



**Maryland Longitudinal Data System Governing Board
Meeting Minutes - March 10, 2023**

The meeting of the Maryland Longitudinal Data System (MLDS) Governing Board was held on March 10, 2023, via teleconference. Mr. Ross Goldstein, Executive Director of the MLDS Center, 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. Sylvia Lawson, Deputy Superintendent for School Effectiveness, Maryland State Department of Education (Designee for Mr. Mohammed Choudhury, Superintendent)
- Ms. Erin Roth, Deputy Assistant Secretary, Division of Workforce Development and Adult Learning, Maryland Department of Labor (Designee for Ms. Portia Wu, Acting Secretary of Labor)
- Dr. Nancy Shapiro, Associate Vice-Chancellor for Education & Outreach, University System of Maryland (Designee for Dr. Jay Perman, Chancellor)
- Mr. Matt Power, President, Maryland Independent Colleges and Universities Association
- Dr. Brad Phillips, Executive Director, Maryland Association of Community College
- Dr. Phyllis Keys, Acting Interim Associate Vice President for Academic Affairs and Professor of Finance, Morgan State University (Designee for President Wilson)
- Mr. Jason Dykstra, Executive Director, Instructional Data Division, Anne Arundel County Public Schools
- Dr. Susan Sterett, Professor of Public Policy, University of Maryland, Baltimore County
- Mr. Rudy Anthony, CyberSecurity and Identity Management Subject Matter Expert
- Ms. Hussainatu Blake, Education and Workforce Strategist, Patrick J. McGovern Foundation

The following MLDS Center staff were in attendance:

- Mr. Ross Goldstein, Executive Director, 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. Roy Enehiroana, Data Analyst, MLDS Center, and Labor Liaison
- Mr. Alan Dunklow, Assistant Attorney General
- Ms. Jeaneen Johnson, Assistant Attorney General

Approval of the Meeting Minutes

Mr. Goldstein asked for a motion to approve the minutes from the February 1, 2023 Special Meeting. Mr. Dykstra made a motion to approve the minutes, which was seconded by Dr. Lawson. The motion was unanimously approved.

Center Overview

After introductions and a review of the meeting agenda, Mr. Goldstein began the Center Overview, which was added to provide background about the Center for the new members.

1. Mr. Goldstein covered:
 - a. The role and purpose that the Center fulfills;
 - b. The Governance of the Center, including the composition of the Board;
 - c. The organizational structure of the Board; and
 - d. The advisory boards, subcommittee, and liaison structure that all work to keep stakeholders engaged and informed about the Center's activities;
2. Ms. Molly Abend provided:
 - a. An overview of the data collected; and
 - b. How data are securely linked and managed;
3. Dr. Kellogg covered:
 - a. The process for selecting annual priorities; and
 - b. Examples of past work on behalf of stakeholders; and
4. Dr. Henneberger covered:
 - a. The process for creating the annual research priorities; and
 - b. The Research Branch's four research priorities: in depth statistical analyses to inform policy; methodological documentation; partnerships; and external funding. Dr. Henneberger provided examples of how each of those priorities are currently being addressed.

Ms. Roth noted her appreciation for workforce being a priority focus area and suggested an offline meeting to discuss in greater detail the work of the Center that relates to workforce development.

Dr. Phillips asked about the project involving an analysis of the *15 to Finish* initiative and why it is a Center topic (since it is not cross-sector). Dr. Phillips noted his concerns with this program and its negative impact on Community College students. Dr. Henneberger noted that this project was at the request of MHEC and that high school characteristics were being used to better understand the students and their backgrounds.

In response to a question by Mr. Anthony about HBCU participation, Mr. Goldstein responded that Maryland HBCU data are part of the MLDS, but currently only Morgan State University is partnering with the Center's Research Branch.

Review of Bylaws

Mr. Goldstein began by providing an overview of the Bylaws. *Article 1* states that the Bylaws provide the rules of governance for the Board during the conduct of all duties assigned under State law. *Article 2* lays out the organization of the Board, including the membership of the Board, the role of the Chairman and the process for selecting a vice chairman, which is based on a rotating schedule. *Article 3* deals with the Board meetings, including the quarterly meeting schedule (second Friday in March, June, September and December), a standard agenda, the rules of order, and the requirement for meeting minutes. *Article 4* addresses the rules of conduct for Board members, including that Board members must follow provisions of Maryland Ethics Law such as: filing financial disclosure statements annually; and adhering to the prohibition against solicitation or acceptance of gifts. Members are also required to recuse themselves if they have a conflict of interest in a matter before the Board, such as: having a relative with an interest in a matter before the Board; being part of a business entity which has an interest in a matter before the Board;

or a direct financial interest in a matter before the Board. The bylaws also state that members shall expend the time and effort necessary to ensure that they fully understand their duties and obligations as members of the Board. *Article 5* covers the roles and responsibilities of the Board and the Center director and staff, establishes the Cybersecurity Subcommittee, delegates certain duties to the director, and establishes rules for expenditure of Center funds over \$10,000. *Article 6* is a Non-Discrimination and Equity Statement. Finally, *Article 7* outlines the organizational placement and location of the Center, including that the headquarters are at the University of Maryland, Baltimore, the Research Branch is established by an interagency agreement with the University of Maryland, School of Social Work, and the data system is hosted by the Maryland Division of Information Technology at its enterprise data center. Article 6 also provides for the liaison positions.

Next Mr. Goldstein reviewed the proposed changes to the bylaws.

1. § 1.3C - The bylaws require the Board to review the bylaws annually at the first meeting of the calendar year. The proposed change clarifies that the bylaws will be reviewed at the first “regularly scheduled” meeting of the Governing Board.
2. § 2.3A - The proposed change clarifies that the Vice Chair’s rotating term begins with the “first regularly scheduled” meeting of the calendar year.
3. § 2.3C - The proposed change removes obsolete language and updates the date of the rotation schedule.
4. § 2.4B - The proposed change requires Board members to inform the Executive Director, instead of the Chair, of who will serve as the members’ designees. This reflects current practice.
5. § 3.1B - The proposed change clarifies that only in person meetings will be held in the Grasmick Building.
6. § 3.1E - The proposed change requires at least three days of notice for all additional meetings, not just additional meetings where a vote is taken. In addition, the requirement for meeting notice is changed to only require notification on the MLDS Center website and not distribution to a media contact list through the Office of the Attorney General.
7. § 3.3C and § 5.2E - The proposed change removes the requirement for the Executive Director to submit a written report of the activities of the Center at each Board meeting. The current practice has been for the Executive Director to submit a report every month on the activities of the Center. That requirement is now formally stated under § 5.2E.

Mr. Dykstra asked whether the proposed change in the notice provisions for a special meeting had been reviewed by council. Mr. Dunklow stated that he was in agreement with the change. Tying notice to the OAG media contact list cast a much broader net than necessary. Usually when you have special meetings, you try and reach out to your interested stakeholders; which notice on the website accomplishes.

Board Action: Mr. Dykstra made a motion to approve the changes to the Bylaws, which was seconded by Dr. Lawson. The motion was unanimously approved.

Data Inventory

Ms. Abend began by explaining that one of the requirements of the Governing Board is to create an inventory of the data in the MLDS. The process begins with an initial review and discussion of proposed data elements with the Data Governance Advisory Board (Data GAB). Next, the data are presented to the Board. If approved, the data are added to the MLDS. Center staff also include new data in the Data Collection Calendar, which is presented to the Board annually in June. Ms. Abend also noted that most data elements are intended to be routinely collected. However, temporary data elements are also occasionally considered for approval. Temporary data are usually for a specific research project and are removed once the project is complete. There will be temporary data considered later in this meeting. Finally, Ms. Abend noted that the entire data inventory is available on the MLDS website.

WIOA Title I: Adult, Dislocated Worker, and Youth and WIOA Title III: Employment Services Data - A Workforce Data Quality Initiative (WDQI) Grant was awarded in 2021 to expand the capacity and utility of the MLDS by integrating additional workforce data into the system. The Maryland Department of Labor, Division of Workforce Development and Adult Education received the WDQI grant from the U.S. Department of Labor and the project is a collaboration between Labor, the MLDS Center, and MHEC. There are three categories of these data elements: individual records, eligibility records, and activity records. The MLDS Center will receive records with a status of “open” or “exited” based on a set reporting parameter. The initial proposed data extract will include a five-year span from July 1, 2016 through June 30, 2021.

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| 1. State ID | 24. TAP Workshop Veteran | 47. App ID |
| 2. Social Security Number | 25. Recently Separated Veteran | 48. Prgm Exit Date |
| 3. First Name | 26. Homeless Veteran | 49. Prgm Exit Reason |
| 4. Last Name | 27. Transitioning Service Member | 50. Prgm Employed in 1 st Q after Exit |
| 5. Middle Initial | 28. Highest School Grade Completed | 51. Pgm Employed in 2 nd Q after Exit |
| 6. Address 1 | 29. Education Status | 52. Prgm Employed in 4 th Q after Exit |
| 7. Address 2 | 30. Receiving TANF | 53. Prgm Employed in 8 th Q after Exit |
| 8. City | 31. Exhausting TANF w/in 2 Yrs | 54. Funding Stream |
| 9. State | 32. Long Term TANF | 55. Service Description |
| 10. Zip Code | 33. Receiving Food Stamps | 56. Provider Name |
| 11. Date of Birth | 34. Economically Disadvantaged | 57. Provider Name 2 |
| 12. Gender | 35. Receiving SSI | 58. Service Name |
| 13. Individual with a Disability | 36. Receiving SSDI | 59. Projected Begin Date |
| 14. Amer Indian or Alaska Native | 37. Receiving General Assistance | 60. Actual Begin Date |
| 15. Asian | 38. UC Recipient | 61. Projected End Date |
| 16. Black or African Amer | 39. WIB Name | 62. Actual Last Act Date |
| 17. Nat Hawaiian/Other Pac. Is | 40. Office Name | 63. Completion Status |
| 18. White | 41. Prgm Eligibility Date | 64. Foster Care Youth Status |
| 19. Race Not Provided | 42. Participation Date | 65. Homeless |
| 20. Hispanic/Latino Ethnicity | 43. Prgm Offender | 66. Date Rcvd Eng as 2 nd Lang Srvc |
| 21. Veteran Status | 44. Prgm English Language Learner | 67. Type of Training Service |
| 22. Eligible Veteran Status | 45. Prgm Single Parent | |
| 23. Disabled Veteran | 46. Prgm Incumbent Worker | |

Next Ms. Abend explained that the Maryland Higher Education Commission (MHEC) has added new elements to their established data collections: the Enrollment Information System (EIS); and the Maryland Approved Program Completer System (MAPCS). Additionally, one data element that has been collected

in previous versions of the End of Term System (EOTS) was inadvertently left out. The Postsecondary data elements proposed for inclusion in the Data Inventory are listed below.

1. MAPCS Program Type (EIS)
2. Advanced Standing (EIS) - indicator of higher education coursework completion while in H.S.
3. MAPCS Program Description (MAPCS)
4. MAPCS Program Type (MAPCS)
5. Citizen (EOTS)

Dr. Phillips asked about the Advanced Standing data element, which impacts dual enrollment, and whether it will go back a number of years? Ms. Abend responded that it was forward only.

Next, Ms. Abend presented new data elements from the Department of Juvenile Services (DJS). The Maryland Comprehensive Assessment & Service Planning (MCASP) Risk & Needs Assessment is a standardized juvenile justice risk assessment utilized by DJS case managers to inform disposition and supervision/service decisions for adjudicated youth. It is designed to assess the youth’s level of risk for recidivism, as well as service needs related to the youth’s risk for recidivism. The two data elements proposed for inclusion in the Data Inventory are listed below.

1. MCASP Overall Risk Level
2. MCASP Date

Ms. Abend presented the final set of proposed new data, which are from the Maryland State Department of Education (MSDE). MSDE implemented a new state-level data collection of Census tract and block data for Maryland public school students for the 2022-2023 school year. The data collection supports the work towards incorporating neighborhood indicators of poverty to improve the measurement of poverty in the State and as required in the *Blueprint for Maryland’s Future*.

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| 1. Academic Year | 14. Hispanic/Latino Ethnicity | 27. Spec Ed Certificate Status |
| 2. LEA Number | 15. Amer. Indian or Alaska Native | 28. English Learner (EL) Status |
| 3. School Number | 16. Asian | 29. EL Entry into the US Date |
| 4. SASID | 17. Black or African American | 30. EL Service Begin Date |
| 5. Local Student ID | 18. Nat. Hawaiian or Other Pac Is | 31. EL Service End Date |
| 6. Last Name | 19. White | 32. EL ELA Assess Exempt Status |
| 7. First Name | 20. Homelessness Status | 33. Foster Care Status |
| 8. Middle Name | 21. Title I Indicator | 34. Military Connected Indicator |
| 9. Generational Code or Suffix | 22. FARMS Eligibility | 35. Gifted/Talented Indicator |
| 10. Preferred Name (Optional) | 23. Migrant Status | 36. Direct Certification |
| 11. Date of Birth | 24. Frgn Exch Student Indicator | 37. 15-Digit Geographic ID |
| 12. Grade | 25. Spec EdIndicator | 38. MD Neighborhood Tier (MNT) |
| 13. Gender | 26. Spec Ed End Date | |

Ms. Abend also added that the MLDS Center convened a workgroup with MSDE and to create a utility for local education agencies to convert student addresses to a census block and track number. That utility was developed internally by Center staff. Finally, Ms. Abend noted that most of the data elements are

demographic in nature. The two main data elements in this collection are the 15 digit geographic identifier and the MD Neighborhood Tier (MNT).

Mr. Dykstra noted that many of the data elements are elements that are provided in other collections. Ms. Abend explained that while these elements are coming as part of the source file and will be used for data matching, they will not create duplication in the system.

Board Action: Dr. Phillips made a motion to approve the addition of the proposed data elements, which was seconded by Mr. Dykstra. The motion was unanimously approved.

Next, Ms. Abend noted that there were two data elements for removal from the Data Inventory. In 2019, the MLDS Governing Board approved two data elements in preparation for the new census block and tract numbers. However the 15-Digit Geographic ID (which was just approved) includes both the Census tract (6 digits) and block (4 digits) numbers. Therefore, the following two data elements are not needed and are proposed for removal.

1. Student Census Tract
2. Student Census Block

Board Action: Mr. Dykstra made a motion to approve the removal of the two data elements, which was seconded by Dr. Rollins. The motion was unanimously approved.

Legislation

Mr. Goldstein noted that there are a few bills that have been introduced during the current Legislative Session that have an impact on the Center.

SB 127, *Maryland Longitudinal Data System Center - Student FAFSA Data - Reporting Requirement*, eliminates the requirement for the county boards of education to report FAFSA completions to the MLDS Center. Instead, the bill requires the Center to report the information to the General Assembly using student FAFSA completion data provided by MHEC from the federal Student Aid Gateway and collected by the Office of Student Financial Aid.

HB 320, *Maryland Longitudinal Data System - Definition of Student Data - Alteration*, amends student data to include student disability data by specific disability category.

SB 131/HB 124, *Mandated Reports - Revisions*, is a result of a Department of Legislative Services review of all mandated reports. For the Center, the bill repeals the requirement for the Annual Dual Enrollment Report, noting that the content in the dashboards is sufficient. The bill also made changes to the FAFSA completion report, but was removed from the bill due to SB 127. Finally, the bill also assigns to the Center an MHEC report on Maryland Foster Care Tuition Waiver and Maryland Unaccompanied Homeless Youth Recipients. Mr. Goldstein requested an amendment to combine this report with a report that the Center is already mandated to produce on foster care recipients.

HB 888, *Education - Pre-Kindergarten Alternative Teacher Preparation Program - Authorization*, adds to a mandatory annual reporting requirement established by the Blueprint for Maryland's Future. The requirement is for the Center to report on the progress made in increasing the preparation and diversity of

teacher candidates and new teachers in the State. One component of the report requires information on trends in the number of teacher candidates of color hired by local school systems, disaggregated by higher education institutions and alternative teacher preparation programs. HB 880 requires the report to add prekindergarten alternative teacher preparation programs as an additional disaggregation for this trend analysis.

SB 938, *Primary and Secondary Education - School Safety and Student Well-Being - Examination of Policies*, requires MSDE to provide an analysis of the effect State and local policies in place from 2018 through 2023 had on school safety and student well-being. MSDE is directed to complete the report in consultation with the Center. Mr. Goldstein noted that the data to be analyzed for this report are not longitudinal, multi-agency data that require the use of the MLDS. Accordingly, the MLDS Center's input and consultation may be limited.

Mr. Dykstra asked if the MLDS Center is generally supporting the bills presented. Mr. Goldstein clarified that the Center has only affirmatively supported SB 127 because that is the only bill that the Board officially reviewed and approved for support. The rest of the bills the Center has not taken a position on and has only provided information to the sponsors or committee members.

Dr. Shapiro asked whether the bills, which require the Center to undertake additional work, include additional funding. Mr. Goldstein responded that the Center has an opportunity to complete a fiscal note on all legislation impacting the Center. With respect to the legislation this year, there is little fiscal impact. Mr. Goldstein went on to note that the 2024 budget that was submitted by the Governor includes three new positions for the agency, including a position that would work directly with Dr. Kellogg to fulfill the reporting requirements.

In response to a comment by Dr. Phillips about the removal of the Annual Dual Enrollment Reporting Requirement, Mr. Goldstein noted that the information will still be available in the dashboards.

External Research - Applications and Project Updates

Mr. Goldstein began by providing background on the established process for reviewing and approving external research projects. External research projects are projects by researchers who are not part of the Center's Research Branch or projects that are being funded by a grant or other external source. Because of the scope and quality of the data set, the Center receives a lot of requests for access to the system to conduct research. Accordingly, procedures were developed to manage the review and approval process. In some instances, as is the case here, a researcher will also need to bring in additional data sets that are needed for the project.

Next Dr. Henneberger started by noting that the research project was already approved by the Governing Board at a prior meeting. The issue before the Board today is the approval of external data needed to conduct the study. Dr. Henneberger provided an overview of the study of the long-term impact of the Positive Behavioral Interventions and Supports (PBIS) program. The program had three tiers: Tier 1 - universal supports, which apply to all students in a school; Tier 2 - targeted supports which are for students who are at risk; and Tier 3 - indicated prevention for students who are already showing signs of negative outcomes. The study is only dealing with Tiers 1 and 2. PBIS was implemented in over 1,000

schools in Maryland and showed positive effects on behavior, student attendance, academic, performance, and school climate. The idea of this study is to evaluate the Tier 2 support, which is more costly, but may have high payoff for long-term outcomes. The MLDS data system is ideally positioned to assess the long-term outcomes that may be associated with the PBIS Tier 2 targeted intervention.

Dr. Henneberger explained that a randomized control trial was conducted in academic years 2007-2008 through 2011-2012. There were 20 elementary schools that were randomized to PBIS plus (Tier 2) and 22 elementary schools randomized for comparison with only PBIS Tier 1. Short-term improvements were observed in the need for student special education services, student academic performance, and teacher self efficacy. The current study will assess the long-run impacts and the cost benefits.

In order to conduct this approved study, there are specific variables that are proposed for temporary inclusion in the Data Inventory. There are 38 variables measured in the initial randomized control trial. They measured student level variables, they measured school level variables and they measured staff level variables.

Student Level

1. Last Name
2. First Name
3. Middle Name
4. Date of Birth
5. SASID
6. School Number
7. Grade Level
8. Year
9. Cohort
10. Treatment Indicator
11. Free/Reduced Price Meals
12. Gender
13. Race
14. Ethnicity
15. Teacher Obs of Classrm Adaptation - Student Behavior
16. Teacher Obs of Classrm Adaptation - Student Academics
17. Teacher Obs of Classrm Adaptation - Student Referrals
18. Suspensions (in school)
19. Suspensions (out of school)
20. Special Education Need
21. Targeted Program Need
22. Mental Health Services Need

Staff Level

1. Last Name
2. First Name
3. Middle Name
4. Staff ID
5. School Teacher Worked in
6. Year Teacher Worked in School
7. Teacher Efficacy
8. Teacher Preparedness
9. Burnout
10. Perceptions of School Environment
11. Perceptions of parent/student Involvement in School

School-level

1. Systems Evaluation Tool Tier 1 Score
2. Individual Student Systems Evaluation Tool Scale 1
3. Individual Student Systems Evaluation Tool Scale 2
4. Individual Student Systems Evaluation Tool Scale 3
5. Individual Student Systems Evaluation Tool Scale 4

There are 22 student level variables being proposed. Those variables include demographic information, the school attended, the grade level, the year, the cohort, and the main variable of interest, which is the treatment indicator. The student level data also includes teacher observations, student discipline, teacher reports on student needs for special education, and need for at-risk services and mental health services. There are five proposed variables that were measured at the school level. These variables are all measuring fidelity of implementation (whether the intervention was implemented as intended). Finally, there are 11 staff variables that include demographic information and a staff ID. In addition, there is data on teacher preparedness, burnout, perception of school environment and perception of parent student involvement in the school.

In response to a question from Mr. Power about the components of efficacy, preparedness and burnout data, Dr. Henneberger responded that the theory is that as student behavior improves this will have an impact on teachers who will feel more prepared and less burnout.

Mr. Dykstra asked for clarification about the research question. Dr. Henneberger responded by noting that the question is the long term impact of the PBIS randomized controlled trial on the students and teachers. There is sensitive data, but it is managed through the Center's extensive security protocols. Mr. Goldstein added that part of the confusion may be because the research project approval and the external data approval are separate processes that occur at different times. Dr. Henneberger is not proposing anything new -this was always the research plan - she is just at the part of the study now that requires this additional, temporary data.

Board Action: Mr. Power made a motion to approve the addition of the proposed temporary data elements, which was seconded by Dr. Sterett. The motion was unanimously approved.

Old Business

Mr. Goldstein stated that Center staff began working to update the *Research Agenda* in January of 2022 by researching the agenda's of other states and discussing the role of the research agenda with RPB. Over the last summer and fall, staff have been incorporating stakeholder feedback into the development of a new research agenda and related policies and procedures. Staff opted to briefly pause the work on Research Agenda at the end of 2022 until Governing Board membership transitions could be completed. The work will resume in April and May with the goal of bringing a revised Research Agenda and supporting materials to you for your review and approval in June.

New Business

There was no new business.

Closing

Mr. Goldstein thanked the members for their participation, good questions and meaningful discussion. Mr. Dykstra 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: June 9, 2023