



July 1, 2026

Process for Establishing Annual Research
and Reporting Priorities

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I. Overview

To support the mission of the MLDS Center, generating timely and accurate information about student performance that can be used to improve the State's education system and guide decision makers at all levels, the MLDS Center, in consultation with stakeholders, establishes annual research and reporting priorities. The annual priorities guide work of the Center from July 1st to June 30th of each fiscal year. Not all topics selected as priorities may be completed during the year, and, in consultation with stakeholders, some priorities may change as the Center is asked to undertake more pressing work.

This document outlines the process for developing annual research and reporting priorities, engaging stakeholders in the development of annual priorities, and submitting the priorities to the Governing Board. Once approved, priorities are posted to the MLDS Center website and included in Appendix III of this document.

II. Process for Selecting Priorities

The timeline and key components of the annual priorities development and selection process are provided in the table below. There are two forums involved in the development and selection of annual priorities for submission to the Governing Board:

1. Output meeting: Internal staff meeting held on the second Tuesday of each month.
2. Research and Policy Advisory Board (RPB) meeting: External stakeholder meeting held on the first Thursday of each month (except in January, July and August).

Month	Meeting	Activity
February	Output Meeting	Internal staff discuss progress on the current fiscal year's priorities and determine if any research or reports slated for the current fiscal year will not be completed as planned. Those items are noted for possible consideration for the next fiscal year. Review the status of projects listed in the MLDS Approved Research Projects list to determine if anything on the list should be considered for the next fiscal year.
March	Output Meeting	Internal staff discuss possible new topics that may be of interest to stakeholders. Sources for topics may include grant funding opportunities, new legislation, new data added to the Center, new annual reports at the state or federal levels, and/or new initiatives of data sharing partners. The list of potential research and reporting topics is also reviewed to determine if any topics on the list should be advanced for consideration. See Appendix 2. Internal staff review the List of Required Annual Output in Appendix 1 to determine if legislatively mandated output on

Month	Meeting	Activity
		the list has been sunsetted or should be referred to the Department of Legislative Services for consideration for termination. Internal staff will also review existing dashboards to determine if they should continue to be refreshed or if they are no longer useful and should be removed. For output produced for external stakeholders, the Director of Reporting Services will contact the stakeholders to confirm the output is still required.
April	Output Meeting	After the conclusion of the legislative session MLDS staff complete two tasks: 1) outreach to the staff of the Department of Legislative Services to discuss possible data requests or research required for the next legislative session, and 2) review new and amended legislation to determine if any new reporting requirements have been established for the MLDS Center or if the MLDS Center has been added to any new commissions. These are discussed at the Output meeting for consideration in the annual priorities. Review the termination date for legislatively mandated reports to determine if any reports or dashboards sunset or if any should be advanced to legislative services to be sunset next year. Internal staff select possible priorities and possible removals to present at the May RPB meeting.
May	RPB Meeting	Preliminary priorities are presented at RPB for consideration. RPB attendees provide additional recommendations for internal staff consideration. RPB members are encouraged to discuss other possible priorities within their organization to present at the June RPB meeting. Legislatively mandated output and other output that is under consideration for removal will be presented to RPB for comment.
May	Output Meeting	Based upon RPB feedback, internal staff select final priorities and removals to present at the June RPB meeting. The scope and number of research and reporting priorities selected each year is contingent upon the amount of staff time that must be allocated to required output and updates to existing dashboards. See Appendix 1.

Month	Meeting	Activity
June	RPB Meeting	The priorities and removals are again presented to RPB. RPB makes final recommendations on priorities and removals for presentation at the June Governing Board meeting.
June	Governing Board	Presentation of annual research and reporting priorities.
July	n/a	Post approved priorities to MLDS Center website and include in Appendix III of the <i>Process for Establishing Annual Research and Reporting Annual Priorities</i> . Review Data Gap Analysis and determine if any priorities generate new gaps.

III. Process for Evaluating Priorities and Removals

The following guidelines are used during internal staff Output meetings to evaluate and select potential research and reporting priorities:

1. Priority and Interest to State Policy
 - a. The primary consideration given in selecting topics is whether or not the research or report is of interest to state policymakers and is a topic that may be time-sensitive. Topics tied to legislation or other state policies are moved to the top of the list for priorities under consideration.
2. Data Gap Analysis
 - a. The Data Gap Analysis is reviewed to determine if any prior data gaps have been closed so that a topic that had been previously waitlisted (See Appendix II) can be advanced.
 - b. As the research and reporting priorities are being discussed the Data Gap Analysis will be reviewed to determine if a current data gap restricts work on a potential priority. If those topics cannot be undertaken but are considered important for the Center, the topic will be added to Appendix II for consideration in the future.
 - c. Discussion of priority topics may also identify new gaps to the Data Gap Analysis. The Data Gap Analysis is presented to the Governing Board each June to determine priority gaps to focus on closing.
3. Relationship to the Research Agenda

- a. All priorities must fall within the Center’s Research Agenda and be consistent with requirements for producing longitudinal, cross-sector analysis.
- 4. Duration of time and available staff resources
 - a. Each topic on the potential list is reviewed to determine if it is feasible to undertake the work in a year or if the topic requires multiple years to be completed.
 - b. Each topic on the potential list is reviewed to determine if there are internal staff with sufficient expertise and time to undertake the work.
- 5. Removals
 - a. All existing research and reports (including dashboards) will be reviewed to determine their relevancy to state policy priorities. The review will determine if each output should:
 - i. Be updated with additional years of data or expanded with new data points;
 - ii. Be removed or archived; or
 - iii. Be retained without updates.

IV. Process for Submitting Priorities to Governing Board

- a. Governing Board meeting: Quarterly meeting held on the second Friday of March, June, September and December. Annual priorities are presented at the June meeting.
- b. Notice is given to the Board on the priorities selected for the year via memorandum in advance of the meeting. The memorandum provides a brief description of each item on the priority list.
- c. During the Board meeting, Board members may comment on the priorities and suggest adjustments/refinements to the priorities or recommend additional priorities.

V. Operationalizing the Annual Plan

The Director of Reporting Services and Director of Research will review the annual research and reporting priorities and develop specific questions to operationalize the topics identified in the plan. Each topic will be assigned to an output category (Center Report, Dashboard, Research Report, etc.).

In the case of research output, where sufficient data exist to proceed, the Director of Research will discuss the priorities with the MLDS Center research team and identify expertise for the project. If the needed expertise or sufficient effort is not available on the current research team, the Director of Research will seek a faculty member at a Maryland public institution with expertise in the stated research area to become staff of the Center and begin research on the project.

The Director of Reporting Services will work with the Center Chief Information Officer to assign all other output projects and develop a timeline for production.

Updates on progress toward completing annual research and reporting priorities will be provided by the Director of Reporting Services and Director of Research at the December and March Research and Policy Advisory Board meetings and Governing Board meetings. Updates are also provided in the Monthly Report to the Governing Board.

Appendix I: Recurring Required Annual Output

- a. *Annual Report on the Maryland Longitudinal Data System Center*, produced to fulfill Education Article, §24-705, Annotated Code of Maryland. Required by legislation, no termination date.
- b. *Dual Enrollment in Maryland*, produced under the College and Career Readiness and College Completion Act of 2013 (CCR-CCA) (see Education Article § 24-703.1, Annotated Code of Maryland). Report discontinued in 2022. Dashboard requirement only. Required by legislation, no termination date.
- c. *Annual Report on the Workforce Outcomes of Maryland Public High School Graduates*, produced to fulfill The Career Preparation Expansion Act (CPEA), Chapter 695 of 2017 (see Education Article § 21-205, Annotated Code of Maryland). Required by legislation, no termination date.
- d. *High School Pathway* (produced annually for the Department of Legislative Services). Discontinued in 2022.
- e. *Dual Enrollment Courses and Credits* (produced annually for the Department of Legislative Services).
- f. *Maryland Scholars* (produced for Maryland Business Round Table). Discontinued in 2024.
- g. *Literacy, Adult, and Community Education System (LACES)* report for the Maryland Department of Labor.
- h. *Individuals with Disabilities Education Act (IDEA)* report for the Maryland State Department of Education.
- i. *Strengthening Career and Technical Education for the 21st Century Act* (informally known as Perkins V) report for the Maryland State Department of Education.
- j. Morgan State University accreditation report. Replaced by MD-CLaWE 2026.
- k. Towson University annual report on Bachelor's degree graduate wages. Replaced by MD-CLaWE 2026.
- l. *Traditional Educator Preparation Program Report (TPAR)* for the Maryland State Department of Education and colleges with Educator Preparation programs.

- m. Teacher Education accreditation reports (*Council for the Accreditation of Educator Preparation* or CAEP and *Association for Advancing Quality in Educator Preparation* or AAQEP) for Maryland Public and State-Aided Independent postsecondary institutions.
- n. *Out-Of-Home Placement Children and Participation in Higher Education* required to fulfill Education Article, §24-703.1, Annotated Code of Maryland. Discontinued in 2023 and replaced with Foster Care report.
- o. *Foster Care and Higher Education Participation*. This report is submitted pursuant to Education Article § 24-703.1, Annotated Code of Maryland, which requires the MLDS Center to annually produce, on or before December 15th of each year, a dashboard on youth in foster care and their participation in higher education in Maryland. Required by legislation, no termination date.
- p. *Performance Accountability Report* (PAR) for sixteen community colleges in Maryland. Includes Labor market outcomes for degree graduates (2 measures), Labor market outcomes by major for degree graduates (2 measures), Market Share (1 measure), Labor Market Outcomes for workforce training completers (2 measures).
- q. *Progress in Increasing the Preparation and Diversity of Teacher Candidates and New Teachers in Maryland Report* to the Accountability and Implementation Board pursuant to the Blueprint for Maryland's Future (See Chapter 33 of 2022 and see Education Article § 5-413, Annotated Code of Maryland). Required by legislation, terminates in 2031.
- r. *Student Financial Aid - Outreach Plan and Reporting*. This report is submitted pursuant to Education Article § 7-212, Annotated Code of Maryland, which requires the MLDS Center to annually produce, on or before December 15th of each year, beginning in 2023 and ending in 2028, a report on the submission and completion of the Free Application for Federal Student Aid (FAFSA) by Maryland high school students. Required by legislation, terminates in 2028.
- s. *Homelessness and Higher Education Participation*. This report is submitted pursuant to Education Article § 24-703.1, Annotated Code of Maryland, which requires the MLDS Center to annually produce, on or before December 15th of each year, a dashboard on youth experiencing homelessness and their participation in higher education in Maryland. Required by legislation, no termination date.
- t. *Higher Education and Workforce Outcomes for Justice-Involved Youth*. Produced for MLDS Center and the Department of Juvenile Services annual report.
- u. *Workforce Outcomes for Graduates from the University of Maryland, Baltimore School of Social Work*. Replaced by MD-CLaWE 2026.
- v. *Foster Care tuition waiver utilization for JCR report*. Department of Human Services.
- w. *Workforce Outcomes of Maryland Apprenticeship and Training Program Completers*. Produced for the Department of Labor.

- x. *Computer Science for All.*
- y. *Evidence of Brain Gain and Brain Re-Gain in Maryland.*
- z. *Undergraduate Students Working During College.*
- aa. Dashboards
 - i. *Maryland Public High School Graduates: College and Workforce Outcomes series*
 - ii. *Maryland College Graduates Employed as Public School Teachers series*
 - iii. *Dual Enrollment Trends of Maryland Public High School Students series*
 - iv. *Maryland College Labor Sector and Wage Explorer (MD-CLaWE)*
 - v. *Maryland College Labor Sector and Wage Explorer: Educator Preparation Programs (MD-TCLaWE)*

Appendix II: List of Potential Research and Reporting Priorities

This list is a list of topics or questions that have been proposed by stakeholders or have arisen from research and reports already completed by the MLDS Center. The topics and questions are stated broadly. Stakeholders, including the Research and Policy Advisory Board, will be engaged to further develop the topic/question should it be selected for inclusion on the list of annual priorities.

The list will be reviewed annually in preparation for establishing annual Research and Reporting Priorities.

Topic	Requestor
Maryland's production of high school and college graduates that meet the needs for Maryland's workforce demands (e.g., STEM; Pre-K teachers; Diverse teacher workforce).	
What are the labor market outcomes for Maryland Associate's Degree Graduates who enrolled at a half-time status? How much are adults (age 25+) that attend college part-time earning while in college?	MHEC
What majors and degree levels are filling career positions that have at least 10% projected growth by Labor?	
What is the debt to earnings ratio of Maryland postsecondary graduates?	MHEC

Employment outcomes for students that stop-out after completing 24-30 credits without conferral of certificate (costs to support reverse transfer/near completers initiative). Employment outcomes for students that stop-out after completing 48-60 credits without conferral of Associate's degree (costs to support reverse transfer/near completers initiative).	MHEC
What are the college and career outcomes for high school graduates with the CTE and USM course of study completion diploma?	
Did the change in Maryland's minimum wage impact career tracks for high school graduates?	DLS
What happened to students who received the student loan tuition credit?	MHEC
What happened to students who received training from the Nursing Support program?	MHEC
What are the workforce outcomes for students who participate in the College Promise program?	MHEC
What is the relationship between mobility in K-12 schools and future mobility in college and the workforce?	
Do dually enrolled students subsequently enroll in college at the same institution of dual enrollment?	
What are the long-term outcomes of students who are involved in both the juvenile services and human services sectors?	
Can we replicate: • https://www.nytimes.com/interactive/projects/college-mobility/city-college-of-new-york • http://www.equality-of-opportunity.org/documents/	Internal

Appendix III: List of Approved Annual Research and Reporting Priorities

Reporting Services Priorities, 2019-2020

New Priorities	Required	Other Output
● Critical workforce areas ○ Nursing ○ Teachers ○ Computer Science ● Earnings for high school and college graduates ○ Transfer Associate's degrees ○ Career Associate's degrees ○ Bachelor's degrees	● Reports ○ Dual Enrollment Report ○ Annual Report ○ The Career Preparation Expansion Act of 2018 Report (SB978) ● Other ○ Department of Legislative Services ○ Data Request	● New / Expansions ■ Teachers - <i>Regulatory Reporting</i> ■ Nursing - <i>Maryland Health Services Cost Review Commission</i> ■ Dual Enrollment - <i>College Graduation and Course-taking patterns</i> ■ Computer Science for All ■ Five Year Outcomes ■ Career Preparation Expansion Act ■ GED/NEDP ■ College Degrees to Careers ● Revisions ■ Initial Postsecondary Enrollments - In-State vs. Out-of-State Enrollments ■ Initial Postsecondary Enrollments - Types of Institutions

Research Branch Priorities, 2019-2020

Priority 1: In-Depth Statistical Analyses		
● Studies that support causal inferences about the effects of different pathways from high school into college and the workforce, including examination of the Bridge Plan for Academic Validation (research request by MSDE) and additional focus on dual enrollment and early college initiatives. ● Studies that further examine and disentangle the role of student and school-level poverty on long-term academic and workforce outcomes.	● Studies that examine the relationship between characteristics of teacher preparation programs and/or individual teachers (in aggregate) and student outcomes. ● Studies that examine the relationship between student characteristics and workforce outcomes in critical workforce areas. ● Studies that explore statistical methods and best practices for incorporating wage data when data are missing not at random (e.g., for federal employees). ● Studies that examine the causal effect of attending a 4-year college on long-term college and workforce outcomes. ● Studies that examine the early elementary school predictors of long-term academic and career outcomes.	● Further development of connections/partnerships and research questions related to the addition of behavioral data and data from the Department of Juvenile Services. ● Maryland's production of high school and college graduates that meet the needs for Maryland's workforce demands (e.g., STEM; Pre-K teachers; Diverse teacher workforce) ● Priority 2: Develop technical documentation to guide staff on the use of the System, data, appropriate methods, and best practices. ● Priority 3: Applications for external funding to support priorities 1-2.

Reporting Services Priorities, 2020-2021

Priority Areas	Required Output	Other Output
Critical workforce areas • Nursing • Teachers • Computer Science Earnings for high school and college graduates • High School Graduates • Associate's degrees • Bachelor's degrees	Reports • Dual Enrollment • Annual Report • The Career Preparation Expansion • Cyber Warriors Other Requirements • DLS: Dual Enrollment and Pathway • MBRT: Scholars • LACES • CTE & Special Education • Data Requests	• Teacher Dashboards • Nursing Dashboards • Apprenticeship - <i>Preliminary</i> • Bachelor's Degree • Associate's Degrees • Transfer vs Career • High School to College Series • Wages • Some and Still College • In/Out-of-State & Online • Four-Year, Community College, and State-Aided

Research Branch Priorities, 2020-2021

Priority 1: In-Depth Statistical Analyses • Pathways from high school into college and the workforce • Disentangling the roles of student and school poverty • Teacher preparation/characteristics (e.g., demographic match to student) and student outcomes • Critical workforce areas	• Incorporating wage data when missing not at random • Causal effect of attending a 4 year college • Early elementary predictors of long-term outcomes • K-12 discipline and DJS overlap • Production of high school and college students that meet workforce demands	• Priority 2: Develop technical documentation to guide staff on the use of the System, data, appropriate methods, and best practices. • Priority 3: Applications for external funding to support priorities 1-2.
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Reporting Services Priorities, 2021-2022

New Collections Exploration ● Apprenticeship ↪ Child Welfare ↪ Juvenile Delinquency Five-Year Out Reports ● Bachelor's degrees ● Apprenticeship Legend: ● Planned ↪ Tentative ✓ Completed ➤ In-Progress	Required Annual Output ● Reports (4) ● CPEA, Dual Enrollment, Child Welfare, & Financial Aid Outreach ● Data Tables (11) ● MHEC/Postsecondary: CyberWarriors, PAR, MFR, Morgan, & NWCS ● DLS: Dual Enrollment & Pathway ● Other: MBRT Scholars ● MSDE: Perkins & Special Education (IDEA) ● Labor: LACES (OCTAE) ● Data Requests	Dashboards ● Teacher Dashboards ● TPAR, CAEP, AAT, etc. ● Associate's Degrees ● Apprenticeship ● Bachelor's Degree ● High School to College Series ● Juvenile Delinquency Filter ● Dashboard Refresh
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Research Branch Priorities, 2021-2022

<u>Priority 1:</u> <u>In-Depth Statistical Analyses to Inform Policy</u> ● Pathways from HS to WF ● Concentrated Poverty ● School Staff Demographics ● Early elementary predictors of outcomes ● K-12 Discipline and DJS overlap and outcomes ● Effects of attending a 4-year college (15 to Finish) ● Critical workforce areas (e.g., teaching)	● Production of students to meet workforce demands ● Update dual enrollment report ● Update remedial ed report ● School resource officers (SROs) and student outcomes <u>RPB Suggested Topics:</u> + Early Childhood + CTE → Workforce + HS → Apprenticeship + Apprentice and Adult Ed → Wages + Causal eval of teacher prep + PYD outcomes for DJS involved students + LARP eval	<u>Priority 2:</u> <u>Methodological Documentation</u> ➔ Data Science ➔ Student Mobility ➔ Missing Wages <u>Priority 3:</u> <u>Partnerships</u> ➔ Morgan State ➔ External Researchers <u>Priority 4: External Funding</u> ● IES ● NSF Legend ● Planned ➔ In-Progress + Suggested
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Reporting Services Priorities, 2022-2023

New Collections Exploration • Child Welfare • Juvenile Services • NonCredit Workforce Ten-Year Out Reports • CPEA, Associate's & Bachelor's Legend: • Planned ◡ Tentative ✓ Completed ➤ In-Progress	Required Annual Output • Reports (6) • CPEA, Dual Enrollment, & Child Welfare • Financial Aid Outreach • Progress on Preparation and Diversity of New Teachers & Teacher Candidates (AIB) • Commission to Study the Healthcare Workforce Crisis • Data Tables (14) • PAR + PAR Pilot, MFR, & Morgan • DLS: Dual Enrollment (2) & Pathway • Other: MBRT Scholars • MSDE: Perkins & Special Education (IDEA) • Labor: LACES (OCTAE) • TPAR, CAEP, & AAQEP • Data Requests	Dashboards • Teacher Dashboards • High School to College Expansion: <i>Immediates</i> Only • In-State/Out-of-State • Community College, Four-Year Public, State-Aided Independent • Wages by NAICS • Majors and Degrees • Dual Enrollment Expansion • Overall populations • College graduation • Dashboard Refresh (70+)
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Research Branch Priorities, 2022-2023

Priority 1: <u>In-Depth Statistical Analyses to Inform Policy</u> ➔ Pathways from HS to College to WF ➔ Concentrated Disadvantage/Composition ➔ School Staff Demographics ➔ Early elementary predictors of outcomes ➔ K-12 Discipline and DJS overlap and outcomes ➔ Positive outcomes for DJS students ➔ College credit accumulation and persistence for high school graduates ➔ Critical WF areas (e.g., teaching; STEM; healthcare) and production of students to meet these needs ➔ CTE → PS and WF outcomes	+ Research contributions to Preparation and Diversity of New Teachers & Teacher Candidates (AIB) + Research contributions to child welfare report Legend • Planned ➔ In-Progress + Suggested	Priority 2: <u>Methodological Documentation</u> ➔ Data Science ➔ Multilevel Models ➔ Student Mobility ➔ Missing Wages Priority 3: <u>Partnerships</u> ➔ Morgan State ➔ External Research ➔ Microsoft; DHS; DJS Priority 4: External Funding • Foundations • IES • NSF
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Reporting Services Priorities, 2023-2024

New Collections Exploration • DJS and DHS • NonCredit Completions Report Updates • Brain Gain • Working while in College Five & Ten-Year Out Reports ➤ High School, Associate's, Bachelor's, GED, & Apprenticeship • DJS - Discharged Youth Required Annual Output • Reports (6) • CPEA, Fostercare, Homeless & Out-of-Home Placement • Financial Aid Outreach (FAFSA Completion) • Progress on Preparation and Diversity of New Teachers & Teacher Candidates	Required Annual Output Con't • Tables & Other Output (22~) • Commission to Study the Healthcare Workforce Crisis ➤ MD DPSCS Higher Education in Corrections Advisory Committee • PAR, PAR HEGIS, MFR, Morgan, Towson, & UMB • DLS: Dual Enrollment (2) • Other: MBRT Scholars • MSDE: Perkins (CTE) & Special Education (IDEA) • Labor: Apprenticeship & LACES (OCTAE) • TPAR, CAEP, & AAQEP • Computer Science • WDQI Reporting (WIOA I & III) • GWDB: CTE & Youth Apprenticeship	Dashboards • Teacher Dashboards • High School to College Expansion ➤ High school diploma type ➤ Wages by NAICS ➤ Majors and Degrees ➤ Filters for Enrollment by lag (Fall, Spring, 2nd Fall, 2nd Spring, Ever) • Non-Degree Pathways for High School Graduates • Dual Enrollment Expansion • Credits and Courses • FARMS • Degree by Age 25 • Data Requests Legend: • Planned ↷ Tentative ✓ Completed ➤ In-Progress
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Research Branch Priorities, 2023-2024

Priority 1: <u>In-Depth Statistical Analyses to Support Causal Inference and Inform Policy</u> ➔ Pathways from HS to College to WF ➔ Concentrated Disadvantage/Composition ➔ School Staff Demographics ➔ Early elementary predictors of outcomes ➔ K-12 Discipline and DJS overlap and outcomes ➔ Positive outcomes for DJS students (focus on workforce outcomes) ➔ College credit accumulation and persistence for high school graduates ➔ Critical WF areas (e.g., teaching; STEM; healthcare; social work) & production of students to meet these needs	• Research to support the AIB outcomes workgroup • (+) Education and labor outcomes for students in out of home placement • (+) Examine cross-system involvement (DHS and DJS) and outcomes Priority 2: <u>Methodological Documentation</u> ➔ Methods when students are mobile ➔ (+) Equity in Data Science ➔ (+) Using Census data to examine disadvantage ➔ (+) Intersectionality in personal characteristics predicting outcomes ➔ Planned ➔ In-Progress + Suggested
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Reporting Services Priorities, 2024-2025

Collection Exploration • NonCredit Completions • Microsoft Data and Other Licenses Five & Ten-Year Out Reports ➤ High School, Associate's, Bachelor's, GED, & Apprenticeship ➤ DJS - Discharged Youth Report Updates ➤ Brain Gain & Working while in College • College-Going by Service Area and Carnegie Classification Required Annual Output • Reports (2) • Career Preparation Expansion Act • Progress on Preparation and Diversity of New Teachers & Teacher Candidates • Dashboards (4) ➤ Dual Enrollment, Foster Care, Homeless, & FAFSA Completion	Required Annual Output Con't • Tables & Other Output • DHS: Foster Care JCR (2) • DJS: Data Resource Guide (4) • DLS: Dual Enrollment (2) • MSDE: Perkins (CTE), Special Education (IDEA), & TPAR/APAR (3) • Labor: Apprenticeship & LACES (OCTAE) (2) • College-Specific: ■ College Wage Outcomes (4) ■ Community College Metrics (16) ■ TPAR, CAEP, & AAQEP (21) • Computer Science for All • <i>GWDB & CTE Committee (TBD)</i> • <i>Behavioral Health, Clearinghouse and MAEF (TBD)</i> • <i>HB 1244 (TBD)</i> • <i>Correctional Education (TBD)</i> • <i>ENOUGH Act, State Plan and KPIs (TBD)</i>	Dashboard Refresh • Maryland Public High School Graduates: College and Workforce Outcomes • Maryland College Graduates Employed as Public School Teachers New Dashboard • Educator Preparation • Non-Degree Pathways for High School Graduates • High School Financial Aid Expansion: Promise • Dual Enrollment Expansion • Credits and Courses • Degree by Age 25 Data Requests • Planned ↷ Tentative ✓ Completed ➤ In-Progress
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Research Branch Priorities, 2024-2025

Priority 1: <u>In-Depth Statistical Analyses to Support Causal Inference and Inform Policy</u> ➔ Equity in pathways from HS to College to WF • Workforce outcomes for DJS-involved students ➔ Critical WF areas (e.g., teaching; STEM; healthcare; social work) & production of students to meet these needs ➔ Education and labor outcomes for students in out of home placement ➔ Examine cross-system involvement (DHS and DJS) and outcomes ➔ (+) The link between correctional education and labor participation ➔ (+) Students who have some college experience but leave without a degree ➔ (+) Homelessness and mobility/churn in college and the workforce ➔ (+) Outcomes for students served by community schools ➔ (+) Outcomes for students served by community support hubs (Partnership with the MCCC) ➔ (+) Causal designs to examine interim Blueprint implementation and outcomes	Priority 2: <u>Methodological Documentation</u> ➔ Equity in Data Science ➔ Using Census data to examine disadvantage ➔ Intersectionality in personal characteristics predicting outcomes ➔ (+) Using disability codes once received • Planned ➔ In-Progress + Suggested
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Reporting Services Priorities, 2025-2026

Required Annual Output • Reports (2) • Career Preparation Expansion Act • Progress on Preparation and Diversity of New Teachers & Teacher Candidates • Dashboards (4) • Dual Enrollment, Foster Care, Homeless, & FAFSA Completion • Tables & Other Output • DHS: Foster Care JCR (2) • DJS: Data Resource Guide* • DLS: Dual Enrollment (1) • MSDE: Perkins (CTE) & Special Education (IDEA) • Labor: LACES (OCTAE 2+), Apprenticeship & Correctional Education*	Output Refresh • Maryland Public High School Graduates: College and Workforce Outcomes • Brain Gain • Working While in College • MD-CLaWE (2x per year) • Computer Science for All • Apprenticeship Other Projects • AIB Data Sets* • GWDB & CTE Committee* • Labor Market Demand/Supply (HB 1244)* • ENOUGH Act • State Plans* • Planned • Brain Re-Gain ~ Tentative ✓ Completed ➤ In-Progress *scope unknown	New Development • <i>Educator Preparation (T-CLaWE)</i> • <i>PAR CLaWE</i> ➤ Vulnerable Youth (Fostercare, Homeless, Justice Involved) Collection Exploration • Workforce Training • Microsoft Data • Nursing Licenses Five & Ten-Year Out Reports ➤ High School, Associate's, Bachelor's, GED, & Apprenticeship Data Requests
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Research Branch Priorities, 2025-2026

<u>Priority 1:</u> <u>In-Depth Statistical Analyses to Support Causal Inference and Inform Policy</u> ➔ Pathways from HS to College to WF ➔ Critical WF areas (e.g., teaching; STEM; healthcare; social work) & production of students to meet these needs ➔ Education and labor outcomes for students in out of home placement ➔ Workforce outcomes for DJS-involved students ➔ Examine cross-system involvement (DHS and DJS) and outcomes ➔ The link between correctional education and labor participation ➔ Students who have some college experience but leave without a degree ➔ Homelessness and mobility/churn in college and the workforce ➔ Outcomes for students served by community schools ➔ Outcomes for students served by community support hubs (Partnership with the MCCC) + Outcomes for students in special populations (e.g., special education and multilingual learners)	<u>Priority 2:</u> <u>Methodological Documentation</u> ➔ Equity in Data Science ➔ Using Census data to examine disadvantage ➔ Intersectionality in personal characteristics predicting outcomes ➔ Causal designs to examine interim Blueprint outcomes + Estimate policy “shocks” to determine the change necessary to inform policy • Planned ➔ In-Progress + Suggested
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Reporting Services Priorities, 2026-2027

Required Annual Output ● Reports (2) ● Career Preparation Expansion Act ● Progress on Preparation and Diversity of New Teachers & Teacher Candidates (through 2031) ● Dashboards (4) ● Dual Enrollment, Foster Care, & Homeless ● FAFSA Completion (through 2028) ● Tables & Other Output ● DHS: Foster Care JCR ● DJS: Data Resource Guide ● DLS: Dual Enrollment ● MSDE: Perkins (CTE) & Special Education (IDEA) ● Labor: LACES (OCTAE) ● PAR: Market Share, Degrees & Workforce	Output Refresh & Expansion ● Maryland Public High School Graduates: College and Workforce Outcomes ● Brain Gain & Regain ● Working While in College ● MD: T-CLaWE (2x per year) ● MD-CLaWE (2x per year) ● Computer Science for All ● Apprenticeship Other Projects ● AIB Data Sets* ● GWDB & CTE Committee* ● ENOUGH Grant ● MHEC State Plans ● OBBBA ● Workforce Pell* ● Regional Education and Labor Market Analysis (Coleridge)* *scope unknown	New Development ● Workforce Development CLaWE (inc. Workforce Pell) ● PAR CLaWE ● High School CLaWE (MDRC/NCANS) ● Social and Economic Indicators (Contextual) Collection Exploration ● Service and Civic Innovation Data (DSCI) ● Licenses Five & Ten-Year Out Reports ● High School, Associate's, Bachelor's, GED, & Apprenticeship Data Requests ● Planned ↷ Tentative ✓ Completed ➤ In-Progress
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Research Branch Priorities, 2026-2027

<u>Priority 1:</u> <u>In-Depth Statistical Analyses to Support Causal Inference and Inform Policy</u> ➔ Pathways from HS to College to WF ➔ Critical WF areas (e.g., teaching; STEM; healthcare; social work) & production of students to meet these needs ➔ Education and labor outcomes for students in out of home placement, students arrested, and students in both systems ➔ The link between correctional education and labor participation ➔ Students who have some college experience but leave without a degree ➔ Homelessness and mobility/churn in college and the workforce ➔ Outcomes for students served by community schools + community support hubs (Partnership with the MCCCCS) ➔ Outcomes for students in special populations (e.g., special education and multilingual learners)	<u>Priority 2:</u> <u>Methodological Documentation</u> ➔ Equity in Data Science ➔ Using Census data to examine disadvantage ➔ Intersectionality in personal characteristics predicting outcomes ➔ Causal designs to examine interim Blueprint outcomes ➔ Estimate policy “shocks” to determine the change necessary to inform policy ● Planned ➔ In-Progress + Suggested
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