systemic change by partnering with K-12 and postsecondary education, workforce and training partners, industry associations, and the public sector to ensure that all students and job-seekers have the skills and experience needed to grow in high-opportunity careers in Minnesota. By providing relevant and current labor market information, customized research, and human-centered facilitation and consulting, we encourage market-oriented, data-informed decisions to drive recruitment, development, education, and training.

Today's blog focuses on the interdependent nature of all workforce stakeholders and lays a foundation for identifying the critical inputs, outputs, and leakages in our state's talent pipeline. At a company level, talent pipeline management refers to building a pool of internal and external candidates ready to fill a position at a company. Building a strong talent pipeline to fill

positions and grow our economy at the state level requires collective action and decision making of a full spectrum of talent providers, including educational institutions, workforce development organizations, employers, as well as economic development agencies, policymakers, and communities.

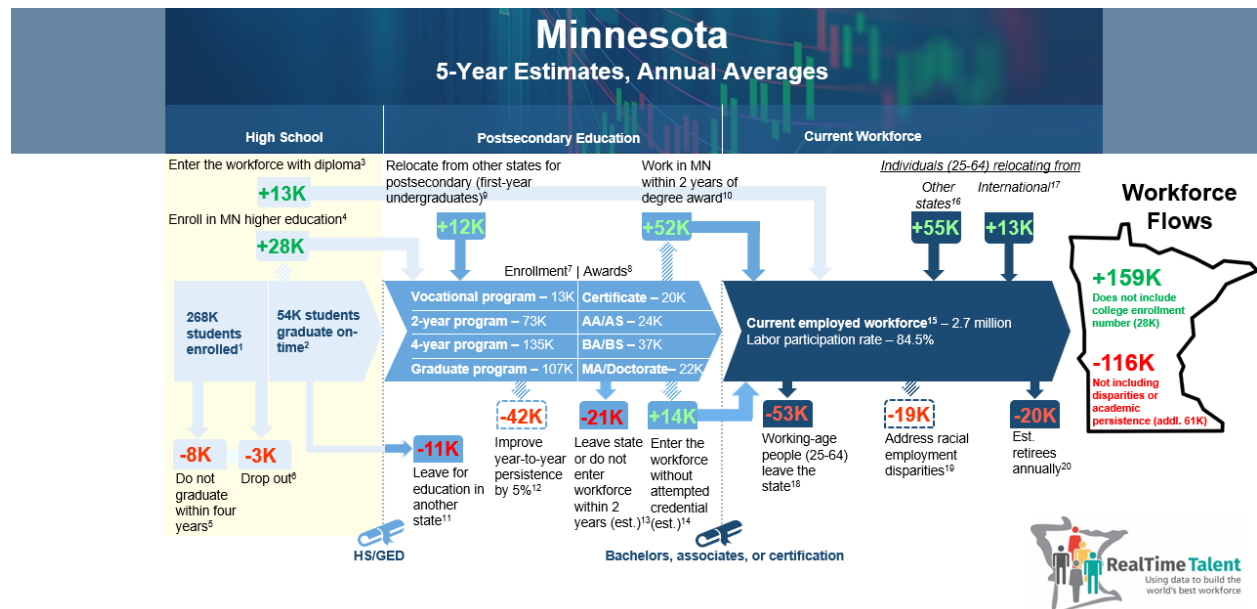
The overarching story of Minnesota’s talent pipeline starts from secondary education, leads into postsecondary, and through the existing workforce. At all points in the pipeline, there are leakages that are opportunities for intervention and advancing more equitable policies. Of course, we know that this pipeline is not linear in reality; many students work both full- and part-time, making meaningful contributions to our workforce while also learning. We also know that those who enter the workforce return to advance their postsecondary education. In addition, there are other critical components of our education and training community—such as Adult Basic Education, literacy, and industry credentialing to name a few—which are not fully captured in this illustration. Our simplified model of the talent pipeline here in Minnesota, which quantifies leakages at broadly-defined critical stages, is intended to help drive action where intervention and improvement can help eliminate disparities in attainment and potential for career advancement.

The series of three blogs linked below offer a deep-dive into each of the three large stages of our talent pipeline. Or, click [here](#) for a video presentation of this content by RealTime Talent’s Research Strategist, Erin Olson.

SOURCES: 1) Median (2015 -2019),MDE Analytics, State/District/School/County Enrollment, <https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=2>; 2) Median (2014-2018), MDE, 4-Year Graduation Rate, 2014-2018; 3) Median (2013-2017); MN SLEDS, Statewide, Graduates Working, 2013-2017; 4) MN SLEDS, Statewide, College Enrollment 2013-2017, http://sleds.mn.gov/#collegeActivity/orgId--999999000_groupType--state_ECODEVREGION--FOC_NONE_collegeActivityCOHORTID--2018_p--3; 5 & 6) Median (2014-2018)MDE 4-Year Graduation Rate; 7) Minnesota Office of Higher Education, student enrollment database. Not award-seeking and unavailable program type not shown in this graphic (85,363 additional enrolled); 8) Median (2015-2017) U.S. Department of Education, IPEDS Completion Survey via MN Office of Higher Education, Degrees Awarded in Minnesota, and data found at <https://www.ohe.state.mn.us/mPg.cfm?pageID=2119>; 9) Median (2016 & 2017)MN Office of Higher Education, Student Enrollment Data 2016 & 2017; 10) Minnesota Office of Higher Education, Educating for the Future, 2019 Update, https://www.ohe.state.mn.us/pdf/EducatingfortheFuture2019_final.pdf; 11) Median (2013-2017) MN SLEDS, Statewide, College Enrollment 2013-2017; 12) Minnesota Office of Higher Education & National Center for Higher Education Management Systems, Reaching 70 Percent Attainment Goal, 2020, Minnesota Office of Higher Education & National Center for Higher Education Management Systems, Reaching 70 Percent Attainment Goal, 2020 13) Median (2013-2017) MN SLEDS, Statewide students not tracked in-state, 2012-2016; 14) Minnesota Office of Higher Education, Educating for the Future, 2019 Update, https://www.ohe.state.mn.us/pdf/EducatingfortheFuture2019_final.pdf; 15) Ages18-64, 2014-2018, ACS 5-year Sample, Employment Sample, IPUMS USA, University of Minnesota, www.ipums.org; 16&17) 2014-2018 ACS 5-yr Estimates, Migration Status, IPUMS USA, University of Minnesota, www.ipums.org; 18) Ages 25-64, 2014-2018, ACS 5-year Sample, Employment Sample, IPUMS USA, University of Minnesota, www.ipums.org; 19) 25) AGES 18-64, 2014-2018, ACS 5-year Sample, Employment Status, IPUMS USA, University of Minnesota, www.ipums.org; 20) OASDI Beneficiaries by State and Zip Code (2011-2018, Median)

Minnesota's Talent Pipeline Part 1: High School Education

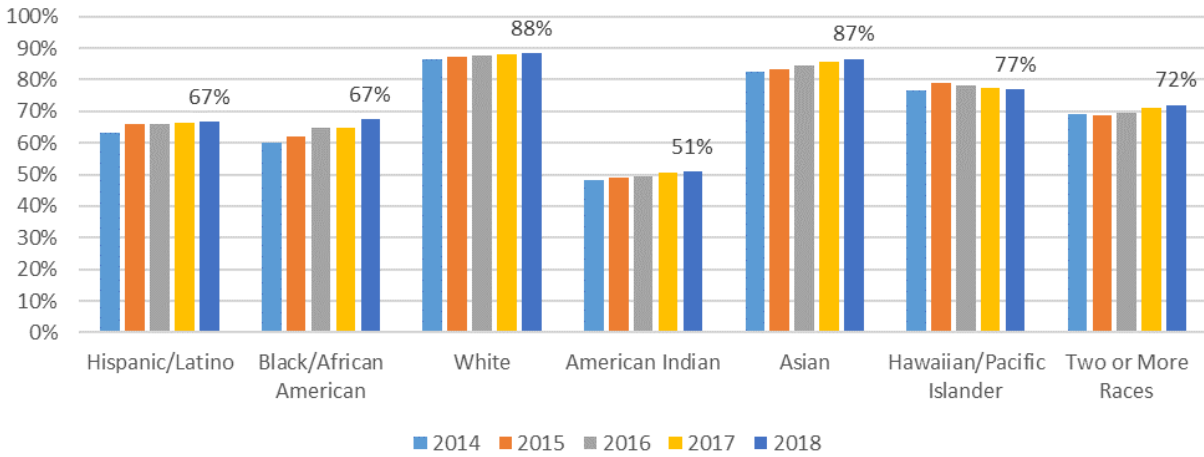
Across Minnesota, there are about 268,000 students enrolled in high school. This number includes Freshmen through Seniors, and anyone staying in school beyond the typical four years to complete high school. Each year, about 54,000 students graduate from high school on time (meaning, within four years or less), a number that has been increasing steadily in recent years. Of these high school graduates annually, about 52% or 28,000 graduates enroll in Minnesota colleges and universities, 13,000 go directly into the workforce, and 11,000 move to other states to continue their education.



SOURCES: See below.

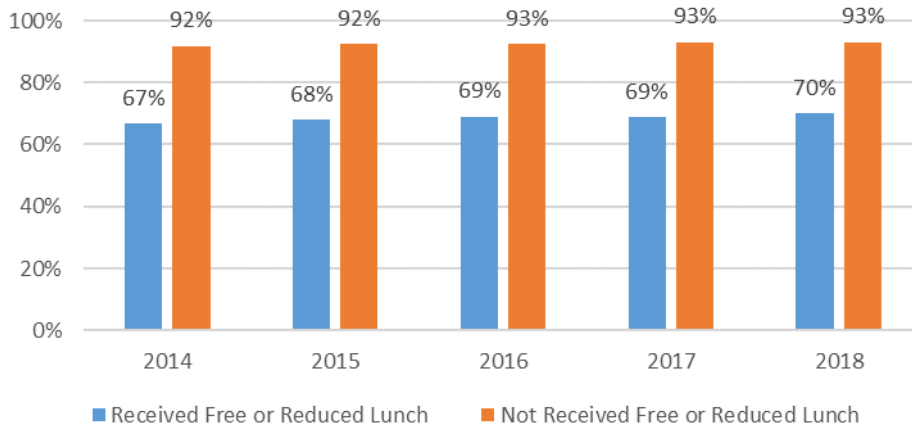
However, about 8,000 students do not graduate on time, taking further time to complete their studies, or later become part of the 3,000 students who drop out annually. Failure to graduate on time has major implications for an individual's ability to develop their career and lifelong earning potential. Statewide there are gaps in graduating across race and income.

Statewide 4-year High School Graduation Rates by Race, 2014-2018



SOURCE: MDE, 4-Year Graduation Rate, 2014-2018 median

Statewide 4-year High School Graduation Rates by Income, 2014-2018 Median



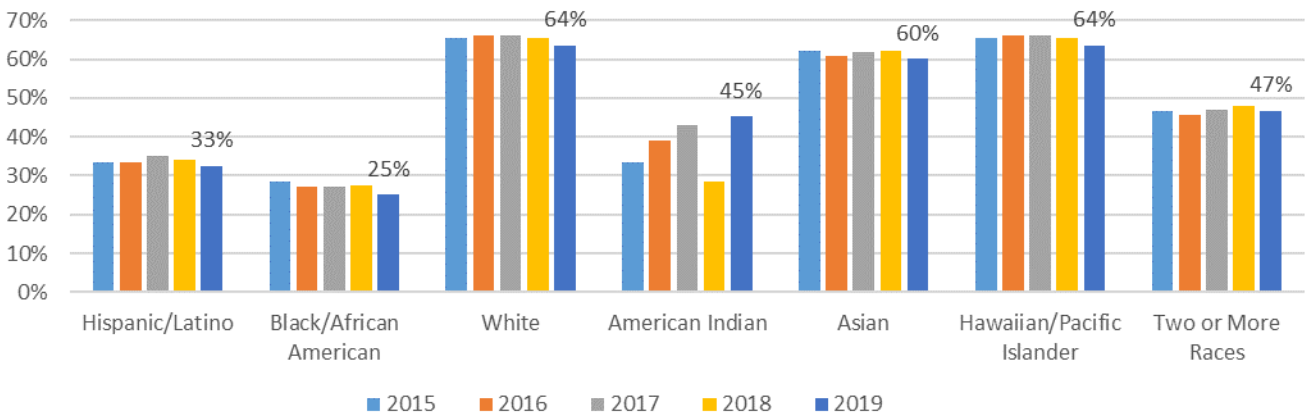
SOURCE: MDE, 4-Year Graduation Rate, 2014-2018 median

Similar to graduation rates, there are also stark disparities in dropout rates by race and ethnicity, with students identifying as American Indian having the highest High School dropout rate of any group at 19%, followed by Latinx at 10% and Black at 7%--all compared to Asian and White Students who currently have dropout rates as low as 3%. These rates by race, ethnicity, and income have improved slightly over the past five to ten years. Still, the volume of students dropping out or continuing beyond four years has remained relatively consistent.

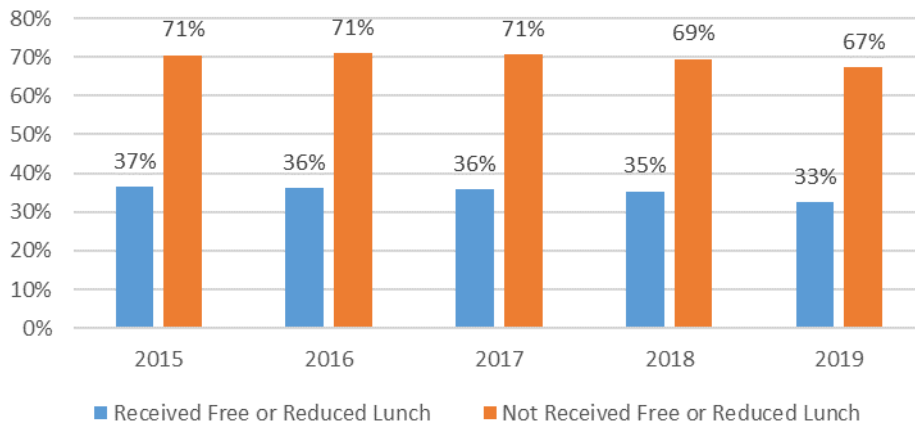
Other significant secondary education leakages in the talent pipeline are around critical educational attainment benchmarks, specifically, the disparities in reading and math attainments.

[Generation Next](#), an organization dedicated to closing achievement and opportunity gaps in the Twin Cities, builds the case that 8th-grade math is a “gatekeeper subject” that is correlated with higher high school persistence, academic achievement, college attainment, and general preparedness for the workforce. As an average of 2015-2019 reporting years in the Minnesota Report Card, the 8th-grade proficiency rate in math for students of color is just 50%, and for White students, it is 64%. Overall, student math proficiency rates have decreased two percentage points over the past five years. Declines in student math proficiency rates across all student demographic groups highlight clear opportunities to improve learning outcomes.

Statewide 8th Grade MCA-III: Math Subject Proficiency Rates by Race, 2015 - 2019



Statewide 8th Grade MCA-III: Math Subject Proficiency Rates by Income, 2015-2019



Our Work at the High School Level

Minnesota’s Career and Technical Education (CTE) programs prepare students for the transition from high school to postsecondary education and careers by incorporating academic, technical, and occupational knowledge and skills into high schools and college programs. According to the [Minnesota Department of Education](#), the high school graduation rate for Minnesota students

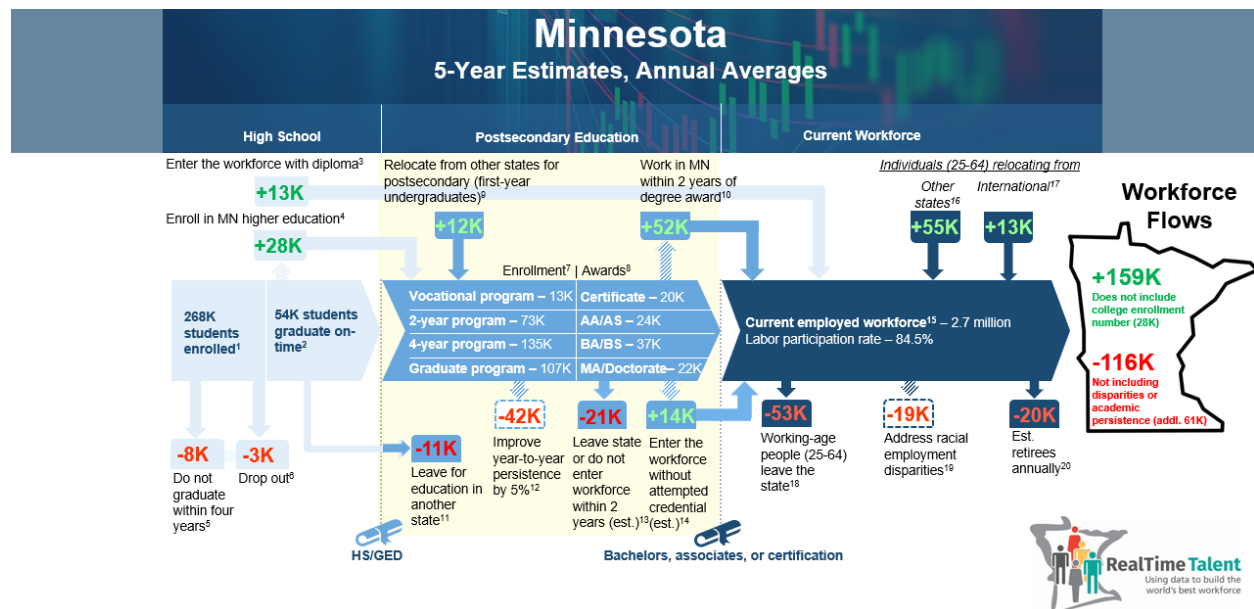
who enroll in two or more CTE courses is 92 percent. The new federal CTE law, known as Perkins V, provides CTE consortia with the opportunity to identify disparities and performance gaps, engage with all communities to improve programs, and innovate program implementation for young people, especially from historically underserved groups.

RealTime Talent supported four Minnesota CTE consortia Perkins V Community and Local Needs Assessments in 2019 and early 2020, evaluating educational program alignment using current labor market information and recommending career pathway approaches that expand access to high skill, high wage, and in-demand careers. Highlights of this work and samples of other career pathway analysis provided over the years can be found on our [CTE Pathways](#) page.

SOURCES: 1) Median (2015 -2019),MDE Analytics, State/District/School/County Enrollment, <https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=2>; 2) Median (2014-2018), MDE, 4-Year Graduation Rate, 2014-2018; 3) Median (2013-2017); MN SLEDS, Statewide, Graduates Working, 2013-2017; 4) MN SLEDS, Statewide, College Enrollment 2013-2017, http://sleds.mn.gov/#collegeActivity/orgId--999999000_groupType--state_ECODEVREGION--FOC_NONE_collegeActivityCOHORTID--2018_p--3; 5 & 6) Median (2014-2018)MDE 4-Year Graduation Rate; 7) Minnesota Office of Higher Education, student enrollment database. Not award-seeking and unavailable program type not shown in this graphic (85,363 additional enrolled); 8) Median (2015-2017) U.S. Department of Education, IPEDS Completion Survey via MN Office of Higher Education, Degrees Awarded in Minnesota, and data found at <https://www.ohe.state.mn.us/mPg.cfm?pageID=2119>; 9) Median (2016 & 2017)MN Office of Higher Education, Student Enrollment Data 2016 & 2017; 10) Minnesota Office of Higher Education, Educating for the Future, 2019 Update, https://www.ohe.state.mn.us/pdf/EducatingfortheFuture2019_final.pdf; 11) Median (2013-2017) MN SLEDS, Statewide, College Enrollment 2013-2017; 12) Minnesota Office of Higher Education & National Center for Higher Education Management Systems, Reaching 70 Percent Attainment Goal, 2020, Minnesota Office of Higher Education & National Center for Higher Education Management Systems, Reaching 70 Percent Attainment Goal, 2020 13) Median (2013-2017) MN SLEDS, Statewide students not tracked in-state, 2012-2016; 14) Minnesota Office of Higher Education, Educating for the Future, 2019 Update, https://www.ohe.state.mn.us/pdf/EducatingfortheFuture2019_final.pdf; 15) Ages 18-64, 2014-2018, ACS 5-year Sample, Employment Sample, IPUMS USA, University of Minnesota, www.ipums.org; 16&17) 2014-2018 ACS 5-yr Estimates, Migration Status, IPUMS USA, University of Minnesota, www.ipums.org; 18) Ages 25-64, 2014-2018, ACS 5-year Sample, Employment Sample, IPUMS USA, University of Minnesota, www.ipums.org; 19) 25) AGES 18-64, 2014-2018, ACS 5-year Sample, Employment Status, IPUMS USA, University of Minnesota, www.ipums.org; 20) OASDI Beneficiaries by State and Zip Code (2011-2018, Median)

Minnesota's Talent Pipeline Part 2: Postsecondary Education

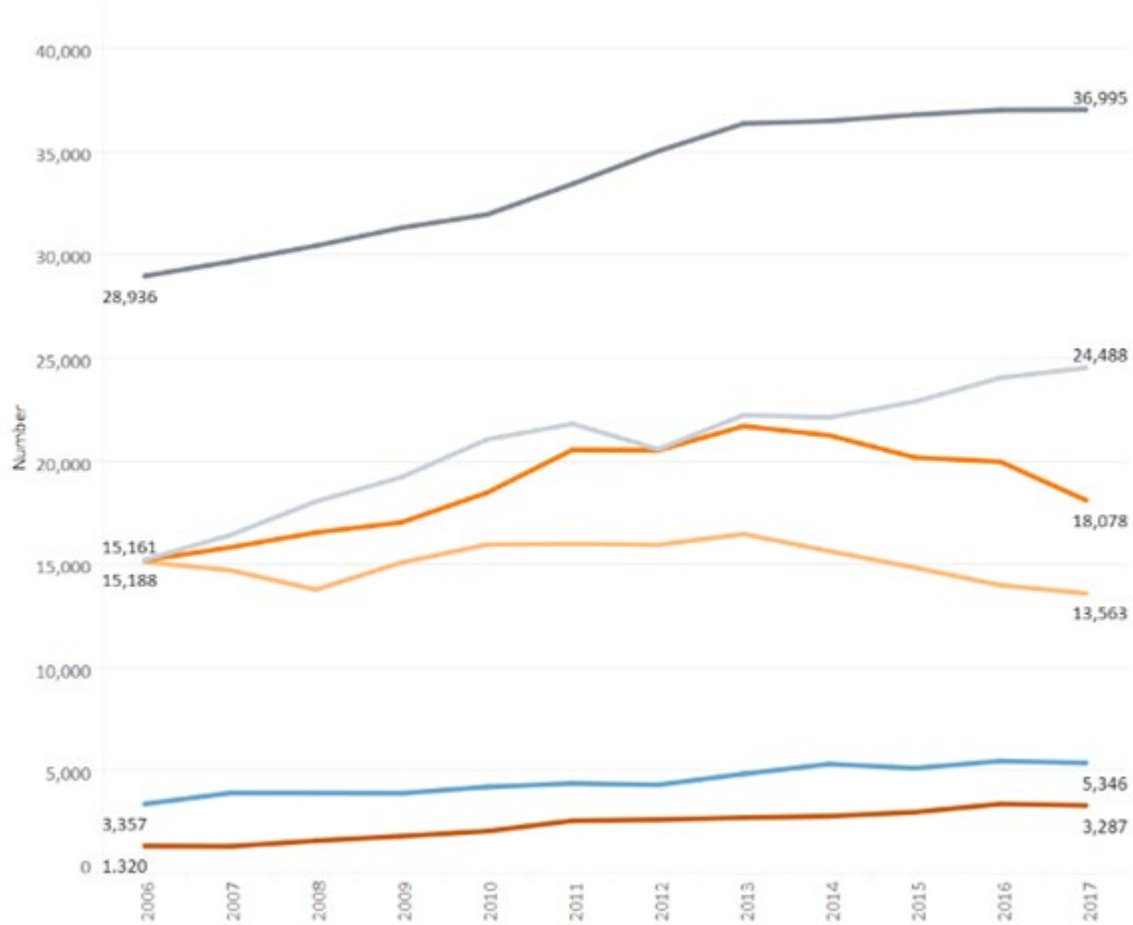
At the postsecondary level, per the Minnesota Office of Higher Education's student enrollment database, 415,000 students are currently enrolled in Minnesota colleges and universities. Each year, on average, about 12,000 students relocate to Minnesota for their studies. About 11,000 students leave Minnesota annually to pursue postsecondary education outside the state; however, many of them return to Minnesota after completing their studies. Of the students who leave Minnesota, about 63% go to college in neighboring states and are likely to return to Minnesota in the long-term, according to the MN Office of Higher Education.



SOURCES: See below.

A Bachelor's degree is the most common postsecondary award, comprising about 36% of all awards each year. Moreover, 23% of postsecondary awards are for an Associate's degree, 19% a certificate, 3% a graduate certificate, 13% a Master's degree, and 5% a Doctorate. Overall, we have seen Bachelor's and Master's degree completions on the rise over the past 15 years, while Associate and Certificate degrees rose through 2013 and have begun to drop off since. Explore more data on degrees awarded on the [Minnesota at the Office of Higher Education](#) website.

Award Level Trends by Institution Type, 2006 - 2017



- Award Level Name
- Bachelor's degree
 - Associate degree
 - Certificate - subbaccalaureate
 - Master's degree
 - Doctorate
 - Graduate Certificate

Award Type	2015	2016	2017	Median
Bachelor's Degree	36,751	36,978	36,995	36,978
Associate Degree	22,847	24,004	24,488	24,004
Certificate - sub baccalaureate	20,146	19,939	18,078	19,939
Master's Degree	14,810	13,955	13,563	13,955
Doctorate	5,092	5,433	5,346	5,346
Graduate Certificate	2,959	3,355	3,287	3,287
			TOTAL	103,509

U.S. Department of Education, IPEDS Completion Survey via MN Office of Higher Education, Degrees Awarded in Minnesota, <http://www.ohe.state.mn.us/sPages/degreesAwarded.cfm>.

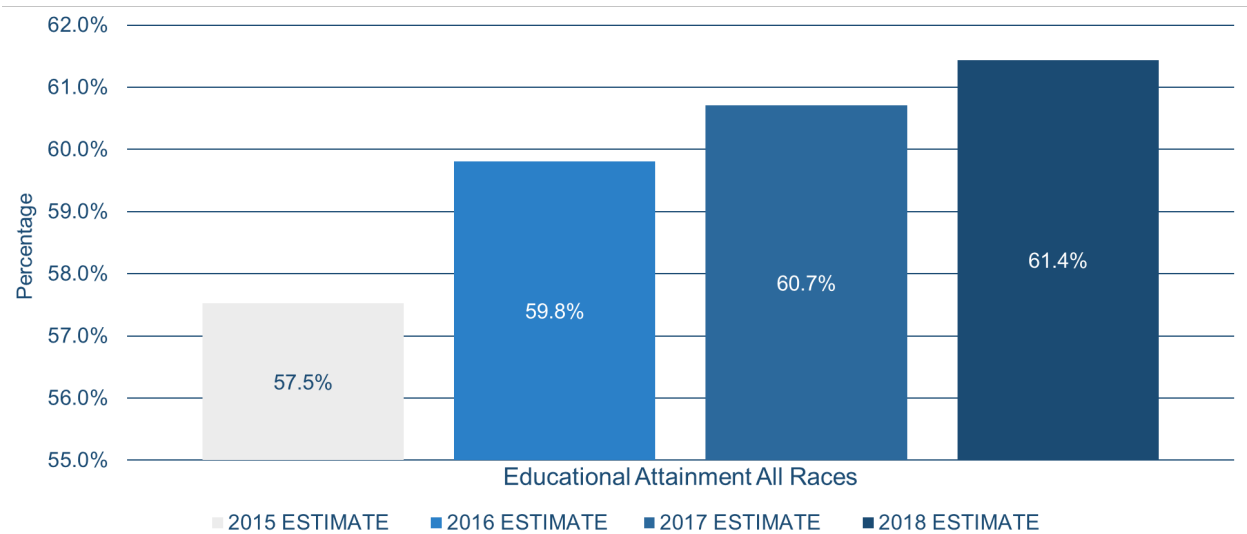
Several key leakage points from the postsecondary space amplify the gaps in attainment by race and ethnicity. The [2015 MN Legislature](#) set an educational attainment goal to have 70% of the population between the ages of 25 and 44 years hold some level of postsecondary credential by 2025.

The four key measures to track to this goal are:

- 1) Enrollment
- 2) Retention
- 3) Persistence
- 4) Attainment

For the population between the ages of 25-44 years, 61.4% hold a certificate or higher degree as of 2018. According to the MN Office of Higher Education, there are dramatic discrepancies in certificate versus associate degrees and higher attainment.

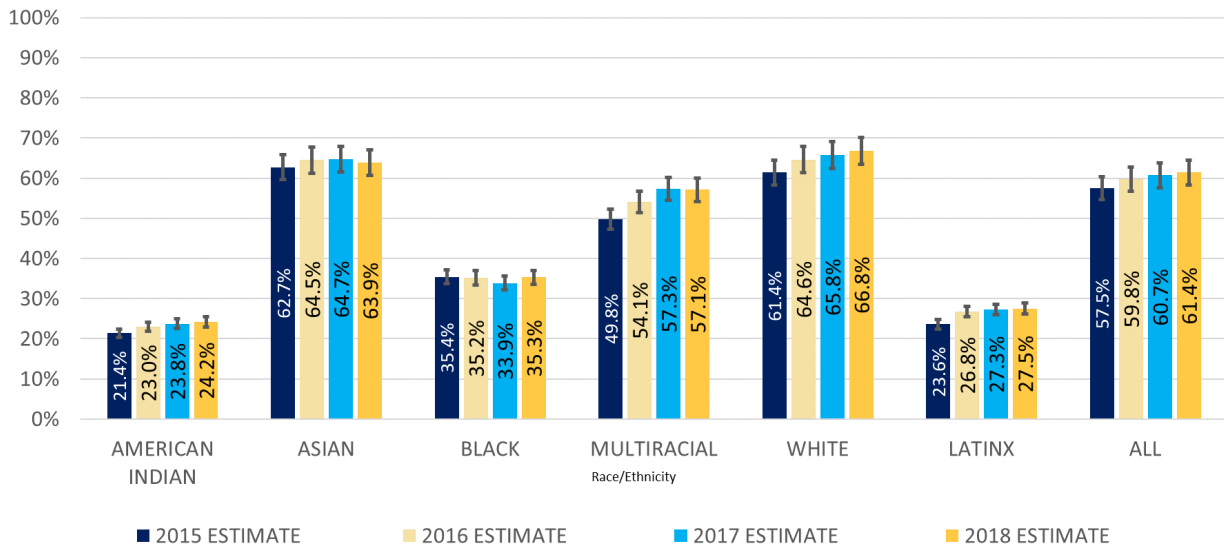
Percentage with a Certificate or Higher Degree, Age 25 - 44



SOURCE: MN Office of Higher Education, presentation to GMWC 6/11/2019. Data from 5-year ACS Estimates.

First, there is an enrollment disparity. According to MN SLEDS data, just 59% of all students of color enroll in postsecondary education annually, compared to 71% of white students. In addition, students are overrepresented in certificates and underrepresented in Bachelor’s degrees and higher degrees. Second, 40% of postsecondary students of color drop out annually, compared to 30% of white students. According to the [MN Office of Higher Education’s Educating the Future Report](#), published last year, just a 5% increase in year-to-year enrollment persistence could add 42 thousand students to the state workforce by 2025.

Percentage with a Certificate or Higher Degree by Race and Ethnicity, Age 25-44



And finally, to meet the 70% postsecondary target by 2025, an additional 121,425 degrees are needed than what current trends would suggest. The MN Office of Higher Education estimates that 70% of these 121,425 awards would need to come from students of color completing their studies. These findings illustrate how critical it is to go beyond the overall educational attainment number and analyze the key postsecondary measures together and disaggregate data by race and ethnicity.

Our Work at the Postsecondary Level

RealTime Talent has had the opportunity to drive action around the 2015 MN Legislature postsecondary educational attainment goals. Our research team aided local and regional entities to benchmark attainment goals at the community level, including assisting the 7-county Twin Cities metro area to identify a regional target to help meet the statewide 70% postsecondary educational attainment target.

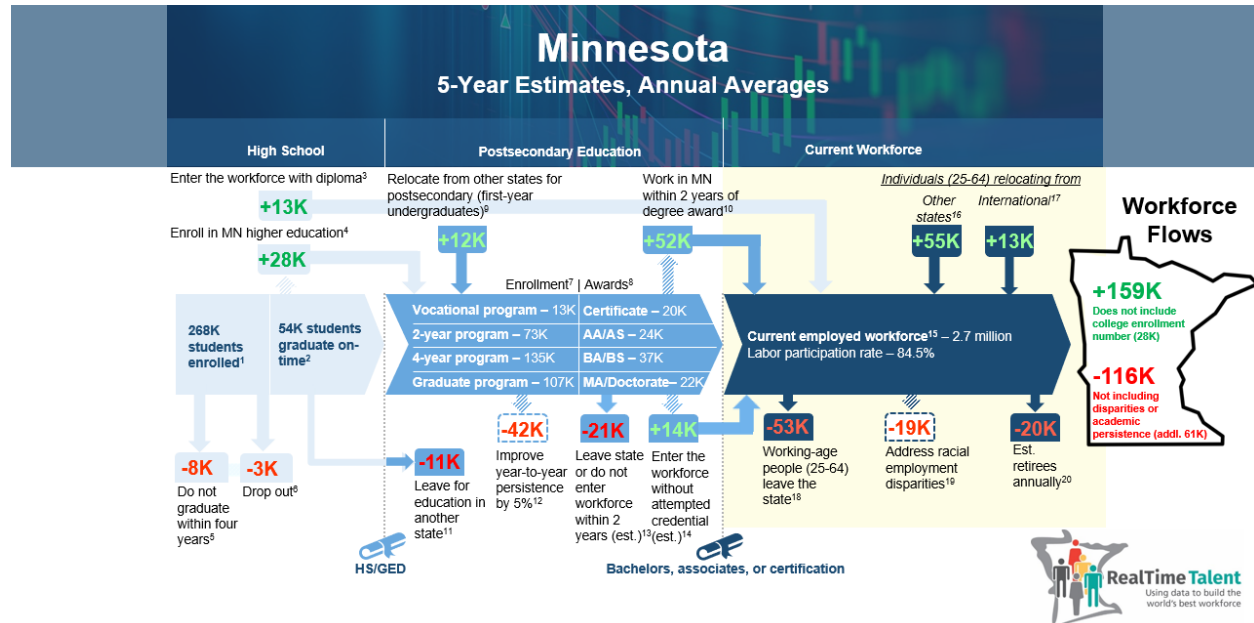
With almost a complete reach across postsecondary institutions through our advisory board members who represent the Minnesota State Colleges and Universities, Minnesota Private Colleges, Rasmussen College, Dunwoody College of Technology, and the University of Minnesota, we take a systems-wide thinking approach to our postsecondary research. We have also supported our postsecondary partners to strengthen student success as they transition into careers. Our consulting ranges from enhancing student career advising through specialized job market data tool training, evaluating and developing programs that align with the local labor market needs, and supporting employer engagement strategies.

SOURCES: 1) Median (2015 -2019),MDE Analytics, State/District/School/County Enrollment, <https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=2>; 2) Median (2014-2018), MDE, 4-Year Graduation Rate, 2014-2018; 3)

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Workforce

Moving from postsecondary into the workforce, about 103,000 students complete their degrees at Minnesota institution, including online institutions. Of these, about 52,000 are confirmed as going into the Minnesota workforce within two years after completing their degree, based on SLEDS data. However, 21,000 leave the state, do not enter the workforce, or are otherwise unable to be tracked as employed or still in school in Minnesota. There are about 14,000 students who never complete their degree and choose to enter the workforce with some college education but no award each year.



SOURCES: See below.

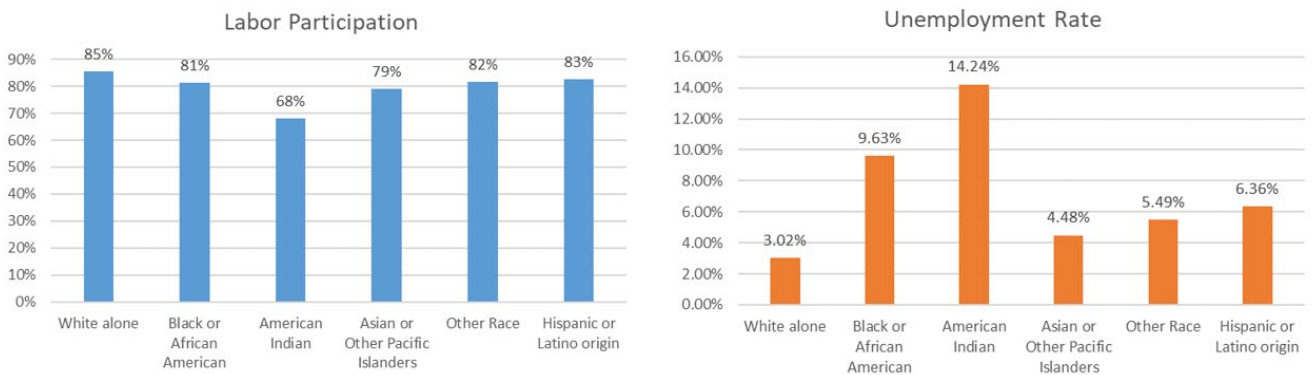
In Minnesota, we have about 2.7 million people between the ages of 18 and 64 who were employed as of the fourth quarter of 2019 based on the most recent 5-year ACS estimates. Minnesota has the second-best labor force participation rate in the nation, with about 84.5% of the population in that age range participating in the labor force. At that point in time, we had an unemployment rate of just 3.76% (or 105,000 people), one of Minnesota's best rates in history. Nevertheless, by April of this year, amid the COVID-19 pandemic, the statewide unemployment rate was estimated at 8.1%, according to MN DEED. Historically, our state's highest unemployment rate ever was 8.9% in 1983. Some estimates suggest that our state's unemployment is closer to 25% based on applications for unemployment insurance to date and more inclusive definitions of unemployment.

In the total workforce, there are about 67,000 newcomers between 25 and 64 years of age coming to Minnesota each year—55,000 coming from other states, and 13 thousand coming internationally. Granted, these gains in newcomers are offset by people leaving Minnesota and

individuals leaving the workforce. About 53,000 working-age people leave the state each year, and around 20,000 people retire. These retirement estimates are conservative as they are based on the number of workers claiming retirement benefits.

The most critical leakages in our workforce opportunities are the lost opportunities due to unequal employment by race and ethnicity. If we were to equalize labor force participation and employment rates for Black, Indigenous, and People of Color, we would have had about 19 thousand additional workers in Minnesota’s workforce as of the fourth quarter of 2019.

Minnesota Employment Characteristics by Race and Hispanic Origin (Ages 18-64), 2014-2018



Pop. Characteristic	Employed	Total Unemployed	Not in the Labor Force	Total Active Pop.
Total Population	2,647,602	101,687	503,757	3,253,046
White alone	2,230,168	69,354	392,123	2,691,645
Black or African American	139,048	14,825	35,605	189,478
American Indian	17,958	2,981	9,824	30,763
Asian or Other Pacific Islanders	127,966	6,007	35,758	169,731
Other Race	48,842	2,838	11,586	63,266
Hispanic or Latino origin	83,620	5,682	18,861	108,163

SOURCE: AGES 18-64, 2014-2018, ACS 5-year Sample, Employment Status, IPUMS USA, University of Minnesota, www.ipums.org.

Sadly, the COVID-19 pandemic has only exacerbated inequalities in employment opportunities. Analysis of the demographics of individuals impacted by layoffs since March 15th show that people between the ages of 20 and 34 years, people without a postsecondary degree, women,

and people of color have lost their jobs at a higher rate than older workers, people with degrees, men, and White workers. The below shows unemployment insurance applications between March 15 and June 1st in the 7-county metro alone, where 425,582 people had applied. The unemployment applications in the metro alone account for over 15% of all previously employed people statewide based on 2019 estimates.

Unemployment Insurance Applications in the 7-County MSP Metro Between March 15 and June 1, 2020

Age Group	Workers Filing for Unemployment between March 15 and June 1st, 2020	Percent Filing for Unemployment	Share of Total 2019Q4 Employment	Difference
16-19	13,514	3.2%	3.9%	-0.7%
20-24	55,450	13.0%	9.1%	3.9%
25-34	112,338	26.4%	23.8%	2.6%
35-44	87,551	20.6%	20.6%	0.0%
45-54	67,899	16.0%	21.6%	-5.6%
55-64	64,113	15.1%	16.6%	-1.5%
65+	24,717	5.8%	4.4%	1.4%
Education Level				
HS	119,868	28.2%	18.5%	9.7%
Less than HS	24,980	5.9%	5.4%	0.5%
Some college	118,577	27.9%	16.3%	11.6%
2-year degree	40,490	9.5%	12.0%	-2.5%
4-year degree	92,602	21.8%	32.5%	-10.7%
Advanced	29,065	6.8%	15.3%	-8.5%
Gender				
Female	227,343	53.4%	48.6%	4.8%
Male	198,230	46.6%	51.4%	-4.8%
Race and Ethnicity				
American Indian Alaska Native	2,665	0.6%	0.5%	0.1%
Asian	34,039	8.0%	7.2%	0.8%
Black	58,576	13.8%	7.9%	5.9%
Choose not to answer	20,080	4.7%		4.7%
Hispanic	25,400	6.0%	5.6%	0.4%
More than one race	12,641	3.0%	2.4%	0.6%
Native Hawaiian or Pacific Islander	751	0.2%	0.2%	0.0%
Non-Hispanic White	271,430	63.8%	76.9%	-13.1%
Total	425,582			

SOURCE: MN DEED, Unemployment Insurance Statistics. MSP Metro applications filed between March 15 – June 1, 2020. Accessed 6/2/2020 at <https://mn.gov/deed/data/data-tools/unemployment-insurance-statistics/>

Our Work at the Workforce Level

RealTime Talent supports the efforts of the Minnesota Department of Employment and Economic Development (DEED), Workforce Development Boards (WDBs), and community-



based organizations (CBOs) to identify and develop pathways into high-wage and high-opportunity careers. Through in-depth workforce supply and demand analysis, customized forecast modeling, and sector-based career lattices, we support these organizations in program development and evaluation, workforce outcome benchmarking and goal setting, and employer strategy design.

We are now at a crossroads in our state's history. If we are to rebuild our economy and redesign the social and economic structures to build a society that works for everyone, we will need every employer, education administrator, job counselor, policymaker, and worker engaged and maximized to the fullest potential. In closing, consider this question: What are the policies and practices that will need to be addressed to eliminate leakages in our state's talent pipeline?

SOURCES: 1) Median (2015 -2019),MDE Analytics, State/District/School/County Enrollment, <https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=2>; 2) Median (2014-2018), MDE, 4-Year Graduation Rate, 2014-2018; 3) Median (2013-2017); MN SLEDS, Statewide, Graduates Working, 2013-2017; 4) MN SLEDS, Statewide, College Enrollment 2013-2017, http://sleds.mn.gov/#collegeActivity/orgId--999999000_groupType--state_ECODEVREGION--FOC_NONE_collegeActivityCOHORTID--2018_p--3; 5 & 6) Median (2014-2018)MDE 4-Year Graduation Rate; 7) Minnesota Office of Higher Education, student enrollment database. Not award-seeking and unavailable program type not shown in this graphic (85,363 additional enrolled); 8) Median (2015-2017) U.S. Department of Education, IPEDS Completion Survey via MN Office of Higher Education, Degrees Awarded in Minnesota, and data found at <https://www.ohe.state.mn.us/mPg.cfm?pageID=2119>; 9) Median (2016 & 2017)MN Office of Higher Education, Student Enrollment Data 2016 & 2017; 10) Minnesota Office of Higher Education, Educating for the Future, 2019 Update, https://www.ohe.state.mn.us/pdf/EducatingfortheFuture2019_final.pdf; 11) Median (2013-2017) MN SLEDS, Statewide, College Enrollment 2013-2017; 12) Minnesota Office of Higher Education & National Center for Higher Education Management Systems, Reaching 70 Percent Attainment Goal, 2020, Minnesota Office of Higher Education & National Center for Higher Education Management Systems, Reaching 70 Percent Attainment Goal, 2020 13) Median (2013-2017) MN SLEDS, Statewide students not tracked in-state, 2012-2016; 14) Minnesota Office of Higher Education, Educating for the Future, 2019 Update, https://www.ohe.state.mn.us/pdf/EducatingfortheFuture2019_final.pdf; 15) Ages 18-64, 2014-2018, ACS 5-year Sample, Employment Sample, IPUMS USA, University of Minnesota, www.ipums.org; 16&17) 2014-2018 ACS 5-yr Estimates, Migration Status, IPUMS USA, University of Minnesota, www.ipums.org; 18) Ages 25-64, 2014-2018, ACS 5-year Sample, Employment Sample, IPUMS USA, University of Minnesota, www.ipums.org; 19) 25) AGES 18-64, 2014-2018, ACS 5-year Sample, Employment Status, IPUMS USA, University of Minnesota, www.ipums.org; 20) OASDI Beneficiaries by State and Zip Code (2011-2018, Median)

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