MLDS Center
Maryland Longitudinal Data System

Better Data • Informed Choices • Improved Results

December 2025

2025 Annual Report on the Maryland Longitudinal Data System and Center

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This Annual Report of the Governing Board of the Maryland Longitudinal Data System Center is submitted to the Governor and the Maryland General Assembly in compliance with Education Article § 24-705 of the Annotated Code of Maryland.

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Highlights

★ Created or updated approximately 186 dashboards and other output and produced 46 reports to provide timely and accurate information for state policy makers.

★ The Governing Board approved the addition of 226 new data elements to MLDS Data Inventory.

★ Research from the Research Branch was cited in the *2025 Economic Report of the President*. The report cites Dr. David Blazar and his team's research on the Teachers Academy of Maryland.

★ MD-CLaWE - Maryland College, Labor, and Workforce Explorer - was launched to overwhelmingly positive reviews. MD-CLaWE allows users to develop custom reports on workforce participation for Maryland college graduates.

★ The MLDS Center comprehensively revised its *Data Security and Safeguard Plan* to ensure that the plan is fully consistent with the latest federal security standards and is in conformity with Department of Information Technology requirements.

★ An Action Fund Grant was awarded to the MLDS Center by the NCAN (the National College Attainment Network) to support the development of an interactive data driven tool to help high school students make informed education and career decisions.

★ A Democratizing Our Data Challenge Grant was awarded by the Coleridge Initiative to the MLDS Center and its counterparts in Washington, D.C. and Virginia to support the development of a Capital Region multistate report aimed at better understanding K-12, higher education, and workforce pathways in the Capital Region.

★ The MLDS Center Website recorded over 300,000 page views during FY 25 fiscal year. This represents a marked increase and provides evidence of public interest and reliance on the MLDS.

★ Staff of the Center and Research Branch members conducted more than 60 presentations and training on MLDS related research and the governance and design of the Center.

Introduction

This Annual Report is submitted in fulfillment of the requirement under Education Article, §24-705, Annotated Code of Maryland. The Governing Board must provide information to the Governor and General Assembly annually on the following:

1. An update on the implementation of the MLDS and activities of the MLDS Center;
2. List of all studies performed by the Center during the reporting period;
3. List of all currently warehoused data that are determined to be no longer necessary to carry out the mission of the Center;
4. Any proposed or planned expansion of data maintained in the database; and
5. Any other recommendation made by the Governing Board.

The following sections of the report will address each of the five statutorily required topics.

Section 1. Implementation of the MLDS and Activities of the Center

1.1 System Implementation and Management

A. Records Count

As of November 2025, the MLDS contained records for 4,856,906 unique individuals. Table 1 below provides the number of individual records provided by each data partner agency that provide identity establishing data collections.

Table 1 and Figure 1 - Number of Individual Records in the MLDS by Data Source and Sector Linking

Source	Count as of Nov 2025
MHEC ▌	2,501,145
MSDE ▌	2,830,175
Labor ▌	2,653,273
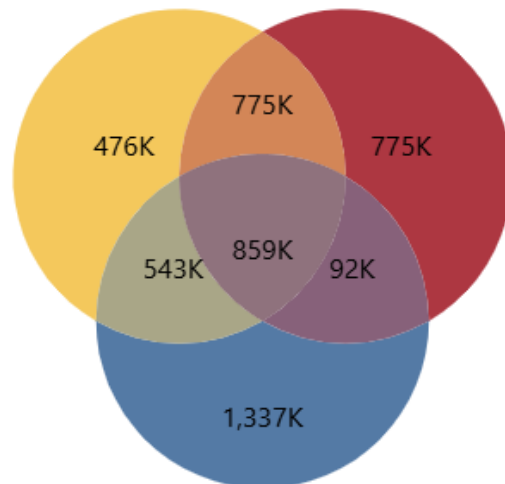
Approximately 859,000 individuals have records
that can be linked across all sectors and 2.3 million have records in at least two sectors. The reason there is a high number (1.3 million) of K-12 records with no match is because more than

half of MSDE data is K-8 students – a population generally not engaged in higher education or the workforce and therefore not able to be matched to another sector.

B. Match Rate

The Center calculates match rates based on the number of 12th grade students from Maryland public schools with a record in at least one other education or workforce sector. The Center's match rate has remained at 95% over time.[1] The high match rate indicates strong data matching routines and provides confidence in the system. Table 2 provides a breakdown of the match rate for each cohort year.

Table 2. 12th Grade Cohort Cross-Sector Match Rate Analysis

Cohort Year	Total 12th Grade	K12 Only	K12 & College	K12 & Workforce	All 3 Sectors	% Matched ANY Sector	% Matched ALL 3 Sectors
2009	61,759	2,669	2,884	11,463	44,743	96%	72%
2008	65,038	4,230	4,519	11,999	44,290	93%	68%
2010	61,961	2,306	2,654	11,728	45,273	96%	73%
2011	62,332	2,605	2,584	12,389	44,754	96%	72%
2012	60,524	1,996	2,499	11,791	44,238	97%	73%
2013	60,992	2,128	2,464	11,992	44,408	97%	73%
2014	60,484	2,120	2,517	12,169	43,678	96%	72%
2015	61,345	2,442	2,552	12,964	43,387	96%	71%
2016	60,355	2,344	2,575	12,827	42,609	96%	71%
2017	60,552	2,643	2,558	13,503	41,848	96%	69%
2018	61,808	2,881	2,809	13,769	42,349	95%	69%
2019	61,029	3,085	3,215	13,810	40,919	95%	67%
2020	62,617	3,712	3,883	14,631	40,391	94%	65%
2021	63,773	4,332	5,148	15,324	38,969	93%	61%
2022	62,835	4,874	5,829	15,100	37,032	92%	59%
2023	63,651	5,662	7,606	14,912	35,471	91%	56%
2024	64,050	7,550	9,878	14,804	31,818	88%	50%
Total	**1,055,105**	**57,579**	**66,174**	**225,175**	**706,177**	**95%**	**67%**

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[1] The match rate is an average of all years (2008 -2025). The match rate for any given year will change over time. For example, the 2023 match rate of 87% will likely increase over time as more students move into college and the workforce, or return to Maryland from an out-of-state college and join the Maryland workforce.

C. System Security

In accordance with state law (see Education Article § 24-704(g)(6)(iii), Annotated Code of Maryland) the MLDS Center Governing Board is required to establish and maintain a comprehensive *Data Security and Safeguarding Plan* (DSSP). The current DSSP has been in place since the initial implementation and development of the MLDS. Since that time there have been a lot of changes to the system and its operations and management. One important change is the role the Department of Information Technology plays in managing the system's security profile. In addition, Center staff have implemented security operations that are not reflected in the DSSP. Accordingly, staff, with the help of a security systems technical writer and input from DoIT, revised the DSSP.

The revision process included a comprehensive review of:
1. The DSSP and related documents;
2. The role of DoIT's enterprise system management;
3. The Center's current system security procedures and operations; and
4. The State of Maryland Information Technology Security Manual.

The new DSSP is designed to align with the security and privacy control families outlined in National Institute of Standards and Technology (NIST) Special Publication 800-53 Revision 5 and is consistent with the Maryland Department of Information Technology (DoIT) Information Technology Security Manual v1.2. It incorporates appropriate technical, administrative and physical safeguards to protect personally identifiable information (PII) and other sensitive data in accordance with state regulations and applicable federal standards. Full adherence to this plan supports a secure data environment and promotes trust in the governance of longitudinal data assets.

The DSSP was presented to the CyberSecurity Subcommittee of the Governing Board on November 5, 2025 for review and input. The final version of the DSSP was presented to the Governing Board on December 12, 2025 for review and final approval.

D. Website

In 2024, the MLDS Center website had its highest usage - over 310,000 page views. The high usage rate is due to Increased content and outreach to stakeholders.

1.2 Activities of the Center

A. Support for Policymakers and State Agencies

Throughout the year, the Center provided extensive analytical and technical support to policymakers, state agencies, and education partners. Staff routinely responded to requests from the Accountability and Implementation Board (AIB), including the development of data sets for Blueprint reporting metrics and participation in multiple AIB workgroups on teacher pathways and dual enrollment. The Center also supported statutory reporting obligations for the Department of Human Services, the Department of Juvenile Services, the Maryland State Department of Education, and the Maryland Department of Labor.

The Center collaborated closely with the Department of Legislative Services (DLS), meeting with analysts to advise on data availability and to support required dual enrollment reporting. Additional assistance was provided to the Governor's Office for Children on ENOUGH Initiative reporting needs, the Governor's Workforce Development Board on reporting for its CTE committee, and the Governor's Office of Crime Prevention and Policy on requirements related to criminal justice research submissions.

The Center engaged with local school systems and community partners, including meetings with school counseling directors in Montgomery and Prince George's counties, to expand the usefulness of MLDS reporting for high school advising. The Center also provided guidance to America Achieves on workforce Pell data, consulted with the Maryland Alliance for Racial Equity in Education and EdTrust to increase community participation in MLDS decision-making, and met with program leaders from Health Tech Alley, Big Brothers/Big Sisters, and Lakeland Elementary to assess feasibility of future reporting.

B. Reporting Services and Dashboard Development

The Center produced a significant volume of new dashboards, refreshed reporting series, and ongoing updates to support state and federal requirements. Major reporting products included:
- Launch of *MD-CLaWE* (Maryland College, Labor, and Workforce Explorer), a new interactive tool allowing users to develop custom workforce outcome reports for Maryland college graduates.
- Expansions to *MD-CLaWE* to include sector groupings, additional wage statistics, and more student characteristics.
- Development and redevelopment of the *Dual Enrollment Courses and Credits* dashboard, incorporating stakeholder feedback and suppression guidance.

Ongoing work on the *High School Graduate College Enrollment Inside and Outside Community College Service Areas* dashboard.
- Updates to the *Vulnerable Youth* dashboards, including Foster Care and Homeless Youth.
- Refreshes of *Dual Enrollment Trends, Computing Education and Certification Outcomes,* and multiple educator preparation dashboards.
- Contributions to federal reporting for MSDE's *Career and Technical Education* and *Division of Early Intervention and Special Education Services*, and to the Department of Labor's *LACES* reporting.

The Center also produced numerous annual reports, including the Career Preparation Expansion Act report, traditional educator preparation program reports, and outcome analyses for formerly incarcerated individuals, apprenticeship completers, and nursing graduates. Reporting Services staff completed ENOUGH Initiative tables at the state, county, and tract levels, updated the annual *Maryland Public High School Graduates: College and Workforce Outcomes* report, and developed multiple data requests for partner agencies, colleges, and philanthropic organizations.

C. Outreach, Presentations, and Stakeholder Engagement

Center staff engaged in extensive outreach to inform decision-making across Maryland and contribute to national dialogue on longitudinal data systems. Presentations were delivered at the SLDS Best Practices Conference, the Institute of Education Sciences (IES) "Harnessing the Power of Standards" convening, the Multi-State Data Collaborative, and the Federal Reserve Bank of Richmond.

Staff presented to the Maryland Association for Institutional Research, the Maryland Workforce Association and community college presidents, the Maryland Nursing Workforce Symposium, and conducted multiple sessions on using MLDS tools at Carroll Community College's *Discovery Day - Data in Motion* and other convenings. National audiences, including the New York State Education Department, invited the Center to explain Maryland's technical and governance architecture.

Center leadership participated in the Data Quality Campaign's State Data Leaders Network; presented MD-CLaWE to the Maryland Independent College and University Association; and met with a delegation from Korea.

The Research Branch disseminated findings throughout the year, presenting at conferences including the American Education Research Association (AERA), the Society for Prevention Research, the Association for Education Finance and Policy (AEFP), and at national SLDS convenings.

D. Grant Activity

The Center undertook several major initiatives to expand statewide and regional data capacity. Most notably, the Center was awarded a National College Attainment Network (NCAN) grant to develop the Maryland Postsecondary Academic and Workforce Explorer (MD-PAWE). This interactive tool will help high school students—particularly those pursuing nontraditional pathways—understand long-term wage and employment outcomes.

Maryland, Virginia, and Washington, D.C. were jointly awarded a *Democratizing Our Data Challenge* grant to establish multistate data sharing and produce regional education and workforce reports. The Center also supported the Department of Labor in pursuing a second Workforce Data Quality Initiative (WDQI) grant.

The MLDS Center Research Branch continued work on multiple federal grants, including two from the Institute of Education Sciences (IES). The IES SLDS teacher pipeline project examines the teacher pipeline in Maryland. A second grant from IES links data from a randomized controlled trial of a multi-tiered school-based intervention to MLDS data to look at long-term outcomes.

E. Data Governance, Data Quality, and System Enhancements

The Center's three advisory boards—Research and Policy Advisory Board (RPB), Data Governance Advisory Board (Data GAB), and Disclosure Review Advisory Board (DRAB)—met regularly throughout the year to guide policy, refine processes, and steward high-quality data use.

Data GAB provided feedback on the redesign of the Data Collection Calendar in Power BI to improve its usability, reviewed additions to the Data Inventory, and evaluated proposed operational changes. DRAB reviewed and updated suppression procedures, conducted risk assessments, and provided guidance on code sharing and exceptions to standard suppression.

Significant improvements were made to the Census Utility, which is used by local education agencies to convert student addresses to a Census block and tract number, including restored integration with MD iMap services, incremental progress updates, expanded error handling, and new file format options. Staff advanced work with the Department of Labor to receive occupational and professional license data and moved forward with updated MVA submissions. The Center also developed guidance for suppression best practices and collaborated with the Department of Service and Civic Innovation to incorporate new content-based elements into the MLDS Data Inventory.

F. Interagency, Interstate, and Cross-Sector Collaboration

The Center maintained strong partnerships across agencies, including MSDE, MHEC, the Department of Labor, DJS, DHS, the Governor's Office, the Department of Public Safety and Correctional Services, and the Governor's Office of Crime Prevention and Policy. These collaborations supported required reporting, data quality improvements, and expanded research opportunities.

The Center also strengthened multistate engagement through the Multi-State Data Collaborative, cross-state meetings with Washington, D.C. and Virginia, and participation in national professional networks. Consultations with the New York State Education Department further advanced Maryland's standing as a national leader in longitudinal data systems.

G. Research Dissemination and Public Access to MLDS Outputs

The Center continued to disseminate research findings through published research briefs, research series presentations, and collaborations with external scholars. Research on the Teachers Academy of Maryland using the MLDS, conducted by Dr. David Blazar, Research Branch Member and Associate Professor at the University of Maryland, College of Education was cited in the *2025 Economic Report of the President.* The Research Branch's work on the synthetic data project was highlighted by the *Future of Privacy Forum*, and research from the Research Branch was published in several peer-reviewed journals.

ERIC (Education Resources Information Center) reported strong engagement with MLDS publications, with consistent monthly downloads and views across briefs on suspensions, teacher workforce diversity, FAFSA completion, and instrumental music. The public also extensively accessed online dashboards, especially the Maryland Public High School Graduates college and workforce outcomes series and MD-CLaWE.

The Center supported internal and external transparency by refreshing the Research Branch Project Tracker, publishing updated research briefs, and facilitating researcher onboarding and training.

Section 2. List of All Studies Performed by the Center

2.1 Research

A. Accomplishments

The Research Branch continued to advance a comprehensive portfolio of studies examining education and workforce outcomes across Maryland. This work included ongoing analyses from

multi-year research partnerships, federally funded grants, and newly approved external proposals.

A major focus of the year's research involved longitudinal analyses of high school graduation, college enrollment, workforce entry, and wage trajectories for Maryland students, including key subgroups such as students in out-of-home placements, juvenile services–involved youth, multilingual learners, and students from historically marginalized backgrounds. Researchers produced descriptive statistics, analytic data files, and regression models to support these studies and regularly engaged with agency partners to contextualize findings.

Several research teams made substantial progress on studies addressing equity and opportunity in Maryland's education system. Projects examining the *High School Opportunity Gap*, school characteristics associated with student success, and disparities in outcomes for Black male students moved forward with new analyses, onboarding of additional faculty and graduate researchers, and refinement of theoretical frameworks.

The Research Branch also advanced several studies related to the teacher workforce, including analyses of teacher "localness," certification pathways, age at entry, prior work experience, test-score impacts, and long-term retention. Work under the IES-funded SLDS teacher pipeline grant continued to examine teacher recruitment, preparation, and placement patterns using statewide longitudinal data.

In addition, researchers at the *Business Economic & Community Outreach Network* (BEACON) at Salisbury University's used MLDS data to support the evaluation of major state workforce initiatives, including an analysis of WIOA program outcomes supported by the states' Workforce Data Quality Initiative (WDQI) Grant and an evaluation of community-based education programs such as the Thread Mentorship program, and Baltimore's Grads2Careers program. Researchers also contributed analytic files for studies of Maryland's apprenticeship programs, juvenile arrests in relation to school discipline, and comparisons of noncredit education and credentialing systems across states.

B. External Research

In 2025, the MLDS Center received over 20 applications from researchers seeking to use the MLDS to support their research.   Studies spanned a wide range of topics, including college credit accumulation and pipelines; educational and economic outcomes associated with dual enrollment; workforce outcomes for students earning Microsoft and other technical certifications; postsecondary and labor market pathways for students with disabilities and English learners; and the relationship between high school coursework and STEM outcomes for women and historically minoritized students.

Research teams from institutions such as Notre Dame, State University of New York, Albany, Johns Hopkins University, the University of Tennessee, the NORC at the University of Chicago, and MDRC[2] conducting new or ongoing work. Many teams developed analytic data sets, conducted propensity score matching, constructed machine learning models, and drafted manuscripts and research briefs for future publication.

The number and diversity of research projects illustrate the robustness of the MLDS as a research resource and the strength of Maryland's university partnerships.

C. Research Series

Research Series[3] presentations provided stakeholders with early findings and policy-relevant insights and continued to serve as a key venue for disseminating research. Sessions featured the following studies:

- The Relationship Between K-5 School Suspensions and Early Juvenile Arrests
- Developing the State Noncredit Data Infrastructure
- Using SLDS Data to Advance Research on Early Warning Systems
- An Application of Machine Learning in Causal Inference Using the MLDS Data
- Teacher Preparation, Localness, and Student Outcomes
- Influence of Probation on the Academic and Behavioral Outcomes of Justice Involved Youth

2.2 Dashboards Produced by the Center

The Center produced and updated numerous data dashboards designed to increase access to data and support state and local decision-making. These dashboards provide accessible, visual reporting on student educational pathways, college readiness, postsecondary performance, and workforce outcomes.

Key dashboards and data tables produced or updated during the year included:

- *Maryland College, Labor, and Workforce Explorer (MD-CLaWE)* – launched statewide with major expansions;
- *Dual Enrollment Trends* – refreshed at the statewide, county, and course-offering levels. The course-offerings dashboard was redesigned in PowerBI to be more user friendly and offer more functionality.

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[2] MDRC.org
[3] Detailed information about research series presentations, including an abstract, presenter bios, and presentation slides can be found at https://mldscenter.maryland.gov/ResearchSeries.html

- *High School Graduate College Enrollment Inside and Outside Community College Service Areas Dashboard* – updated to support regional analyses;
- *Vulnerable Youth Dashboards* – expanded reporting for students experiencing homelessness or foster care;
- *Participation in Maryland High Quality Computing Courses and Post-graduation Outcomes* – refreshed with updated data.
- *Educator Preparation Program Dashboards* – including outcomes for Towson University and other approved programs.

These dashboards and data tables continue to serve as essential tools for policymakers, researchers, and the public, providing clear and timely information on Maryland education-to-workforce pathways.

2.3 Reports Completed by the Center

The Center completed a substantial number of required statutory reports, agency-requested reports, and analytic products to inform statewide policy. Major reports completed during the year included:

- Career Preparation Expansion Act Annual Report;
- Annual Report on Progress in Increasing the Preparation and Diversity of Teacher Candidates and New Teachers;
- Data tables for the Traditional Educator Preparation Program (TPAR) Report;
- Department of Juvenile Services: High School, College, and Labor Market Outcomes for Justice-Involved Youth;
- Data tables to support Labor's required report to the U. S. Department of Education's Office of Career, Technical and Adult Education (OCTAE);
- Annual report for the Department of Human Services to fulfill a JCR on high school graduation and college participation for out-of-home placement youth;
- Data tables for Division of Early Intervention and Special Education Services (MSDE) to compete federal report on placement outcomes required under the Individuals with Disabilities Education Act (IDEA);
- Analysis of workforce outcomes for correctional education completers released from incarceration for the Department of Labor to present to the Governor's Performance Cabinet;
- Apprenticeship and Training Program Workforce Outcomes;
- Nursing Graduate Outcomes and Postsecondary Licensure Analyses; and
- Annual FAFSA Completion Report (including new disaggregations requested by school systems providing student characteristics at the LEA/Region level).

In addition to these formal reports, the Center completed numerous data requests supporting community colleges, workforce partners, philanthropic organizations, and state agencies. These included labor market analyses for Anne Arundel, Carroll, Montgomery, and Howard community colleges; analyses supporting the Aspen Excellence Awards; and outcome analyses for UMBC's Lakeland Elementary School initiative.

Reports and data products completed by the Center continue to advance statewide goals of transparency, accountability, and data-driven decision-making.

Section 3. Data Determined to be Unnecessary

There were no data elements identified for removal from the System.

Section 4. Proposed or Planned Expansion of Data

All data added to the MLDS are presented to and approved by the MLDS Governing Board and then catalogued in the Center's online data inventory.[4] This section provides an explanation and listing all of the new data approved by the Governing Board during the 2025 calendar year.

A. Maryland Higher Education Commission (MHEC)

<u>Non-Degree Teacher Candidates</u> - The Non-Degree Teacher Candidate System (NTS) data MHEC, collected from 2014-2018, was originally used alongside the Degree Information System (DIS) to capture students completing educator preparation programs that were not degree granting. MHEC discontinued NTS and the inclusion of teacher candidate codes in DIS in 2018 and replaced them with a new dedicated educator preparation program collection *Maryland Approved Program Completer System* (MAPCS). The NTS data will be integrated with the MLDS to fill gaps for non-degree seeking students from those years, providing a more comprehensive understanding of the teacher production pipeline. The NTS data should have been provided to MLDSC when the collection was active, it was an oversight that it was never sent. The added data elements include:

1. Collection Term	15. Prior Degree Flag
2. Collection Year	16. Entry Term
3. Sub-Campus Code	17. Entry Year
4. SSN	18. Reverse Transfer Flag
5. ID Number Type	19. Credit Hours Required to Earn Award
6. Local Campus Student ID	20. Teacher Candidate
7. SASID	21. Gender
8. Degree Date	22. US Citizenship
9. Degree Sought	23. Hispanic/Latino
10. Program Taxonomy	24. White
11. First Major Link	25. African American

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[4] https://mldscenter.maryland.gov/DataInventory.html - select "View the MLDS Data Inventory"

12. Cumulative GPA	26. Asian
13. Cumulative Native Credit Hours Earned	27. American Indian/Native Alaskan
14. Cumulative Credit Hours Awarded	28. Native Hawaiian/Pacific Islander

Workforce Training - MHEC's new data collection, the Workforce Training Registration System (WTRS), is designed to capture course registration information for workforce training courses. Currently, WTRS collects courses with Intent Codes A (Job Preparatory), B (Licensure or Certification), and C (Job SKill Enhancement). This new collection complements another MHEC collection, the Workforce Training Completer System (WTCS), which captures the completion of workforce training sequences. Students who register for courses captured in WTRS may later appear in WTCS if they complete a full sequence. The added data elements include:

1. Collection Term	20. Asian
2. Collection Year	21. American Indian/Alaskan Native
3. OPEID (FICE+2)	22. Native Hawaiian/Pacific Islander
4. Identification Number (SSN)	23. Course Type
5. Identification Number (Type)	24. Course Section Type
6. Local Campus Student ID	25. Contract Training
7. Last Name	26. Course Number
8. First Name	27. Section Number
9. Middle Name	28. Course Session
10. Generational Suffix	29. Course Section Start Date
11. Gender	30. Course Section End Date
12. Birthdate	31. Student Outcome
13. Current Zip Code	32. Course Section Status
14. County	33. Course Intent
15. Residency	34. Course Title
16. Citizenship Indicator	35. Course Hours
17. Hispanic/Latino	36. Hours Type
18. White	37. Subject Area
19. Black/African American	38. Course or Sequence Type

B. Maryland State Department of Education

Special Education Services - In 2023, the General Assembly changed the definition of "student data" to include student disability data by specific disability category. The Division of Early Intervention and Special Education Services within the Maryland State Department of Education collects data on individuals receiving special education services. The added data elements include:

1. Limited English Proficiency	30. Eligibility
2. Birth Date	31. First Name
3. Gender	32. Early Childhood Transition
4. Hispanic or Latino	33. Date of Initial IEP Development
5. American Indian or Alaska Native	34. Date of Parent Consent for Initiation of Services
6. Asian	35. Date Initial IEP is in Effect
7. Black or African American	36. SASID
8. Native Hawaiian or Other Pacific Islander	37. Middle Name
9. White	38. Parents' Native Language

10. Medical Assistance
11. IEP Team Meeting Date
12. Evaluation Date

13. Disability

14. Least Restrictive Environment
15. Extended School Year
16. Service-School County
17. Service-School Number
18. Residence-School County
19. Residence-School Number
20. Grade
21. Projected Date of Exit
22. Projected Category of Exit
23. Exit Reason
24. Exit Date
25. Functional Behavioral Assessment
26. Behavioral Intervention Plan
27. Local Student ID
28. Assistive Technology Devices
29. Transportation

39. Date of Parent Consent for Initial Evaluation
40. Date of Initial Evaluation
41. Date of Parent Consent Continue Early Intervention Services through an IFSP at age 3
42. Date LSS was Notified of Parent Decision to Request Services through an IEP
43. Date Extended IFSP Services Ended
44. Reason for Delay Indicator 11
45. Reason for Delay Indicator 12
46. Initial Eligibility Age Group
47. Alternate Assessment
48. Parent Consent for Alternate Assessment
49. Parent Consent for Alternate Assessment
50. Alternate Standards
51. Parent Consent for Alternate Standards
52. Blind or Visually Impaired
53. Deaf or Hearing Impaired
54. Local School System
55. Report School
56. Age
57. Submission Year

CCR and Apprenticeship - The Maryland State Board of Education voted to adopt a new College and Career Readiness (CCR) Standard, as required by the *Blueprint for Maryland's Future*. New data elements were added to MSDE's High School Data Collection (HSDC) for SY 2023-2024 to capture how a student meets the CCR requirements under the interim standard or the new standard. Additionally, two elements capture data on apprenticeship participation. The added data elements include:

1. Apprenticeship - Currently in program
2. Apprenticeship - Hours accrued
3. Academic Success
4. Math Mastery - Course Grade
5. Math Mastery - ALG1 Proficiency
6. ELA10 - Proficiency
7. CRR Status
8. CCR Standard

Teacher Certification and Career Ladder - Due to the Blueprint for Maryland's Future, new data elements were added to the MSDE's Staff Data Collection for the 2024-2025 school year. These include three data elements related to staff with an active National Board Certificate and one element to capture which level/tier of the Career Ladder the staff member is on. The added data elements include:

1. National Board Certificate Valid Begin Date
2. National Board Certificate Valid End Date
3. National Board Certification ID Number
4. Career Ladder

C. Department of Public Safety and Correctional Services (DPSCS)

The Division of Correction (DoC) within DPSCS collects data on inmates who have been sentenced to a term of 18 months or longer. Data elements from DPSCS were approved in September and December 2024. The MLDS Center was informed of two additional elements for the data collection. The added data elements include:

      1. Race/Ethnicity
      2. Gender

D. Maryland Health Occupation Boards and Commissions

Relevant demographic and health care data elements were identified with the Maryland Board of Nursing to help support the reporting requirements of the [Commission to Study the Health Care Workforce Crisis in Maryland](#). The MLDS Center was informed of one additional data element:

      1. Hispanic

E. Department of Labor

The Division of Occupational and Professional Licensing (DOPL) within the Maryland Department of Labor is responsible for regulating 25 different professions across 25 boards and commissions, one advisory council, and four additional programs. Individuals seeking to apply for or renew a professional license in Maryland do so with DOPL, which collects and manages this data within a centralized system. The added data elements include:

1. First Name
2. Middle Name
3. Last Name
4. Date of Birth
5. Identification Number (SSN)
6. Home Address Line 1
7. Home Address Line 2
8. Home Address Line 3
9. Home City
10. Home State
11. Home Zip Code
12. Home County Code
13. Employment Tradename
14. Employment Address Line 1
15. Employment Address Line 2
16. Employment State
17. Employment Zip Code
18. Employment County Code
19. Issuing Board/Commission Entity Identifier
20. Issuing Board/Commission Name
21. License Type Identifier
22. License Type Name
23. License Number
24. License Suffix
25. Initial License Date
26. License Renewal Issue Date
27. License Expiration Date
28. Active/Inactive Status
29. Exam Name
30. Exam Result
31. Certified from another state

F. Department of Service and Civic Innovation

The Maryland Department of Service and Civic Innovation (DSCI) is a new agency implementing two state funded service streams: Maryland Corps and the Service Year Option. The application portal for the first cohort of Maryland Corps/Service Year Option members opened in August of

2023. The identity-related data elements were approved in June 2024. The data elements include:

1. Member ID	10. Pathway
2. Member Program Status	11. Operating Partner
3. Host Site Partner	12. Class Number
4. Organization Type	13. Program Class Start Date
5. Worksite ID	14. Program Class End Date
6. Worksite Jurisdiction	15. Separation Reason
7. Worksite Zip Code	16. Social Security Number
8. Related Technical Instructions Hours	17. Credential ID
9. Volunteer Hours	18. Credential Name

G. Juvenile Delinquency Data from DJS

The Department of Juvenile Services (DJS) captures administrative data on youth who are involved in the Maryland juvenile justice system. During the most recent data submission and loading process, the MLDS Center observed a small percentage of changes in the Alleged Offense Category and Adjudicated Offense Category. DJS explained that the changes are due to periodic legislative updates that may result in Offense Categories being reclassified. For example, an Offense Code categorized as a felony in one year may be reclassified as a misdemeanor the following year.

The MLDS Center is collaborating with DJS to determine the best approach for receiving and documenting these changes moving forward. By including Alleged Offense Code and Adjudicated Offense Code, the MLDS Center will be able to identify Offense Categories using current or contemporaneous alignments. The added data elements include:
1. Alleged Offense Code
2. Adjudicated Offense Code
3. Offense Key
4. Complaint Key

H. Educators Rising

Educators Rising is a national organization for high school students that aims to inspire and prepare future educators. Towson University College of Education serves as the Maryland affiliate, supporting students through opportunities to engage with the teaching profession and gain hands-on experience in education before entering the postsecondary educator preparation programs. The added data elements include:
1. First Name
2. Last Name
3. High School
4. Participation Date
5. Date of Birth

I. Temporary Additions

<u>High School Pathways</u> - Dr. Jane Lincove from University of Maryland, Baltimore County has proposed to add temporary external data to the MLDS to examine pathways from Maryland K-12 schools into college, career training, and workforce as part of her approved project, ERA 103. The data requested includes Baltimore City School middle and high school choice data and students' ranked choices for 6th and 9th grade placement, assignment outcomes, and the composite score that determined admissions for programs. This data will be brought into the MLDS, matched, and removed from the MLDS when the research has concluded. The data elements added temporarily include:

1. Academic Year
2. Temporary ID
3. Student ID
4. Date of Birth
5. Destination School Code
6. Destination School Program
7. Grade Code
8. Current School Code
9. Rank Type
10. Requires Special Handling
11. Preference to School 1
12. Preference to School 2
13. Preference to School 3
14. Composite Score
15. Composite Score Estimate
16. Ordering
17. Zoned Middle School ID
18. Zoned High School ID
19. Choice Number
20. Rank
21. Placement Outcome
22. Decision Code
23. Description of Placement Outcome

<u>CodePath</u> - CodePath, in collaboration with Maryland and Blue Meridian Partners, is launching a multi-year initiative to expand access to technology education across Maryland's higher education institutions. CodePath submitted a preliminary project application to understand the impact the CodePath program has on information technology career trajectories and outcomes. While the project application is under consideration, the MLDS Center will add the following identity related data elements to support testing of the ability to link CodePath's data with the MLDS and better understand the size of the population under consideration.

1. Member ID
2. First Name
3. Last Name
4. Date of Birth
5. Home City
6. Institution Name (self-reported)
7. Institution UNITID (self-reported)

Section 5. Recommendations Made by the Governing Board

TBD