



Maryland Longitudinal Data System Center Governing Board Meeting Minutes for June 14, 2024

The meeting of the Maryland Longitudinal Data System (MLDS) Governing Board was held on June 14, 2024, via teleconference. Ms. Portia Wu, Chairman of the Governing Board, was absent so Mr. Perkins-Cohen, serving as her designee, 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 Portia Wu)
- Dr. Emily Dow, Assistant Secretary for Academic Affairs, Maryland Higher Education Commission (Designee for Secretary Rai)
- Ms. Chandra Haislet, Assistant State Superintendent, Division of Assessment, Accountability, and Performance Reporting, Maryland State Department of Education (Designee for Interim State Superintendent Wright)
- Dr. Sharmin Hossain, Chief Data Officer, Department of Human Services (Designee for Secretary Rafael López)
- 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 and Dr. Angela Sherman, Vice-President (Designee for President Power)
- Dr. Brad Phillips, Executive Director, Maryland Association of Community Colleges
- Dr. Phyllis Keys, Associate Vice President for Academic Affairs, Morgan State University (Designee for President Wilson)
- Mr. Jason Dykstra, Chief Accountability Officer, Instructional Data Division, Anne Arundel County Public Schools
- Ms. Laurie Kendall-Ellis, Executive Director, State Board of Physical Therapy Examiners
- Ms. Hussainatu Blake, Education and Workforce Strategist, Patrick J. McGovern Foundation
- 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
- 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. Tejal Cherry, Chief Information Officer, MLDS Center
- Ms. Jeaneen Johnson, Assistant Attorney General

Approval of the Meeting Minutes

Mr. Perkins-Cohen asked for a motion to approve the minutes from the March 8, 2024 meeting. Dr. Shapiro made a motion to approve the minutes, which was seconded by Mr. Dykstra. The motion was unanimously approved.

Center Output

Reporting

Dr. Ann Kellogg provided updates on the Center's reporting services work for the current production year (July 1, 2023 through June 30, 2024), noting that the Center got through quite a lot of the planned output priorities, including:

1. Completion of the first analysis of juvenile services data and provided data tables to DJS to support their annual reporting requirements;
2. Completion of all six required reports, including the first annual report on foster care and homeless youth; and
3. Completion of approximately 22 required output for stakeholders.

Dr. Kellogg also mentioned a few items that were not completed and that they have been included on next year's output priorities. Next, Dr. Kellogg discussed exciting new projects this year that the Center took on, such as providing analysis for the *Commission to Study the Health Care Workforce Crisis*. The Center also provided data to the Maryland Department of Public Safety and Correctional Services (DPSCS) Advisory Committee on Higher Education and Corrections. The data allow the committee to use earnings outcomes for graduates as part of their benchmarking process. Dr. Kellogg also noted that several expansions to Center dashboards were completed including the dual enrollment dashboards and the addition of a dashboards on courses offered, the number of course takers, and information disaggregated by counties and subjects. Finally, Dr. Kellogg reported that the Center received 31 data requests: 24 were canceled because they were single sector or asked for information on a specific person; and seven were completed.

Dr. Shapiro noted that as dual enrollment becomes more prevalent it will be interesting to see how successful it is; who it is helping, and from which counties. The goal of dual enrollment is to create a pathway to help expand the college going population and the dashboards will be important in helping policymakers understand its impact.

Mr. Perkins-Cohen noted his interest in outcomes for correctional education participants. Ms. Kellogg responded that the Center completed a report for Labor's Office of Correctional Education, but it ultimately was not used due to data limitations. Specifically, the Center does not have data that indicates whether the correctional education participant has been released from prison. Mr. Goldstein noted that there was a plan for Labor to collect incarceration status from DPSCS and then report that information to the MLDS Center. Mr. Goldstein noted that he was opposed to that approach. The Center generally receives data directly and matches it across sectors. The proposed arrangement would require the Center to rely on someone else's data matching. Finally, Mr. Goldstein stated that if a data sharing agreement could not be reached with DPSCS, he would not stand in the way of receiving DPSCS data via Labor.

In response to a question from Dr. Phillips regarding the availability of reports on the number of courses taken per student, Dr. Kellogg provided information on where to find the report, highlighted its various

components, and noted changes to the dashboard that will be made as needed to address inquiries such as those discussed in the meeting and necessary to assess Blueprint implementation.

Research Branch

Dr. Henneberger presented the accomplishments of the Research Branch over the past year. The accomplishments include: hosting six *Research Series* presentations during the academic year; attending a variety of conferences representing different disciplines (economics, criminal justice, education), showing the broad base of work being completed by Research Branch members; consulting with the AIB on the target setting process, which will continue into next year; having four papers published (one each on student mobility and the Bridge Program and two on music education); completing an in depth analysis on the use of data science with educational data, developing a *Research Series* presentation on the topic, and writing an article for publication; completing a Computer Science for All project that was highlighted in a Brookings Institution publication; completing two briefs on teacher diversity research, which led to Research Branch members being invited to present for the the P20 Collaborative Recruitment and Retention Workgroup; having two students receive dissertation awards; presenting research on education outcomes of justice involved youth for the Maryland Equitable Justice Collaborative; and finally, in partnership with MHEC and the MLDS Center, receiving a one million dollar grant from the U.S. Department of Education, Institute of Education Sciences, State Longitudinal Data Systems Program.

Dr. Phillips asked whether the Computer Science for All research included an analysis of Associate's Degrees or just Bachelor's degrees.

Center Output Priorities for 2024-2025

Reporting Priorities

Dr. Kellogg turned to the Center Output Priorities for the upcoming year. The priorities are developed by staff with input from stakeholders and then presented to the Research and Policy Advisory Board for input. The priorities for the Reporting Branch include: beginning to work with the non-credit, workforce development data; analyzing the licensure data that are in and coming to the MLDS to further inform work on the pathways into careers; completing the required annual (reports and data requests) output (which will be handled by new staff member Alex Handler); and continuing the "five year out series" of reports.

Dr. Kellogg noted that a few of the priorities listed are new and she is currently not sure what will be needed from the Center. These priorities include: data and analysis in support of the ENOUGH Act program; supporting the data needs of the Behavioral Health workforce workgroup; and participation with the development of a health care workforce data clearinghouse; and supporting the Maryland Agricultural Education Foundation. The Center also plans to support work related to House Bill 1244 and the REAP Act.

Finally, Dr. Kellogg noted that the Center will also work on refreshing dashboards, developing new dashboards content, and going back and thinking about how to recast the education preparation dashboards and dual enrollment dashboards consistent with the needs of the GWDB CTE Committee and the AIB.

In response to a question from Mr. Power on the role of the MLDS in supporting MHEC in the implementation of HB 1244, Dr. Dow responded that the Center will be needed to help analyze statewide workforce needs and emerging needs.

Dr. Shapiro noted that a lot of new projects have been added, but very few priorities have been removed and asked whether the Center is considering requesting additional resources or seeking to eliminate mandated reports. Mr. Goldstein responded that a mandated report was recently removed and the Center will seek opportunities to discontinue other reports. Mr. Goldstein also noted that the Center received three new positions last year.

Mr. Perkins Cohen agree with Dr. Shapiro's assessment and asked how work gets disseminated. Mr. Goldstein responded that the Center issues a twice monthly email blast highlighting Center output. In addition, the Research Series and staff attending various meetings also help disseminate information. Mr. Goldstein also noted that one way to supplement resources is having agencies utilize their own staff to conduct analysis and research. This is currently happening with the Behavioral Health project.

Research Branch

Dr. Henneberger stated that next year's Research Branch priorities will include statistical analyses to support causal inference and inform policy. This includes the following topics: exploring equity in pathways from college to workforce (possibly focusing on dual enrollment implementation); analyzing workforce outcomes for justice involved students; exploring correctional education and workforce outcomes; continuing Dr. Kellogg's analysis on students who undertake college but leave without a degree; analysis of community school outcomes; researching outcomes for students supported by community support hubs, and an examination of Blueprint outcomes. Following up on a question from earlier in the meeting, Dr. Henneberger stated that the computer science study did not include Associate's Degree completers and that this can be added to the priorities.

Next, the second broad priority area is methodological research. Activities under this priority will include continuing work in equity and data science; an examination of the use of the new Census block and tract data; analysis on intersectionality in person characteristics predicting outcomes; and analysis of the student disability codes once received.

Dr. Phillips noted that a recent cybersecurity workforce study commissioned by the Cyber Maryland Board looked at cyber degrees offered, where graduates are working, licenses achieved, training, retention and other issues facing the cyber workforce. Dr. Phillips suggested additional research, especially regarding the role of credentials; noting that community colleges offer a lot of courses that lead to credential attainment. Dr. Henneberger noted that these issues can be added to the critical workforce areas priority topic.

Archiving Content

Dr. Kellogg noted that the Center's *Process for Establishing Annual Research and Reporting Priorities* includes a review of existing content to determine if items need to be archived.

The following items are scheduled to be archived as they are no longer up-to-date or have been replaced by new more relevant content.

1. Center Reports
 - a. Maryland Public School Pathways
 - b. MBRT Report
 - c. More Jobs for Marylanders Report
2. Research and Reporting Summaries
 - a. High School Workforce Participation
 - b. High School Median Wages
 - c. Workforce Outcomes: Non-College Going Students
3. Proposed Removals
 - a. The Inclusion of Online Education Data in the MLDS Inventory - A review of Recommendations
 - b. Preparation and Retention of the Early Childhood Care and Education Workforce in Maryland

2024 Legislative Session

Mr. Goldstein provided a review of the 2024 Legislative Session and the final status of bills impacting the MLDS Center.

1. SB 444 / HB 634 - Maryland Longitudinal Data System Center - Student Information - United States Census Bureau (Passed) This bill allows the MLDS Center Governing Board to authorize the Center to send student information to the United States Census Bureau.
2. SB 756 - Primary and Secondary Education - School Safety and Student Well-Being - Examination of Policies and Funding (Failed) This bill would have required MLDS along with MCSS and MSDE, to provide an analysis of the effect State and local policies from school years 2018 - 2024 had on school safety and student well-being.
3. SB 818 / HB 1271 - Information Technology - Artificial Intelligence - Policies and Procedures (Artificial Intelligence Governance Act of 2024) - (Passed) This bill requires all units of state government to create and submit to the Chief Data Officer, an inventory of data collected. The bill provides a definition of artificial intelligence and requires each unit of state government to conduct an inventory of systems that employ artificial intelligence. Finally, the bill establishes the Governor's Artificial Intelligence Subcabinet.
4. SB 1017 - Correctional Services - Maryland Correctional Enterprises - Formerly Incarcerated Individuals - (Failed) This bill would have required the Maryland Correctional Enterprises (MCE) to connect incarcerated individuals with job opportunities before parole. The programs established by MCE were required to include a plan for employment within 60 days of release. The MLDS Center among other agencies are required to provide consultation on the programs.
5. SB 1022/ HB 1244 - Maryland Higher Education Commission - Academic Program Approval and Institutional Mission Statements - Requirements - (Passed) This bill requires the Department of Labor to identify and compile state and regional workforce needs. Labor is further directed to work collaboratively with Commerce and MHEC to produce uniform and consistent baseline data about workforce needs to inform State policies relating to postsecondary education (including the State Plan for Higher Education and program approvals). The bill specifies that MHEC is required to consult, as necessary, with other state agencies with expertise in specific workforce segments, including the MLDS Center. The bill defines "Emerging WF Need Program" as a graduate level program identified by MHEC in the State Plan (or annual update) that: (a) no

college in the state offers; (b) addresses a job or industry need that is innovative, unique, and rare; and (c) could leverage federal, state, or private resources on a long-term basis with immediate development by an college or university.

When identifying State and regional workforce needs and emerging workforce need programs for the state plan, MHEC is required to (a) Use uniform and consistent baseline data; (b) Consult with other state agencies (such as MLDS); (c) Use data from resources and literature relating to specific occupations; (d) Provide all colleges access to the baseline data; and (e) Consult with each segment of higher education. MHEC is also required to update workforce needs identified in the most recent version of the *State Plan for Higher Education* each year as an appendix to the plan and post the update on the MHEC website.

6. SB 620 / HB 92 - Resources and Education for All Prisons (REAP) Act - (Passed) - This bill requires the Department of Public Safety and Correctional Services (DPSCS) to assist incarcerated individuals in accessing federal Pell Grants for higher education. The bill also requires the Department of Labor to set goals for the number of incarcerated individuals in education programs, establish a tracking system, and forward information from the tracking system to the Maryland Higher Education system.
7. SB 482 - Governor's Office for Children - Engaging Neighborhoods, Organizations, Unions, Governments, and Households (ENOUGH) Grant Program (ENOUGH Act of 2024) - (Passed) The bill establishes the ENOUGH Grant Program which is designed to advance place based strategies targeting child poverty, including:
 - i. Increasing community health and safety;
 - ii. Cradle to career access to high quality education and care;
 - iii. Families having access to sufficient income, high quality housing, child care, health care - including reproductive related care;
 - iv. High quality support for children with disabilities; and
 - v. Connecting individuals with state programs.

The Governor's Office for Children (which is designated as the program administrator) is directed to identify neighborhoods eligible for the program and establish a lead partner for the neighborhood. Finally, the Governor's Office for Children is also responsible for producing a report on progress and outcome metrics on progress made in jurisdictions receiving grants, the impact of program activities in reducing child poverty, and policy changes designed to enable better coordination and efficacy. Mr. Goldstein noted that the Center is already working on a data request in support of the program.

Data Inventory

Ms. Molly Abend stated that she is requesting Board approval for the addition of several new data elements to the Data Inventory.

The Maryland Higher Education Commission (MHEC) has added new elements to the following established data collections: the Enrollment Information System (EIS); the Degree Information System (DIS), and the Financial Aid Information System (FAIS). All of these new elements are optional to report in 2023-2024, but will be required for 2024-2025. The Postsecondary data elements proposed for inclusion in the Data Inventory are as follows:

- | | |
|--|-------------------------------|
| 1. IPEDS Degree (DIS) | 6. Middle Name (FAIS) |
| 2. Prison Education Program Degree (DIS) | 7. Generational Suffix (FAIS) |
| 3. Prison Education Program Enrollment (EIS) | 8. Birth Date (FAIS) |
| 4. Last Name (FAIS) | 9. Student Aid Index (FAIS) |
| 5. First Name (FAIS) | |

In response to a question from Dr. Phillips about FAIS demographic data, Dr. Kellogg responded that MLDS Center had demographic data from other data sources. However, the addition of the FAIS demographic data was requested to help improve the Center’s matching capabilities. Next, in response to a question from Dr. Shapiro regarding non-degree or certificate information, Dr. Kellogg explained that MHEC had traditionally only collected data that was required for IPEDS reporting. However, both MHEC and IPEDS have increased the scope of collections to include more data on all students being educated in colleges (including non-degree seeking students). The IPEDS Degree flag provides a Yes/No indication of whether a degree award is also a degree for IPEDS purposes. Dr. Kellogg also clarified that certificates are considered degrees and have been collected and reported to the MLDS.

Board Action: Mr. Perkins-Cohen called for a vote. The Board unanimously approved the new additions to the Data Inventory.

The next group of data are identity related data elements from the Maryland Department of Service and Civic Innovation (DSCI). DSCI is a new agency implementing two state funded service streams: Maryland Corps and the Service Year Option. The application portal for the first cohort of Maryland Corps/Service Year Option members opened in August of 2023. The identity-related data elements proposed for addition are below.

- | | |
|-------------------|----------------------|
| 1. Unique ID | 9. Zip Code |
| 2. First Name | 10. Race |
| 3. Preferred Name | 11. Ethnicity |
| 4. Last Name | 12. Gender |
| 5. Middle Name | 13. Country of Birth |
| 6. Date of Birth | 14. Primary Language |
| 7. Address 1 | 15. Veteran |
| 8. Address 2 | 16. Military Family |

The next step will be to collect program data elements. The determination of what data elements will be included will be made in collaboration with DSCI. Dr. Shapiro noted it will be important to understand whether the program results in more civically engaged students (for example -are they more likely to register and vote or serve as poll workers). Dr. Sterett agreed and noted that the impact of the program is broader than just voting. For example, researchers could look at the likelihood of careers in the public sector or with non-profits.

Board Action: Mr. Perkins-Cohen called for the vote. The Board unanimously approved the addition of the DSCI identity data elements.

Finally, Ms. Abend stated that Dr. Henneberger would present a set of additional, temporary identity related data elements in support of a research study. Dr. Henneberger reminded the Board that the purpose of the study is to evaluate the long-term impacts of a multi-tiered system of support framework called Positive Behavioral Interventions and Supports (PBIS). The proposed data will be brought into the system, matched, and removed from the system when the research is completed. 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. The MLDS Center was informed of additional elements needed for the study. Dr. Henneberger explained the data elements proposed for temporary addition.

Student-level

1. Student Grade Check on Consistency
2. School Membership Changed
3. Group Membership Changed
4. Month of Collection
5. TOCA* - Bullying
6. TOCA* - Victimization

Staff-level

1. Gender Field Number 2
2. Race Field Number 2

*TOCA: Teacher Observation of Classroom Adaptation

School-level

1. Fidelity of Implementation - Expectations Defined
2. Fidelity of Implementation - Behavioral Expectations Taught
3. Fidelity of Implementation - System for Rewards
4. Fidelity of Implementation - Responding to Behavior
5. Fidelity of Implementation - Decision Making
6. Fidelity of Implementation - Management
7. Fidelity of Implementation - District Support

Board Action: Mr. Perkins-Cohen called for the vote. The Board unanimously approved the addition of the new temporary data elements.

In response to a question from Dr. Phillips regarding the inclusion of pre-kindergarten data, Ms. Abend responded that the Center receives pre-kindergarten enrollment and the funding tier data from MSDE.

Data Collection Calendars

Ms. Abend explained that the MLDS Center receives data submissions from each of its data sharing partners throughout the academic year. The Data Collection Calendars provide a comprehensive timeline of the files submitted to the MLDS Center by data sharing partners and an accountability process if files are not received within the approved timelines. The Data Collection Calendars are revised annually in consultation with the Data Governance Advisory Board (Data GAB). Data GAB membership includes a data steward and data manager from the MLDS Center’s data sharing partners. MLDS Center staff work with the data managers and stewards to set a data collection calendar that aligns with the needs of both the data sharing partner and the MLDS Center. Any new collection or collections in development are added to the calendar.

Ms. Abend highlighted the following updates and additions:

1. The Maryland Higher Education Commission has changed the name of the Noncredit Workforce Completer System to the Workforce Training Completer System and added a new collection: the Workforce Training Registration System.
2. The Student Course Registration System from the Maryland Higher Education Commission is added in place of the previous Course Information System and Student Registration System collections.
3. The Microsoft certifications data collection from Certiport is now added to the calendar.
4. The Nursing license data collection from the Department of Health is now added to the calendar.

Board Action: Mr. Perkins-Cohen called for the vote. The Board unanimously approved the Data Collection Calendars.

Fiscal Year 25 Budget

Mr. Goldstein began by noting that the Governing Board is responsible for approving the Center's annual budget. The budget development process starts over a year prior to the start of the fiscal year. The Department of Budget and Management (DBM) develops budget instructions and a target amount, which is the maximum general fund the agency can request. Any additional requests have to be submitted as an over the target request. The agency then compiles and submits the proposed budget to DBM, which reviews the budget and makes any necessary cuts or adjustments. Once the Governor's budget is finalized, it is submitted to the General Assembly. The amounts in the Governor's budget may be altered by legislative action.

This year, the Center's general fund operating budget is \$3.06 million, increase of approximately \$200,000 from last year. The change is due to an overall increase in salaries (new positions and cost of living increases). As in past years, funding is allocated as follows: (a) the majority (81%) of the Center's general operating budget is used for staff salaries; (b) Research Branch accounts for 11% of the budget, (c) IT consulting, 3% ; (d) support for IT systems, 4%; and (e) office needs, 1%.

The Center's annual budget continues to increase year-over-year, while at the same time, the amount available for anything other than salaries has decreased. Despite the decreasing amount of funds available for contracting, the Center will be able to continue to fully fund the Research Branch (at \$380,000), contract for needed IT support services, and fully fund all of the system software needs. This is due in large part to the availability of additional funding sources. Grant Funds funds from the Workforce Data Quality Initiative Grant (WDQI); and special funds resulting from reimbursement of costs received from external researchers. The additional funds from the WDQI grant will be spent on IT consulting services and software to provide additional resources to manage, document, and load the new data being received as a result of the project. A small portion of the funds will be provided to the Research Branch to provide expertise and support to a team of researchers from BEACON at Salisbury University who are going to conduct an in depth evaluation and analysis of the outcomes of the workforce development programs. For the WDQI grant, the Center currently only plans to spend \$225,000. The remaining funds (approximately \$210,000) will be held for FY 26; under the assumption that a no cost extension will be issued. If a no cost extension is not issued, the Center will make a spending plan for the remaining funds this year and present those plans to the Board for approval.

In response to a question from Dr. Shapiro about indirect costs, Mr. Goldstein noted that indirect costs are collected by the primary grant recipient and the Center has only been a subrecipient. The Center builds support for systems, services, and software into its grant project budget. Ms. Cherry also noted that the system components (hardware and software) are up-to-date, although additional servers will be needed in the next year or two.

Board Action: Mr. Perkins-Cohen called for the vote. The Board unanimously approved the budget plan.

Projects Applications and Updates

Dr. Henneberger began by noting that this agenda item is to update the Governing Board on five projects that have been reviewed and approved by the Executive Director under the *Project Approval and Management Procedures*.

1. *An Evaluation of Intensive High School Mentorship for Youth at Risk of Dropping Out of School.*
The project is being led by Dr. Sarah Kroeger from the Wilson Sheehan Lab for Economics Opportunities at the University of Notre Dame. The research will study the impact of community-based, long-term mentoring of underperforming students on high school performance (attendance, disciplinary events, test scores, grades), on-time high school graduation, juvenile arrests and placements, post-secondary enrollment and completion, early adulthood employment

and earnings, and early mortality. The project will also study how the program impacts vary across the following baseline student characteristics: academic performance; school engagement; social connectedness; and gender.

2. *Understanding the relationship between high school opportunity gap and postsecondary outcomes and earnings for Black students in Maryland.* The project is being led by Dr. Frim Ampaw at Morgan State University. The research seeks to understand the relationship between the opportunity gap and educational and labor market outcomes for Black high school students. The study uses the term “opportunity gap” in place of “achievement gap” and reframes the discussion to the inputs (e.g., systems, structures, and resources) that contribute to a student’s education, especially those that are policy driven. The opportunity gap will be understood in terms of the effects of attending schools with gaps in coursework that improves college enrollment. Dr. Henneberger noted that the Research and Policy Advisory Board (RPB) agreed that this was a topic of interest and asked for a follow-up presentation of definitions of the opportunity gap.
3. *Maryland Health Care Commission (MHCC) and Behavioral Health Administration (BHA) Workforce Needs Assessment (SB283).* This is a joint project between the MLDS Center (Dr. Ann Kellogg) and the Maryland Health Care Commission (Ms. Sandy Biddinger). The project will examine the labor outcomes of behavioral health education and training programs at the non-degree, AA, Bachelor, and Graduate level, with a particular focus on completion rates, retention rates, labor market participation, and wages over the last five years for college majors of interest.
4. *A longitudinal examination of the short- and long-term impacts of enrollment in elementary and secondary instrumental music education courses.* This study is being conducted by Dr. David Miller, University of Kentucky and University of Maryland, College Park. The study will analyze the short- (i.e., 5th and 8th grade test results, middle school instrumental music enrollment) and long-term (i.e., high school instrumental music enrollment, PSAT scores, high school graduation, and postsecondary enrollment) academic impacts of initial enrollment in elementary instrumental music courses. The research will also look at the relationship between initial enrollment in elementary instrumental music and sustained enrollment in instrumental music courses throughout middle school and high school (i.e., what student- and music teacher-characteristics are related to continued enrollment). Finally, the research will study the differences in academic outcomes between students who enroll in instrumental music and students who do not enroll in instrumental music mediated and moderated by prior academic achievement, student demographic characteristics, teacher characteristics, and attendance.
5. *Understanding Educational Factors for youth involved with state supervised child welfare services (foster care).* Dr. Terry Shaw, University of Maryland School of Social Work and MLDS Center Research Branch Associate Research Director will conduct the research. Generally, the research will examine educational characteristics for students involved in child welfare and then will provide a statistical comparison with those not in child welfare. Dr. Shaw will work with staff at the Department of Human Services. The research will look at justice involvement and postsecondary and labor market outcomes.

In response to a question from Mr. Perkins-Cohen about the approval process, Mr. Goldstein responded that the process, which was updated last year, includes an internal review and then a review by RPB. If it is a standard proposal and RPB has no objections, it is approved by the executive director and the

Governing Board is informed (as was the case with the five projects today). If it is novel research or issues are raised at RPB, then the project will be brought to the Board for review and final determination.

Census Bureau Data Sharing - Participation with PSEO (Post Secondary Education Outcomes) Explorer

Mr. Goldstein began by noting that the recently passed bill (SB 244 - MLDC - Student Information - United States Census Bureau) allows the Board to consider entering into a data sharing agreement with the U.S. Census Bureau. Generally the law prohibits the Center from redisclosing unit record data. This bill allows the Board to permit the Center to send data on postsecondary graduates to Census. Census has broad access to nationwide workforce data that will provide an increased understanding of student workforce outcomes. Mr. Power thanked the Board for their support for the bill and noted that it received broad bipartisan support in the General Assembly. Mr. Power also noted that he spoke to Mr. Goldstein and Dr. Kellogg who have been investigating the PSEO program and noted that they should continue doing their due diligence on understanding whether this is a good fit for Maryland. Dr. Shapiro noted her support for participating with PSEO and noted that any agreement with Census should be of a limited duration so that the Center and the Board can assess the efficacy of participation with PSEO. Mr. Goldstein noted that there are other issues to be considered such as the security of the data transfer process and ensuring that there is an opt out process for universities that do not want to participate. Dr. Kellogg noted that MHEC has been doing a lot of work on understanding PSEO; both its advantages and limitations. Dr. Kellogg also noted that data does not come back to the state. A strategy for the Board to consider will be provided at the September meeting.

New Business

There was no new business.

Old Business

There was no old business.

Cybersecurity Subcommittee Meeting

The next cybersecurity meeting will be held on June 18th. The meeting includes Governing Board members and CIOs from our partner agencies.

Farewell and Thanks to Nancy Shapiro

Mr. Goldstein acknowledged the upcoming retirement of Dr. Nancy Shapiro and stated how much she will be missed; noting that Dr. Shapiro has been a great resource for the Center both in front of and behind the scenes. It has been a truly meaningful partnership. Dr. Phillips also offered his thanks and commented on the important mentorship and support she has provided to him throughout his career. Her powerful influence will live on through his work. Dr. Shapiro offered her thanks and appreciation for this opportunity and stated that the best part of the job has been the people with whom she has had the opportunity to interact.

Closing

Mr. Perkins-Cohin noted that Secretary Wu and all of the other secretaries were unable to participate in today's meeting because it conflicts with the Governor's Cabinet meeting. This conflict is likely to continue and therefore he asked Mr. Goldstein to work to find a new meeting date.

Board Action: Mr. Power made a motion to adjourn the meeting, which was seconded by Dr. Phillips. The motion was unanimously approved.

Respectfully submitted,
Ross Goldstein
Executive Director

Approved: September 13, 2024