



**Maryland Longitudinal Data System Governing Board
Meeting Minutes - September 8, 2023**

The meeting of the Maryland Longitudinal Data System (MLDS) Governing Board was held on September 8, 2023, via teleconference. Mr. Jason Perkins-Cohen, designee for vice-chair, Secretary Portia Wu, 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:

- Mr. Jason Perkins-Cohen, Deputy Secretary, Maryland Department of Labor (Designee for Secretary Wu)
- Dr. Sanjay Rai, Acting Secretary of Higher Education
- Ms. Chandra Haislet, Assistant State Superintendent, Division of Assessment, Accountability, and Performance Reporting, Maryland State Department of Education (Designee for Superintendent Choudhury)
- Mr. Shane Hall, Assistant Director of Research and Evaluation, Department of Juvenile Service (Designee for Secretary Schiraldi)
- 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. Cheryl Rollins, Director of Institutional Research, Morgan State University (Designee for President Wilson)
- Mr. Jason Dykstra, Chief Accountability Officer, Instructional Data Division, Anne Arundel County Public Schools
- Ms. Hussainatu Blake, Education and Workforce Strategist, Patrick J. McGovern Foundation
- Mr. Rudy Anthony, CyberSecurity and Identity Management Subject Matter Expert

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
- Ms. Jeaneen Johnson, Assistant Attorney General

Approval of the Meeting Minutes

Mr. Perkins-Cohen asked for a motion to approve the minutes from the June 9, 2023 meeting. Mr. Dykstra made a motion to approve the minutes, which was seconded by Mr. Power. The motion was unanimously approved.

Center Output

Reporting

Dr. Ann Kellogg provided an update on the progress the Center has made towards completing the 2023-2024 output priorities. Over the last three months, the Center has been able to complete the following priorities: work supporting the Health Care Workforce Crisis Commission; and the new Correctional Higher Education Advisory Committee. For the Health Care Workforce Commission, the Center provided an analysis of workforce outcomes for graduates with lower division, health care related degrees (primarily associate degrees) looking at their wage outcome and labor market participation. The analysis also looked at graduates with an associate's degree in nursing who attained their bachelor's degree and their wage outcomes and labor market participation. For the Correctional Higher Education Committee, the Center provided an analysis of graduate outcomes for certificates, associates, and bachelor's degree by major six months after graduation. The committee is charged with reviewing applications to offer programs in correctional facilities and they wanted to understand the different employment outcomes for different majors.

The Center has also begun work on the several reports that are due in December. One report is being developed with the Department of Juvenile Services (DJS). A proposal was presented to the Research and Policy Advisory Board (RPB) in August. The Center will provide a series of data tables to DJS in October to support their December annual report. The Center has new annual reporting requirements (also due in December) on college enrollment patterns of foster care and homeless youth, and FAFSA completion by high school graduates. The new reports will be static reports this year, but the plan is to convert them into easily refreshed dashboards for future years.

The Center has also been busy working on a number of annual stakeholder requests, including data to support the work of the Maryland Department of Labor, Maryland State Department of Education and a number of our community college teacher education programs.

In addition, the Center has been working with RPB on adding to the high school to college series of dashboards. Specifically, discussions have focused on how to incorporate major, college degree, and labor market sector. Also of particular interest is the timing of college enrollment so that the information provided moves beyond just the immediate and complete college enrollment and will include a breakdown of how many high school graduates are enrolling in the spring semester or in the second fall.

Dr. Rai complimented the work and made a couple of suggestions: (1) providing information on the high school students who are not enrolling in college, which may provide clues on how to support them and address barriers to attendance; (2) dual enrollment expansion that would differentiate between students taking one or two college classes versus students who are enrolled in an associate degree program as full-time students. Separating that data out, will give policy makers some helpful information because there is research that suggests that the associate degree program for those students is extremely good - they are going into fields with a critical workforce need, reducing their costs, and benefiting taxpayers. Dr. Kellogg responded that the Center is definitely working on some of those initiatives. The Center has held back a little bit on reporting about students who don't go to college, because the Center has been actively adding data to the system on apprenticeships, non-credit education from the community colleges, Microsoft certifications, and other sources. This will allow the Center to tell a more complete story of

students who don't go into degree seeking pathways. With regard to dual enrollment reporting, the Center has been reporting on the number credits and courses students are taking. This year MHEC has added a new data element that will allow the Center to identify early middle college students and report on their outcomes.

Dr. Shapiro noted her appreciation for the output and asked how many people actually know that the Center has these dashboards? Mr. Goldstein responded that the Center is able to measure the number of page views that are received and that progress is being made in expanding the use of the dashboards and other Center output. There is certainly room for improvement and the Center needs to find more opportunities to meet with stakeholders and have conversations on how they can use the dashboards and other output. Dr. Shapiro encouraged members of the Governing Board to discuss the Center's work with their constituent groups. Mr. Perkins-Cohen added that one of the Blueprint initiatives is the addition of high school career counselors in Maryland high schools. MLDS data would be very valuable for these counselors as they are advising students.

Research

Dr. Henneberger provided updates on the research priorities. The Research Branch has been working to plan the MLDS Center Research Series, which is a series of research presentations that occur over the course of the academic year. The series is jointly hosted by the Center and the University of Maryland, School of Social Work. There are presentations planned: Dr. Jane Lincove, UMBC, will present research on the entry, and exit of Baltimore City teachers, as impacted by COVID; Ms. Taylor Delaney, Graduate Student at American University, will present research on the effects of high school non-promotion on high school, graduation, college enrollment, and career outcomes; and external researchers Dr. Mark, Stein and Dr. Rachel Durham will present research on post-secondary and labor market effects of career and technical education in Baltimore City Public Schools. Other new priorities include education and labor outcomes for students in out-of-home placement and students who are involved in both DHS and DJS systems. In terms of methodological approaches, the Research Branch is also seeking to build on some of the prior data science work, including addressing equity and data science methods. The Research Branch also seeks to explore the newly added census data.

Data Inventory

Ms. Molly Abend began by noting that one of the requirements of the Governing Board is to establish and maintain a Data Inventory of the data in the MLDS. Today the Board needs to consider: two data collections with additional data elements to add ; one data element for removal; and additional data elements to add to a temporary data collection.

Additions to WIOA (Workforce Innovation and Opportunity Act) Data - The Workforce Data Quality Initiative (WDQI) grant, awarded in 2021, funds a project to expand the capacity and utility of the MLDS by integrating additional workforce data into the system. Data elements from the Maryland Workforce Exchange were approved in March 2023. The MLDS Center was informed of five additional elements for the data collection: Program; Program Eligible; Program Eligibility Date; Activity Code; and Activity Description.

Additions to FAFSA Completion Collection System - During the 2023 legislative session, the General Assembly passed legislation requiring the Center to report on the number of high school students who:

completed and submitted the FAFSA (Free Application for Federal Student Aid) in the immediately preceding year; the number of students who did not complete the FAFSA in the immediately preceding year; and the number of students who completed the FAFSA by the deadline for eligibility for State financial aid. To support this reporting requirement, the MLDS Center needs to receive data from MHEC extracted from the Maryland College Aid Processing System (MDCAPS). The 12 postsecondary data elements proposed for inclusion in the Data Inventory fall into three categories: demographic data; high school information; and the FAFSA status.

Board Action - Dr. Phillips made a motion to approve the new data elements for inclusion in the Data Inventory, which was seconded by Mr. Power. The motion was unanimously approved.

Additions to Temporary Data - Dr. Henneberger began by noting that the proposed data elements are needed for a study that the Board already approved. The study will evaluate the long-term impacts of a multi-tiered system of support framework called Positive Behavioral Interventions and Supports (PBIS). This data will be brought into the system, matched, and removed from the system when they have completed their research. The data consist of student-level, staff-level, and school-level elements. At the last meeting, the Governing Board approved temporary data elements for this project (37 elements). The MLDS Center was informed of additional elements needed for the study. The data elements proposed for temporary inclusion include student information and PBIS staff linkage information.

Board Action - Dr. Shapiro made a motion to approve the new temporary data elements for inclusion in the Data Inventory. Dr. Phillips asked for clarification of the temporary status. Mr. Goldstein responded that the temporary status meant that the data were not part of a permanent ongoing collection from a partner agency. Instead the data are for a limited purpose in support of a specific study. Dr. Phillips seconded the motion, which was unanimously approved.

Removal of Data - The MLDS Center was informed that the “Service Description” data element that was approved in March (from the *WIOA Title I: Adult, Dislocated Worker, and Youth and WIOA Title III: Employment Services Data*) is unnecessary.

Board Action - Mr. Power made a motion to approve the removal of the data element from the Data Inventory, which was seconded by Ms. Haislet. The motion was unanimously approved.

Data Gap Analysis

Ms. Abend stated that the Center creates the *Data Gap Analysis* to compile all of the known gaps and limitations in the MLDS. The *Data Gap Analysis* explains the gaps and how those gaps impact the analyses and reporting done by the Center. The *Data Gap Analysis* indicates whether there is a resolution to the gaps. Ms. Abend noted that the Center has been able to close a lot of gaps that have been on the list, but there are still gaps that exist (and in some cases the data are simply not available).

For this year's *Data Gap Analysis*, the Center updated all of the gaps to align with the eight sectors that are now listed in the updated Research Agenda. The priorities for addressing the gaps have remained consistent with the prior year; except for one gap that was resolved - the geolocation ID. Ms. Abend noted that the Center is getting a lot of questions about what data the Center has to help support the Blueprint implementation and specifically the outcome measurements. In response, the *Data Gap Analysis* includes a Blueprint related section. The Blueprint gaps were not added to the main data *Data*

Gap Analysis because in some cases, the Center does not consider them as actual gaps in our system. They may just be gaps that impact certain Blueprint measurements. Finally, the *Data Gap Analysis* addresses the feasibility of closing the gaps. There are 27 gaps and the majority are available and the Center is either planning to or is actively working to close those gaps.

In response to a question from Dr. Shapiro about the potential for new gaps as a result of the new College and Career Readiness (CCR) standard, Ms. Abend responded that once the new CCR is adopted, there will probably be different measures that would be collected by MSDE and then provided to the Center.

Also in response to a question from Dr. Shapiro regarding teacher certification data, Ms. Abend noted that MSDE has recently implemented a new teacher certification management system and there is certain data that can be pulled from that system.

Annual Report Recommendations

Mr. Goldstein began by noting that the *Annual Report* is a requirement under Education Article, § 24-705, Annotated Code of Maryland. One of the required sections of the report is to provide the Governor and General Assembly with, “any other recommendation made by the Governing Board.” While the report is not due until December, the purpose of this agenda item is to allow the Board time to consider and discuss possible recommendations. A memo was provided to the Board with a compilation of past recommendations. Mr. Goldstein noted that the Research and Policy Advisory Board will discuss possible recommendations. Mr. Goldstein encouraged the Board to think about recommendations they might want to include and that this topic will be brought back in December.

Managing for Results

Mr. Goldstein began by noting that *Managing for Results* is a strategic planning, performance measurement, and budgeting process utilized by the Department of Budget and Management. It is used to ensure that state resources achieve measurable results, accountability, efficiency and continuous improvement. Data is collected by fiscal year and the data collection is due annually in the beginning of September. Mr. Goldstein noted that it provides a good indication of the accomplishments and areas for improvement. Mr. Goldstein reviewed the performance measures and outcomes for FY 23.

- One independent security audit was conducted - same as last year. This year’s audit was the OLA IT Security Audit.
- Percentage of corrective actions taken to address vulnerabilities identified by DoIT’s automated vulnerability scanning tool - 98%, which was the same as last year.
- Number of new dashboards and other data analyses and summaries added to the website - increased from 79-108.
- Number of page views on the MLDS Center website - increased from 31,000 to 41,000 - largest increase and most page views since the website was established.
- Number of seminars conducted on the use and analysis of longitudinal data - increased from 35 to 41.
- Number of data requests from various stakeholders - stayed the same at 33.
- Percent of data requests fulfilled within 30 days of the date of the request -100%.
- Number of new reports generated annually - increased from 8 to 18.
- Number of times MLDS data are cited - increased from 6 to 64. The large increase is due in part to the use of Google Scholar Search to identify all citations of Center work.

- Number of written responses to formal requests for information from State policy makers - decreased from 37 to 36. Mr. Goldstein noted that this may be a result of providing more information on the website.
- Number of reports that are published in scholarly journals annually - stayed the same at five, which is still an impressive rate to maintain.
- Number of external funding opportunities applied for or supported each year - increased from seven to nine.
- Dollar value of external funding applied for or supported each year - decreased from \$7.4 million to \$4.6 million.
- Number of grants awarded each year for projects applied for or supported by the Center - increased from two to seven.
- Dollar value of grants awarded each year for projects applied for or supported by the Center - decreased from \$3.1 million to \$2.8 million.
- Number of external researchers provided secure staff access to the Center - increased from 15 to 28.

Dr. Phillips asked whether the MFR accurately reflects the work and accomplishments of the Center. Mr. Goldstein responded that generally it does; but noted that some of the measures may need to be adjusted. For example, the fact that data requests are decreasing may indicate that the dashboards are more effective and are addressing issues that would have otherwise resulted in a data request. Mr. Dykstra commented that dashboards offer an important way for people to engage with the MLDS and could help address resource issues.

Projects Applications and Updates

Mr. Goldstein began by noting that last month the Governing Board approved the new *Project Approval and Management Procedures*. Those procedures set out how the Center reviews and approves projects - both our own projects and projects being proposed by external researchers. The new procedures authorize the Executive Director to approve projects unless the project: involves research or reporting on a unique or novel topic; addresses a sensitive topic or reports on data in a way that may be contrary to the manner in which stakeholders generally report and analyze data; or receives a level of concern or objection from RPB members. None of the projects met those criteria and were eligible for and received approval by the Executive Director. Mr. Goldstein explained that the projects were approved because he found that the projects evaluate a state or federal education program; align to the research agenda; provide relevant information for policy makers; use rigorous research methods and are conducted by by qualified researchers; do not duplicate research or reporting that has already been done; and overall provides a benefit to the state.

Dr. Kellogg presented the approved reporting project, entitled, High School Completion and Postsecondary and Labor Force Outcomes Among Department of Juvenile Service (DJS) Involved Youth. This project is being done in partnership with DJS. The report will fall in line with some of the Center's other existing reporting structures. DJS has provided input on the reporting specifications and presented this project proposal at the August RPB meeting where it was favorably reviewed. The report will focus on outcomes of DJS involved youth and whether or not they attain a high school diploma or GED, college enrollment patterns and wage outcomes.

Dr. Kellogg will provide Dr. Shane Hall from DJS with data tables and Dr. Hall will conduct the analysis and draft the report. The data will also feed the DJS *Data Resource Guide* that is produced in December. Dr. Hall added that this project aligns with Secretary Schiraldi's goal of looking at DJS outcomes with a focus on positive youth development (instead of only looking at recidivism, a negative outcome, which is the standard outcome measure).

Next, Dr. Henneberger presented the research projects. The first project, *Pipelines and Pathways of Maryland CTE Participants*, is being conducted by Dr. Ting Zhang from the University of Baltimore. Dr. Zhang will conduct an extensive analysis of the educational and professional pipeline for CTE concentrators and completers. The project will look at both individual characteristics and then school characteristics and their relation to CTE related credentials. The project will also include a comprehensive follow-up pathway analysis of former CTE concentrators and completers by following them along their educational and workforce pipeline.

The second project, entitled, *College Students Who Have Children - Demographics, transfer, persistence and completion*, is being conducted by Dr. Erica Hernandez, Bowie State University. The project will evaluate the adequacy of current financial aid and mental health supports for parenting students. Parenting students will be identified through the FAFSA and will include students who are listed as independent on the FAFSA and have a family size of two or greater. The project will compare wages in school and after graduation for parenting students versus non parenting students.

The third project, entitled, *Staying Power: Estimating K-12 schools' contribution to student success based on students' subsequent grades*, is being conducted by Dr. Jing Liu, University of Maryland, College of Education. The project plans to estimate a schools' value add by using students' subsequent grades; that is their grades at the next institution they attend. Specifically, the project will examine how an elementary school affects students' middle school GPA; how middle school affects a high school GPA; and how high school affects a student's college GPA.

The fourth project, entitled *Equitable Indicators - An Examination of How Well Early - Warning Measures Distinguish Secondary and Postsecondary Educational Outcomes across District and School Level Contexts*, is being conducted by Mr. Juan Cortes (graduate student) and Dr. Marcia Davis, Johns Hopkins University. This project is on early warning indicator systems. The goal of an early warning indicator system is to identify which students are likely to need support early in their high school careers. Specifically, the early warning systems look at ninth grade students so that schools and school systems can provide either student or group level interventions that help promote student success early on. However, early warning indicator systems are typically applied somewhat universally across school systems. So the goal of this project is to examine variations and be able to optimize early warning indicator systems.

Next, Dr. Henneberger turned to project updates. The first project, entitled *Long-Term Effects of PBIS Plus: A Randomized Controlled Trial in Maryland Public Elementary Schools*, was funded by the Institute of Education Sciences. It is a federal grant and the award amount is 1.5 million for three years. The second project, entitled *Using Maryland's SLDS to Strengthen and Diversify the Teacher Workforce*

Through High School to Career Pathways, was resubmitted to the Institute of Education Sciences for a grant by Dr. Jane Lincove and team.

In response to a question from Dr. Phillips about the parenting student study, Dr. Kellogg noted that the plan was to limit the research to undergraduate students.

Old Business

There was no new business.

New Business

There was no new business.

Closing

Dr. Phillips made a motion to adjourn the meeting, which was seconded by Dr. Shapiro. The motion was unanimously approved.

Respectfully submitted,
Ross Goldstein
Executive Director

Approved: December 8, 2023