



**Maryland Longitudinal Data System Governing Board
Meeting Minutes for December 9, 2022**

The meeting of the Maryland Longitudinal Data System (MLDS) Governing Board was held on December 9, 2022, via teleconference. Dr. Fielder, Chairman of the Governing Board, called the meeting to order at 9:00 a.m. and noted that a quorum was present.

The following Governing Board members were in attendance:

- Dr. James Fielder, Secretary of Higher Education and Chairman
- Mr. John Irvine, Director and Research and Evaluation, Department of Juvenile Services (Designee for Mr. Sam Abed, Secretary)
- Dr. Sylvia Lawson, Deputy Superintendent for School Effectiveness, Maryland State Department of Education (Designee for Mr. Mohammed Choudhury, Superintendent)
- Dr. Nancy Shapiro, Associate Vice-Chancellor for Education & Outreach, University System of Maryland (Designee for Dr. Jay Perman, Chancellor)
- Dr. Angela Sherman, Vice President for Academic Affairs, Maryland Independent Colleges and Universities Association (Designee for Mr. Matthew Power, President)
- Dr. Brad Phillips, Executive Director, Maryland Association of Community College
- Dr. Cheryl Rollins, Director of Institutional Research, Morgan State University (Designee for President David Wilson)
- Mr. Jason Dykstra, Executive Director, Instructional Data Division, Anne Arundel County Public Schools
- Ms. Laurie Kendall-Ellis, Executive Director, State Board of Physical Therapy Examiners
- Mr. Maurice Good, Program Director, Maryland New Directions
- Dr. Susan Sterett, Professor of Public Policy, University of Maryland, Baltimore County

The following MLDS Center staff were in attendance:

- Mr. Ross Goldstein, Executive Director, MLDS Center
- Ms. Tejal Cherry, Director of System Management Branch, MLDS Center
- Dr. Angela Henneberger, Director of Research, MLDS Center and Research Assistant Professor, University of Maryland, School of Social Work
- Dr. Ann Kellogg, Director of Reporting Services, MLDS Center, and MHEC Liaison
- Ms. Molly Abend, Data Management Coordinator, MLDS Center, and MSDE Liaison
- Mr. Alan Dunklow, Assistant Attorney General
- Mr. Roy Enehiroana, Data Analyst, MLDS Center, and Department of Labor Liaison

Approval of the September 9, 2021, Meeting Minutes

Dr. Fielder noted the high quality research and reporting from the Center and how that work is being relied upon by policy makers. Next, Dr. Fielder asked for a motion to approve the minutes from the September 9, 2022 meeting. Mr. Dykstra made a motion to approve the minutes, which was seconded by Dr. Shapiro. The motion was unanimously approved.

Center Output

Dr. Kellogg shared progress made on reporting priorities in the first six months of the fiscal year. Two of the three mandatory annual reports due in December have been completed: the *Career Preparation Expansion Act Report*; and the *Dual Enrollment Report*. The third mandatory report on the postsecondary enrollment by students who experience out-of-home placement is still in progress. Reports and data tables for stakeholders were also completed, including reports for the Department of Legislative Services and the Department of Labor. Earlier this year, the team completed a new annual report due on July 1 on the progress in increasing the preparation and diversity of teacher candidates and new teachers. Next, Dr. Kellogg noted that three annual data requests were completed for MSDE to support federal Perkins and Special Education reporting requirements. The Center is on track to complete data tables for community colleges to support their Performance Accountability Reporting (PAR), which are due early next year. Dr. Kellogg also reported that work is set to begin on “10 year out reports.” This will be a follow-up to the CPEA Report, which reports on outcomes of high school graduates five years after graduation. The first CPEA cohort was 2012, which allows for a follow-up analysis to see the workforce outcomes of that cohort at 10 years post high school. Other plans include incorporating Department of Juvenile Services data into the dashboards. Finally, Dr. Kellogg concluded by providing an overview of updates to the 70 plus dashboards. The dashboards have been completely restructured to provide better navigation and faster loading. The new structure will also allow them to be more easily expanded.

Dr. Henneberger provided an update on the Research Branch priorities. The first priority is to conduct in-depth statistical analysis to inform policy. Progress is being made on the approved projects. Dr. Henneberger highlighted work on a project that looks at outcomes for DJS involved students. After an initial analysis, the research team (Ms. Erin Tinney, doctoral student and her advisor Dr. Wade Jacobsen) worked to further break-out DJS involvement to examine depth of involvement and impacts on positive youth development outcomes, such as high school graduation. Dr. Henneberger presented a graph and highlighted the following findings:

- For the average youth, having a justice involved placement is associated with a lower likelihood of graduation and postsecondary enrollment and a higher likelihood of experiencing exclusionary discipline than those who are not justice involved.
- Findings differ based on the level of justice-system involvement, though the difference between arrest and adjudication is minimal.

Next, Dr. Henneberger turned to priority 2, methodological documentation to guide research and reporting, and highlighted the data science project. The project team is working with stakeholders from MSDE and MHEC to determine substantive research questions. Two topics of interest at this point: credit accrual during college; and predicting missing test scores (which has particular relevance for missing test scores during COVID-19). Priority 3 is to build partnerships. To this end, the Research Branch continues to strengthen the partnership with Morgan State University. Dr. Henneberger is in the process of working with two faculty members from Morgan to develop a research proposal using MLDS data. Their focus is on looking at within-group differences among the Black student population in Maryland. Priority 4 is to obtain external funding to support additional research. A grant that was submitted to the Institute of Education Sciences (U.S. Department of Education) in response to a request for applications on SLDS state policy making, made it through the first round of review. The grant included a partnership between the MLDS Center, MHEC, UMBC, and UMB to examine teacher shortages and solutions in

Maryland. Ongoing progress is being made on IES and AERA funded grants on CTE teachers and PBIS evaluation.

Dr. Fielder noted that juvenile services education is overseen by an independent board and requested that the DJS research be sent to that board as it is highly relevant to their work. Dr Phillips asked about the “Second Chance Pell” program and whether the Center has anything in the pipeline that would provide insights on that program and other services for inmates of the correctional system. Mr. Goldstein responded that the Center is working on a data sharing agreement with the Division of Correction (within the Department of Public Safety and Correctional Services). In addition, Dr. Kellogg is participating in a task force that is working collaboratively with Correctional Education (in the Department of Labor, Division of Workforce Development and Adult Learning) and other stakeholders to improve analysis and reporting on outcomes for this population. Dr. Kellogg also noted that MHEC modified the data collection parameters to include more financial aid submissions, such as second-chance Pell. MHEC is also adding data on courses being offered through the correctional system.

Data Inventory

Ms. Abend began by noting that the data inventory elements under consideration are “temporary data elements,” meaning that it is not part of a regular MLDS collection and are instead needed for a limited study or evaluation. Once the study or evaluation is complete, the temporary data will removed from the system.

First, researchers from the Baltimore Education Research Consortium (BERC) and Baltimore City Public School System have proposed to add temporary external data to the MLDS to conduct research for the *Postsecondary and Labor Market Effects of Career and Technical Education in Baltimore City Public Schools* project. This data will be brought into the system, matched, and removed from the system when they have completed their research. The data consist of demographic elements for matching purposes and a variety of CTE-related content elements. The first seven data elements are all demographic data for matching purposes and the remaining nine elements relate to Baltimore’s school choice system.

- | | |
|--------------------------------------|----------------------------|
| 1. State Assigned Student ID (SASID) | 9. CTE Program Name |
| 2. Local Student ID | 10. RDD Running Variable |
| 3. Last Name | 11. Enrollment Offered |
| 4. First Name | 12. CTE ID |
| 5. Middle Name | 13. CTE Exposed |
| 6. Generational Code or Suffix | 14. CTE Concentrator |
| 7. Date of Birth | 15. CTE Super Concentrator |
| 8. Cohort Year | 16. CTE Specialist |

Second, researchers from Baltimore’s Promise have proposed one additional temporary external data element to the MLDS to conduct research on their Grads2Careers career pathways program (that was approved at the last meeting). The data element proposed for temporary addition is below and will support identity matching efforts.

1. State Assigned Student ID (SASID)

In response to a question from Dr. Shapiro, Ms. Abend responded that the temporary data would only be part of the data inventory for as long as necessary for the project and would be subject to a Public Information Act request during that time - provided the request is for aggregate, cross-sector data.

Board Action: Dr. Fielder made a motion to approve the proposed temporary data elements. Dr. Phillips seconded the motion, which passed unanimously.

Annual Report

Mr. Goldstein began by noting that State law requires the Governing Board to submit an annual report on the MLDS. There are five required sections. Section 1, is on the implementation of the MLDS and Activities of the Center. First, on system implementation and management, the report includes the following information: (a) a count of the number of unique individuals in the system (\cong 4 million); (b) the match rate (i.e. the number of 12th Grade students matched to one or more sectors), which remains at 94%; (c) an update on the data center move; and (d) a system security discussion focused on the DoIT security assessment and continued actions to address findings. Second, on the activities of the Center, the report includes the following: (a) stakeholder engagement and the various reports and information provided to agencies and colleges; (b) a list of data requests; (c) a list Research Series conducted; (d) a list of presentations provided; (e) an update on the Census Data project; (f) an update on the WDQI Grant; (g) a list of conferences attended; (h) work with Division of Correction on data sharing agreement; (i) work with the Commission to Study Health Care Workforce Crisis in Maryland; (j) work with the AIB Teacher Prep workgroup; (k) the addition of MicroSoft Certification Data; (l) Research Agenda revision project; (m) a list of published research; and (n) an overview of grant funding opportunities supported and received.

Section 2 of the report provides a list of all studies performed by the Center, including an overview of research projects, dashboards and interactive reports, and the annual reports due to the Governor and General Assembly. Section 3 of the report requires a listing of data determined to be unnecessary and removed from the system. There were only three data elements removed this year. Section 4, provides a list of all data added to the system, which includes a list of all 171 new data elements.

Next, Mr. Goldstein reviewed the highlights section of the report, which includes:

1. The MLDS Governing Board approved 171 new data elements to the MLDS *Data Inventory*. New sources of data include child welfare data, health occupation licensure data, and Microsoft certification data.
2. The MLDS Center supported its Research Branch and external researchers in their applications for grant funds. In FY 2022, two projects were awarded funding totaling \$3.1 million. This year the Research Branch submitted an application for a U.S. Department of Education grant to support research on teacher career pathways.
3. The MLDS Center continues to provide support, research, and analysis for state agencies and colleges, including numerous data requests that were needed to meet state and federal reporting requirements.
4. The MLDS Center, with the support of the Department of Information Technology (DoIT), successfully migrated the MLDS data system to DoIT's enterprise data center. The move included a full technology refresh that will enhance system performance and accommodate anticipated system growth. The new data center adds additional physical security and provides seamless integration with DoIT managed services.
5. Two new legislatively mandated reports were completed and submitted to the Governor and General Assembly: (1) *Progress in Increasing the Preparation and Diversity of Teacher*

- Candidates and New Teachers in Maryland* (a requirement of the *Blueprint for Maryland's Future* and also submitted to the Accountability and Implementation Board); and (2) *Out-of-Home Placement and Higher Education Participation Report*.
6. The MLDS Center successfully created and launched a software utility that converts student addresses into census block and tract numbers. The use of the utility thus far has resulted in 97% of addresses being successfully converted to Census block and tract numbers.
 7. The MLDS Center Research Branch had four articles published in prestigious academic journals; demonstrating the high quality of work being produced by the researchers.

The final section of the report is for recommendations by the Governing Board. Mr. Goldstein proposed one recommendation based on the Board's support for a proposed legislative change:

The MLDS Governing Board recommends support for legislation amending SB 644 (CH 577, 2022) - *Education - Student Financial Aid - Outreach Plan and Reporting*. Specifically, the recommendation is to change Education Article § 7-212(c), Annotated Code of Maryland, to assign the FAFSA completion reporting responsibilities to the MLDS Center. The Center, in consultation with MHEC and each agency's Assistant Attorney General, has determined that the Center is able to access the FAFSA completion data in the federal Student Aid Internet Gateway (SAIG) and the Maryland College Aid Processing System (MDCAPS). This access will allow the Center to directly collect FAFSA completion information at the student level, incorporate the FAFSA completion data into the MLDS, and match those data against data already submitted to the MLDS Center by MSDE. This approach would also allow for more in-depth analysis while also eliminating the requirement for local education agencies to report FAFSA completion rates to the MLDS Center.

In response to a question from Dr. Fielder, Dr. Kellogg responded that the FAFSA data received will allow the Center to report on the number of students that start, but do not complete the FAFSA. There will also be information available from the Student Financial Aid Committee on efforts to improve FAFSA completion by LEAs. In response to a question from Dr. Phillips, Dr. Kellogg stated that both MDCAPS and the Student Aid Internet Gateway (SAIG) are identified since they both give slightly different information. SAIG provides ICER level information for all students with Maryland residency. MDCAPS only has data on students pursuing state aid and planning on attending a Maryland college.

Dr. Shapiro suggested another recommendation for increased funding and staffing in light of additional workload created by the Blueprint and needed by the AIB. Both Dr. Phillips and Dr. Fielder spoke in favor of such a recommendation.

Note: The meeting proceeded while staff worked on proposed language for the recommendation. The Board came back to this topic and reviewed the following recommendation:

The MLDS Governing Board recommends that the Center's base budget be expanded to provide additional staffing and resources necessary to meet increased demands for research, reporting and collaboration with various stakeholders and policymakers, including work supporting the implementation of the Blueprint for Maryland's Future.

Board Action: Dr. Shapiro made a motion to approve the report with the recommendations, which was seconded by Dr. Sterett. The motion was unanimously approved.

December Report Highlights

Dual Enrollment Report

Dr. Kellogg began by noting that this was the tenth Annual Dual Enrollment Report. First, the report highlights dual enrollment participation, which continues to increase. The increase was small this year, but the reporting period fell during a period impacted by COVID 19. Second, the report provides the percentage of students taking a course identified (flagged) as a dual enrollment course by the LEA. As in past years, the largest share of dual enrollment course taking is in English Language and Literate followed by Mathematics. This year 51% of students had a course identified as a dual enrollment course. In response to a question from Dr. Shapiro, Dr. Kellogg stated that a similar analysis could be done for advanced placement (AP) courses; noting that MHEC has added a flag for AP in the enrollment data collection. Ms. Abend also stated that MSDE has indicators of credits tied to AP course taking and data are received from the College Board. In response to a question from Dr. Phillips about whether dual enrollment helps students do better in college, Drs. Kellogg and Henneberger pointed to several reports and research papers that address this issue. Dr. Fielder noted that MHEC has undertaken a review of credit transfer regulations and data from this report will be useful in that effort.

Career Preparation Expansion Act

Dr. Kellogg noted that the Career Preparation Expansion Act is a joint report with the Governor's Workforce Development Board that requires reporting on high school graduates for the five-year period after graduation on their (1) wages earned; (2) hours worked per week (there is no data that are responsive to this question); and (3) the industry in which the individuals are employed. Dr. Kellogg noted that Those with Bachelor's degrees five years after high school were better off with a median quarterly wage of approximately \$10,000, which is above the living wage. Other groups (no college, some college, still in college and lower-division degrees) are all below the living; around \$13,000 annually, which is a significant amount. This year's results are consistent with prior year findings. Next, Dr. Kellogg also looked at the percentage of these high school graduates who have wages over the living wage and found that overall only 30% are over the living wage - despite being engaged in the labor market for nine straight months. Industry of employment was also consistent with prior years and showed the same four sectors having the largest share of the high school graduates: Trade, Transportation and Utilities; Professional and Business Services; Health Care and Social Assistance; and Leisure and Hospitality. Finally, Dr. Kellogg shared the five year analysis which shows wage bouncing back one year after the COVID shutdowns. In response to a question from Ms. Kendall-Ellis about national comparisons, Dr. Kellogg noted that there is more interest among other state longitudinal data systems in working to develop comparative analyses.

Out-of-Home Placement Report

The third annual report requires the Center to report on children who had an out-of-home placement and their: (1) rate of enrollment in higher education by placement type; (2) the type of higher education institution; (3) the type of financial support received; and (4) their college graduation rates. The requirement also directs this information to be disaggregated by county. Dr. Kellogg reviewed the various decisions that are required for this report.

1. Out-of-home placement - Is it any out-of-home placement or just placements that occurred in high school or at the time of graduation?

2. Placement type - How should multiple placements be counted?
3. Participate in college or higher education - any participation or only full-time degree-seeking students?
4. Measure college graduation rates - should this include only the first degree or subsequent degrees?
5. Disaggregate by county - if the child lived in multiple counties; which county gets counted?

Some decisions have already been made: out-of-home placement will be counted if the placement would qualify for the Tuition Waiver for Foster Care Recipients. College-going will be defined as complete college going (any enrollment in any capacity after high school). Degree attainment will be any degree by age 25. Financial support is straightforward -federal, State and tuition waiver. The team is still working to make decisions on placement type and how to disaggregate by county.

Staff Authorization and Access Form

Mr. Goldstein explained that revisions were made to the *Staff Authorization and Access Form*, which must be completed by all individuals (Center Staff, Research Branch members, contractors, and external researchers) prior to obtaining access to the MLDS. The form requires the applicant to: review and sign the *Rules of Security Behavior*; review *Policy for Conducting Criminal History Background Investigations* and complete the Background Investigation; complete required Security and Privacy Training; complete required FERPA Training; complete the *Acknowledgement of Receipt and Review of Required Documents* (which includes *Data Security and Safeguarding Plan* all of the Data Sharing Agreements); review and sign the *Department of Labor Confidentiality Certification Form*; and complete and sign the *User Access Form*. The final step is for MLDS Center staff and the Executive Director to sign off on the form prior to access being provided.

Center staff recently reviewed and made revisions to the form. First, the form no longer requires the applicant to have his or her signature witnessed. Instead the Center has adopted the use of DocuSign to ensure a consistent process and signature. Second, the definition of “confidential data” in the *Rules of Security Behavior* section of the form was revised to clarify that confidential data includes sensitive materials such as the MLDS Data Dictionary. Third, the *User Access Form* was revised to remove the requirement to state a “Business Need” for system access in favor of user profile information (affiliation, job title, and project name, if applicable.) This information helps indicate what level of MLDS access is necessary. Fourth, the *User Access Form* was also revised to provide specific *Access Types* that a user may request (and clarifies that the final access type will be determined by the MLDS Center CIO). Finally, the form establishes a View Only level of access. This level of access authorizes an individual to view pre-suppressed materials through a screen share. To obtain the View Only level of access, the applicant is only required to complete the Rules of Security Behavior, FERPA training, and sign the *User Access Form*. This process will allow MLDS staff and researchers to consult with experts on a project without requiring the expert to gain system access.

In response to a question from Dr. Fielder about whether the use of DocuSign could diminish our ability to enforce our data use requirements, Mr. Goldstein responded that state law has established the validity of electronic signatures.

External Research and Grant Funded Project - Updates

Dr. Henneberger stated that there are three external research projects to present to the Board. The first two have already been approved by the Research and Policy Advisory Board (RPB) through the expedited process and the third one will require Board approval.

Proposal 1: Project NEXUS: Nurturing EXcellence for Undergraduate Success

Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, University System of Maryland and Dr. Jing Liu, Research Branch Member and Assistant Professor at UMCP, proposed a project funded by the Abell Foundation. The project as a whole comprises three main areas of investigation (only the first area will require MLDS data): (1) To what extent are undergraduate students from historically underrepresented groups who are enrolled at Maryland public 4-year institutions prepared for college? How well do they perform in college? (2) What support programs and services are available to historically underrepresented students at their institutions?; and (3) how do these students perceive and experience supports and challenges at their institutions? Dr. Shapiro added that Chancellor Perman is interested in what happens when students from underrepresented groups are admitted to USM institutions and how USM can ensure that they are successful. The focus is Baltimore City students. The focus has been expanded to include all public four year institutions.

Proposal 2: Maryland State and Local Teacher Shortage: Sources and Solutions

The proposed study will use data from the Maryland Longitudinal Data System (MLDS) in descriptive analysis of changes in the teacher workforce in Maryland. Given the current teacher shortage, this historical study will examine trends from 2016-17 to 2021-22. This will include a descriptive analysis of teachers who entered and exited before, during, and after COVID school closures. This project is funded by the Abell Foundation.

Part One of the analysis will provide a statewide overview of the distribution of teachers across Maryland LEAs including:

1. The distribution of teachers prior to COVID, including raw numbers, levels of experience, demographic diversity, and Maryland undergraduate/graduate institutions and degrees earned.
2. Exit patterns prior to COVID
3. Differential exit patterns during COVID

Part Two of the analysis will provide a deeper dive into teacher retention and turnover in a single LEA, Baltimore City Public Schools (BCPS), to examine variation across schools and students taught including:

1. Which Maryland undergraduate/graduate schools are sending graduates to BCPS and how do teacher retention rates differ across institutions of higher ed?
2. Which teachers are exiting? – How do retention rates vary across schools, teacher demographics, and classroom teaching assignments (e.g. assignment to hard-to-staff classrooms or by composition of student subgroups within the school)?
3. Where are former teachers going? – Are former BCPS teachers employed in other LEAs, in administrative positions, or in other Maryland employment?

Proposal 3: Connecting High School Credits and Course Sequences to Postsecondary Outcomes: Grounding High School diploma requirements to empirical evidence

This project is a proposal by the Everyone Graduates Center at Johns Hopkins University and is funded by the Joyce Foundation. The project is to design and conduct an analysis of the relationship between the course requirements for high school graduation and students' postsecondary outcomes. The impetus for this project is to provide LEAs and the State with empirical information to enable them to make informed

decisions about what courses and in what sequence their students should take in order to graduate prepared to succeed in two- and four-year degree programs. Leveraging the available data, the study will answer the following research questions:

- Which high school courses (and related outcomes in these courses – credits earned, grades, GPA) and which course sequences are most predictive of postsecondary success (enrollment, persistence, diploma, for 2 and 4-year programs)?
- To what extent are students, across key subgroups, accessing these courses and course sequences?

With available data, the study will include focused analyses of student groups who are underrepresented in degree completion, including low-income students, students of color, students with disabilities, and English learners. This research will help states and local education agencies (LEAs) revisit high school graduation requirements (and potentially postsecondary admission requirements) to improve student access to and success in college.

Board Action: Dr. Shapiro made a motion to approve the proposed project, which was seconded by Dr. Sterett. The motion passed unanimously.

Proposal - Career and College Readiness (CCR) Empirical Study

Mr. Goldstein noted that the MLDS Center received a request for a new external research project earlier this week. The project is by the research firm, AIR, to conduct an empirical study of MSDE's college and career standard. For background, Mr. Goldstein noted that the Blueprint (Ed. Art. § 7-205.1, Annotated Code of Maryland) requires each student to be assessed no later than the 10th grade to determine whether the student meets the CCR standard established by MSDE. MSDE, in consultation with the Accountability and Implementation Board (AIB), is required to contract with a public or private entity to conduct an empirical study of the CCR standard to determine whether that standard adequately meets the CCR standard. The empirical study must be reported on or before 9/1/2023 and must include the results of its study. This study will require access to the MLDS. Even though this project is necessary to fulfill a legislative mandate, it is still an external research project and subject to the MLDS review and approval requirements, which include: application; internal review; RPB review; and Governing Board review and approval. The Center has met with AIR to establish a timeline for the review process, which will include an emergency RPB meeting January 5th. Mr. Goldstein asked the Board how he should get their approval: polling the members; or authorizing the Chairman to approve the project on their behalf.

Mr. Dykstra asked how this research interacts with a task force that is considering how to expand the CCR standards (which are limited right now). Ms. Abend clarified that this was an RFP that went through a competitive bidding process and AIR was selected. Mr. Goldstein noted that the study can develop additional recommendations for CCR standards and is therefore broader than only looking at the current study. Dr. Shapiro asked if AIR is going to provide funding to MLDS for the work that will be required of the Center to support this project. Mr. Goldstein stated that the Center will determine the costs to the Center, but noted that the AIR research team is capable of doing their own data analysis (which would be the biggest cost to the Center). Dr. Shapiro also noted that since there may be changes to the Board's leadership in January, it would be best to individually poll the members. Dr. Lawson confirmed the need for this project and for AIR to have access to the MLDS.

Mid-Year Budget Report

Mr. Goldstein noted that the Governing Board reviewed and approved the Center's FY 23 annual budget during the June 2022 meeting. With one exception, there have been no changes to the budget or the

Center's spending plans to date. The one proposed change is a request to authorize \$50,000, if available, for the purchase of *Informatica* software. *Informatica* is a data integration tool. After much research and consideration, the IT team has identified this tool as an important resource for standardizing and streamlining the data integration and management processes. We are asking for approval now to be able to procure this software if, as the fiscal year progresses, we find that there are sufficient funds as a result of savings in other areas.

In addition, Mr. Goldstein provided the following updates:

1. A reimbursable fund has been established for the Center to receive funds from the Maryland Department of Labor. The funds are part of the federal Workforce Data Quality Initiative grant from the U.S. Department of Labor. Over three years, approximately \$900,000 in funding will be provided to support the Center's work on the grant, including the two contractual positions that started earlier this year.
2. Another fund was established to allow the Center to collect reimbursement for services provided in support of external research projects. Funds collected cannot be spent until a special fund appropriation is approved by the Maryland Department of Budget and Management and the General Assembly next year. The Center is finalizing invoices for the following projects:
 - a. Baltimore Education Research Consortium - \$4,000 reimbursement for support for the study on *Postsecondary and Labor Market Effects of Career and Technical Education in Baltimore City Public Schools*.
 - b. Baltimore Education Research Consortium - \$3,000 reimbursement for support for the continuation of the 2018 *Launching into Adulthood* study.
 - c. Baltimore's Promise - \$4,800 reimbursement for the *Grads2Careers Program Evaluation*.
 - d. Montgomery College - \$4,000 for costs associated with fulfilling a data request by Montgomery College on their graduates by program HEGIS codes. The requested analyses include (1) an examination of the industry sector; (2) median quarterly wages 1, 3, and 5 years out; and (3) disaggregation by race/ethnicity, gender, and county.

Board Action: Dr. Phillips made a motion to approve the proposed expenditure, which was seconded by Dr. Shapiro. The motion was unanimously approved.

Old Business

Research Agenda Revision Project Update - The project to revise the Research Agenda began last year. The initial stage included having the RPB review other state research agendas and consider different structures. There was also a presentation on the factors that went into the formation of the current agenda. From these meetings the staff developed a blueprint to guide the revision of the Research Agenda. The first part of the revision has focused on the process and procedures for access and use of the MLDS. The second part is the subject matter of research and themes that should be addressed. This has been a very holistic approach and reflects the totality of the work of the Center.

New Business

Dr. Shapiro offered a resolution to thank Dr. Fielder for his wise and thoughtful leadership as chairman of the MLDS Governing Board. Dr. Phillips seconded the motion. Dr. Fielder acknowledged the team and the willingness to take on difficult issues with open communication and respect. A lot has been accomplished thanks to the good work of the Center staff and the Research Branch. Dr. Fielder asked Mr. Goldstein to call for a vote. Mr. Goldstein added that Dr. Fielder's leadership has been invaluable and

that he deserves a lot of credit for the growth of the Center; noting that his calm and steady presence has been meaningful and given the team a lot of support and confidence. The motion passed unanimously.

Closing

Ms. Kendal-Ellis made a motion to adjourn the meeting, which was seconded by Dr. Sterett. The motion was unanimously approved.

Respectfully submitted,
Ross Goldstein
Executive Director

Approved: February 1, 2023