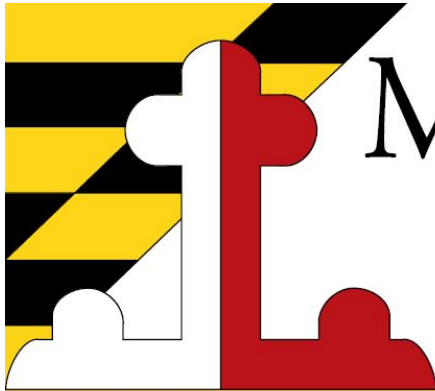


Governing Board Meeting



The meeting will begin shortly



MLDS CENTER

Maryland Longitudinal
Data System

Better Data • Informed Choices • Improved Results

Please note, this meeting is being recorded. We will begin the recording now.

Please also note that an **AI transcription** tool will be used.

Governing Board Meeting

June 12, 2026

Welcome

- Declaration of Quorum
- Additions to the Agenda
- Approval of March Meeting Minutes

Agenda

- Center Output Updates
- Center Output Priorities, 2026-2027
- Legislation
- Data Inventory
 - *Board Action Required*
- Data Collection Calendar
 - *Board Action Required*
- FY 27 Budget Plan Proposal
 - *Board Action Required*
- Project Applications and Updates
- Workforce Pell Implementation
- Information Technology update
- Old Business
 - Multistate Data Sharing
- New Business
- Closing
 - Next Meeting - September 12, 2026

Center Output - *Update*



Reporting Services - FY26



MLDS CENTER
Maryland Longitudinal Data System

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 and Regain**
- ✓ **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**
- ✓ **MHEC State Plans***
- ✓ **Brain Re-Gain**

*scope unknown

New Development

- ✓ **Educator Preparation (T-CLaWE)**
- PAR CLaWE
- Vulnerable Youth (Fostercare, Homeless, Justice Involved)

Collection Exploration

- ✓ **Workforce Training**
- Microsoft Data
- ✓ Nursing Licenses

Five & Ten-Year Out Reports

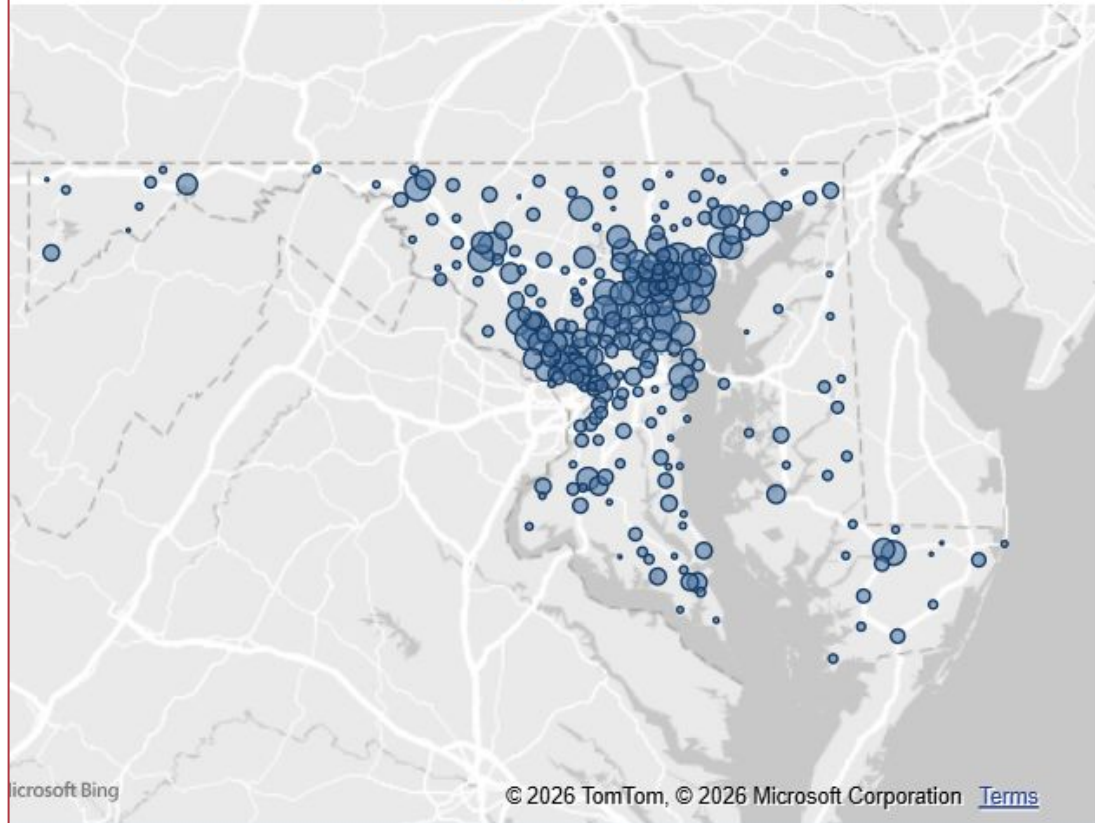
- High School, Associate's, Bachelor's, GED, & Apprenticeship

Data Requests

- Planned
- ⤿ Tentative
- ✓ Completed
- In-Progress

Maryland College Labor Sector and Wage Explorer: Educator Preparation Programs

Figure 1: Distribution Across Maryland Public Schools
Subsequent Fall



Credential

All

Program Licensure

All

Program Category

All

No filters selected

NOTE: The second set of filters are the characteristics of the individual's wage visibility and will affect only Figure 1.

Period After Completion

Subsequent Fall

School Designation

All

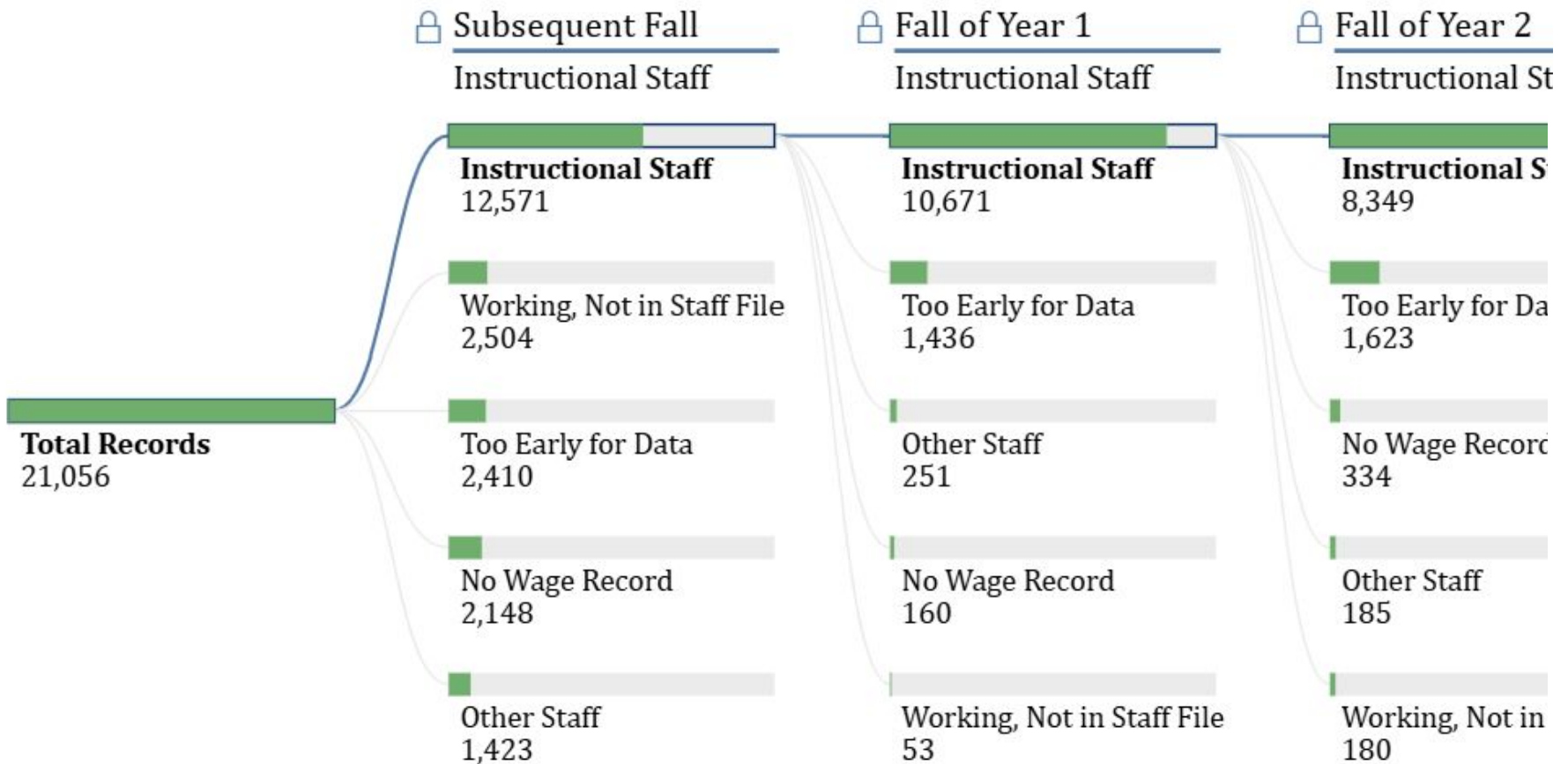
Position Category & Title

All

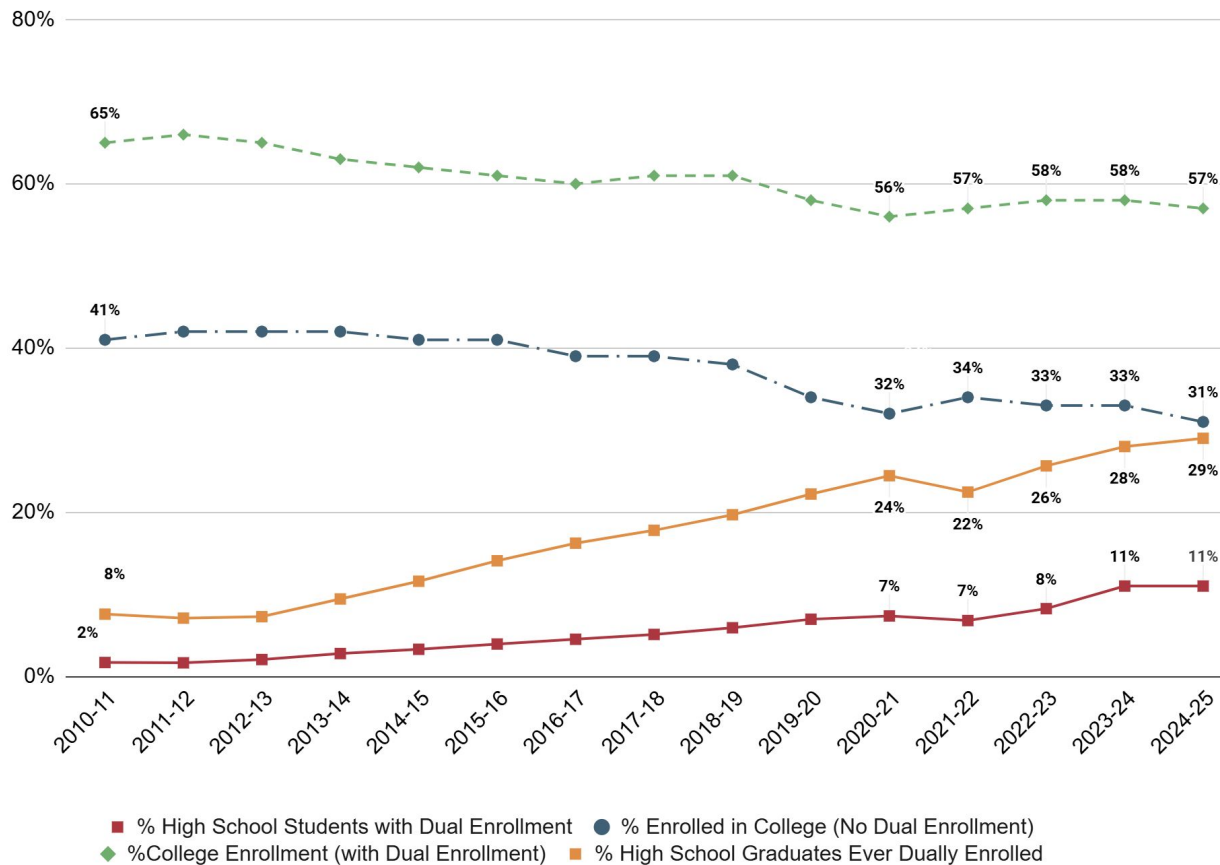
No filters selected

Maryland College Labor Sector and Wage Explorer: Educator Preparation Programs

Figure 2: Educator Workforce Pathway



Trends Maryland Public High School Student Dual Enrollment, AY11 to AY25



Maryland Public High School Students, Dual Enrollment Participation Rates:

- 2010-11: 4,589
- 2013-14: 7,251 (58%)
- 2015-16: 10,273 (123%)
- 2019-20: 18,995 (314%)
- 2022-23: 23,514 (412%)
- 2024-25: 30,431 (563%)

Research Branch - FY26

Priority 1:

In-Depth Statistical Analyses to Support Causal Inference and Inform Policy

- 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 MCCCCS)
- Outcomes for students in special populations (e.g., special education and multilingual learners)

Priority 2:

Methodological Documentation

- 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

Research Branch, *Update*

The SLDS policymaking grant team, funded by IES, held a half-day in-person convening: *Enhancing the Teacher Pipeline in Maryland*. This convening brought together over 100 researchers, policymakers, and practitioners from across the state to provide a comprehensive and detailed understanding of the current state of Maryland's teacher pipeline and the research questions and policy challenges that can help move us forward.

- MLDS Center staff presented on the MLDS data and how it can be used to study the teacher pipeline.
- There were four research presentations using MLDS data:
 - *Teacher Preparation, Localness, and Student Outcomes*
 - *Understanding Racial Disparities in Teaching*
 - *Distribution of Teacher Quality*
 - *Matching English Learner Students with ESL Teachers in K-12 Schools in Maryland*
- A policy panel focused on next steps for enhancing the teacher pipeline in Maryland.

Center Output

Annual Priorities, 2026-2027: *Proposed*



Reporting Services Priorities, FY27

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

Research Branch Priorities, FY27

Priority 1:

In-Depth Statistical Analyses to Support Causal Inference and Inform Policy

- 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 MCCC)
- Outcomes for students in special populations (e.g., special education and multilingual learners)

Priority 2:

Methodological Documentation

- 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

Research Branch Priorities, FY27

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Research Branch Priorities, FY27

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In-Depth Statistical Analyses to Support Causal Inference and Inform Policy

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- 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 MCCC)
- Outcomes for students in special populations (e.g., special education and multilingual learners)
 - +Linking early childhood education to K-12 outcomes
 - +Outcomes for noncredit and workforce training programs
 - +Workforce Pell
 - +Apprenticeships
 - +Summer Youth Investment Programs
 - +Dual enrollment outcomes
 - +Evaluating literacy and math policies
 - +College and career readiness pathways

Priority 2:

Methodological Documentation

- Equity in Data Science
- Using Census data to examine disadvantage
- Intersectionality in personal characteristics predicting outcomes
 - +And compositional changes
- Causal designs to examine interim Blueprint outcomes
- Estimate policy “shocks” to determine the change necessary to inform policy

- Planned
- In-Progress
- + Suggested

Output Priorities: Archived Content

- Proposed Output for Archives
 - None

Legislative Proposal

- The MLDS Center seeks to amend or repeal the requirement limiting how long student data may be linked to workforce data.
- Current Law: Education Article § 24-702(c), Annotated Code of Maryland

The linkage of student data and workforce data for the purposes of the MLDS shall be limited to no longer than 20 years from the date of the latest attendance in any educational institution in the State.

- Analysis of Impact
 - Substantial number of de-linkings starting in 2028
 - Substantial impact to research and reporting on long-term student outcomes
 - No other state with an SLDS imposes a similar limitation

Legislative Proposal

- **Option 1:** Amend to Grant Governing Board Authority
 - Remove the 20 year requirement and authorize the Governing Board to determine the appropriate length of time for maintaining student data and workforce data linkages
- **Option 2:** Repeal the Restriction
 - Eliminate the statutory limit entirely
- **Option 3:** Amend to Extend Timeframe
 - Change the 20 year requirement to a significantly longer period

**Action
Item:
Board Vote**

Data Inventory Proposed Additions

- English Language Proficiency Assessment (ELPA)
 - School Year, LEA, School Number, Student ID, SASID, Last Name, First Name, Middle Initial, Date of Birth, Gender, Grade, Ethnicity, Race, English Learner Indicator, Previous Year Overall Proficiency Level, Approved Non-Test Taker, Reason Code, First Time Summative Test Taker, LIEP Classification, Alt Taker Flag
 - Scale Scores and Proficiency Levels: Listening, Speaking, Reading, Writing, Comprehension, Oral, Literacy, Overall
- Staff
 - Instructional Coach
- Kindergarten Readiness Assessment
 - Assessment Duration, Standard Error of Measurement, National Percentile Rank

**Action
Item:
Board Vote**

Data Inventory Proposed Additions

- Permanent External Data from the Homeless Management Information System sourced by DHCD
 - Client ID, Group/Family ID, Enrollment ID, Last Name, First Name, Middle Name, Generational Code or Suffix, SSN, Date of Birth, Race/Ethnicity, Veteran Status, Disabling Condition
 - Project Start Date, Project Exit Date, Destination at Exit, Relationship to Head of Household, Enrollment CoC

**Action
Item:
Board Vote**

Data Inventory Proposed Additions

- Temporary External Data from the Baltimore Workforce Training Program
 - Identity Elements: SSN, First Name, Middle Name, Last Name, Date of Birth, Gender, Race, Ethnicity
 - Person-Related Elements: Baltimore City Resident, Highest Grade/Degree Completed, High School Degree, Participant (Grads2Careers, Bach, SBLC, Trainup), Certification Obtained, Number of Certifications Obtained, Housing Status, Benefits (SNAP, TANF, Public Housing, Disability), Marital Status, Experienced Homelessness, Criminal Background, Felony Conviction, Misdemeanor Conviction, Previously Incarcerated
 - Content Elements: Organization ID, Program Name, Cohort Name, Cohort Start Date, Date of Enrollment, Program Completed, Program Non-Completer, Program Exit Date

**Action
Item:
Board Vote**

Data Inventory Proposed Additions

- Additional Temporary External Data from CodePath
 - Gender, Race, First Generation, Pell Grant Recipient, Underserved (CodePath constructed), Citizenship Status, Household Income, Graduation Year, Field of Study, Semester/year of first course enrolled (semester), Semester/year of first course enrolled (year), Semester/year of most recent course enrolled (semester), Semester/year of most recent course enrolled (year), Course Title, Course Topic, Semester and Year Taken (semester), Semester and Year Taken (year), Course Applied, Course Enrolled, Course Completed, College Credit Received, Honors Status
 - Current company name, Current job title, Current job start date

**Action
Item:
Board Vote**

Data Collection Calendar

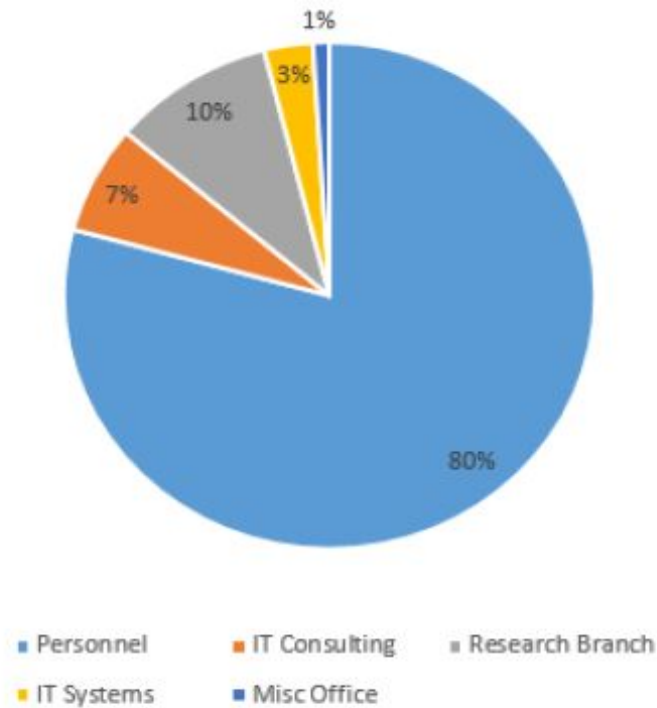


**Action
Item:
Board Vote**

FY 27 Budget

- The General Fund Allocation for FY 27 is \$3.6 million

FY 27 - Budget Breakdown



FY 27 Budget (cont.)

Table 1. MLDS Center Appropriation - All Funds

Object	Title	FY 26 Allowance	FY 27 Allowance	Difference FY26 to FY 27
Obj 01	Salaries, Wages and Fringe Benefits	\$2,747,961	\$2,882,146	\$134,185
Obj 02	Technical and Special Fees		0	\$0
Obj 04	Travel	\$1,049	\$829	-\$220
Obj 07	Motor Vehicle Operation and Maintenance	\$3,483	\$4,695	\$1,212
Obj 08	Contractual Services	\$751,532	\$697,743	-\$53,789
Obj 09	Supplies and Materials	0	\$477	\$477
Obj 10	Equipment - Replacement	0	0	\$0
Obj 11	Equipment - Additional	0	\$0	\$0
Obj 13	Fixed Charges	0	\$5,528	\$5,528
	Total	\$3,504,025	\$3,591,418	\$87,393

FY 27 Budget (cont.)

Table 2. Contracts (Obj 08)

Contract	Amount
Research Branch	\$350,000
Software	\$70,000
IT Consulting	\$250,000
Misc. Small Contracts	\$27,500
Total	697,500

Table 3. Software

Software	Amount
AWS Backup	\$25,000
Oracle	15,000
VMWare	4,700
JIRA	\$688
MFT	5,000
SSL	\$2,600
EV Code - Digicert	\$1,380
Webflow	\$816
ERWIN	\$3,500
Altaro	0
STATA	\$1,920
Total	\$60,604

**Action
Item:
Board Vote**

Budget Briefing - Future Funding Needs

Budget Needs

Increase Need	Amount of Increase for FY 28	Assumptions
Research Branch	\$205,000	This will increase the overall Research Branch budget to \$555,000. This will be a recurring amount to include 5% annual increase.
Center Staffing - Raises	\$27,000	This increase is based on two reclassifications per year. This will also be a recurring cost increase.
Center Staffing - Position	\$112,000	This is the amount currently budgeted for the position.
Training and Travel	\$5,000	This will be a recurring cost.
Total Increase	\$349,000	This represents a 10% increase to our existing budget.

Project Applications and Updates

New Projects

- ERA 132 - Impact of Principal on Student Outcomes - Ms. Shuting He, UMCP
- ERA 133 - National Board Certified Teacher Incentives Equity Analysis - Dr. Lucy Sorenson, Learning Policy Inst.
- ERA 137 - Homelessness to Education and Employment - Dr. Terry Shaw, UMB and Ms. Suzanne Korff, DHCD
- ERA 143 - Effects of Baltimore Workforce Training Programs on Employment, Earnings and Recidivism - Dr. Rachel Durham, Notre Dame of Maryland
- ERA 104 - Understanding Participation In Disparities in Computer Science - Ms. Xiaoxue Zhou, UMCP

Project Applications and Updates

Updates

- ERA 34 - Long-Term Effects of Multi-Tiered PBIS: A Randomized Controlled Trial in Maryland Public Elementary Schools - Dr. Angela Henneberger, UMB
- ERA 62 - Using Maryland's SLDS to Strengthen and Diversify the Teacher Workforce - Dr. Jane Lincove, UMBC

Workforce Pell Implementation

Program Eligibility:

- 8 to 15 weeks of instruction
- 150-599 clock hours, 4-15 semester or 6-24 quarter credits
- Leads to a credential or is terminal
- High-wage, high-skill, in-demand
- Employer driven
- Approved by Governor

Key Evaluation Metrics:

- ***Program completion rate of 70%***
- ***Job placement rate of 70%***
- Articulates to a degree pathway with transferable credit
- ***Tuition/fees are less than the value-added earnings 3 years prior***
- Meets requirements for at least one year

Information Technology Update

- Statewide Digital Accessibility
 - ADA and Section 508 of Rehabilitation Act require government websites to be accessible to individuals with disabilities
 - Standard is WCAG 2.2 (Web Content Accessibility Guidelines)
 - Project Timeline
 - Status
 - Accomplishments
 - Remaining Issues
 - Next steps
- MLDSC Audit/Penetration Testing
 - Project overview
 - Project Deliverables

Old Business

Multistate Data Sharing - Next Steps

- Multi State Data Sharing - state law permits - subject to:
 - Board approval; and
 - Data sharing agreement.
- Process for Board approval
 - Review by Cybersecurity Subcommittee
 - Review by Advisory Boards
- Data Sharing agreement between MD and Coleridge
- Amend data sharing agreements with data sharing partners
- Present data elements and project plan to Governing Board for approval
- Report to House and Senate Committees

New Business

Closing

Next Meeting

September 11, 2026 - 9 a.m. to 12 p.m.