



Notes

Apr 2, 2026

MLDS Center Research and Policy Advisory Board

Invited [Al Dorsett -MHEC- sarah.beardsley1@maryland.gov](#) [Ann Kellogg -MHEC- Shane Hall -DJS- eterrell@umd.edu](#) [Ross Goldstein -MLDSC- George Rich -DJS- Kate Bryan -MCSS- Michael Siers -LABOR- Tejal Cherry -MLDSC- John Irvine -DJS- cacooks@umd.edu](#) [Alex Handler -MLDSC- frimpomaa.ampaw@morgan.edu](#) [Perketer Tucker -LABOR- sharmin.hossain1@maryland.gov](#) [Jeaneen J Johnson -MCSS- Erin Roth -LABOR- Jane Lincove -MLDSC- Emily Dow -MHEC- Angela Henneberger -MLDSC- Natalie Miller -DHS- Rachel Durham -MLDSC- David Blazar -MLDSC- Rachael S Parker -LABOR- Tracy Sweet -MLDSC- Jeyan Jebaraj -MCSS- kmallory@worwic.edu](#) [Jordan Barry -AIB- Tracy L Dusablon -MSDE- Megean Garvin -MLDSC- Cheryl Rollins Molly B Abend -MSDE- Matthew R Duque -MSDE- cmuntz@usmd.edu](#) [Rachel Brash -LABOR- Angelina Guarino -DPSCS- Roy Enehiroana -LABOR- asherman@micua.org](#) [mpeercy@umd.edu](#) [Andrew Mecchi -DHS- sharlimardouglass@gmail.com](#) [Emma Pellerin -AIB- Edrees Nawabi -LABOR- Kiara Nerenberg -MSDE- kkatzenberger@aacps.org](#) [dmorgan@usmd.edu](#) [karogers@coppin.edu](#) [mherschenfeld@marylandfamilynetwork.org](#) [jrollins@micua.org](#) [caroline.boice@mllis.state.md.us](#) [lrichman@towson.edu](#) [tshaw@ssw.umaryland.edu](#) [jlynch@usmd.edu](#) [lallen@chesapeake.edu](#) [mrandall@mdacc.org](#) [hbarth@ccbcmd.edu](#) [lgronberg@ccbcmd.edu](#) [mjiru@coppin.edu](#) [Molly Mesnard -LABOR- Elena Quiroz-Livannis -MHEC- Douglas Weimer -LABOR- Barbara Schmertz -MHEC- Bess Rose -MLDSC- mozie@umbc.edu](#) [Ayomide Akano -MLDSC- Aiyana Green-Odle -MLDSC-](#)

Attachments [MLDS Center Research and Policy Advisory Board](#)

Meeting records [Recording](#)

Summary

Governing Board review included MVA data sharing changes and approved a clarification of the RPB charter.

Bylaw Review and Data Update

Bylaws were reviewed with no changes, and the Secretary of Juvenile

Services was named the new Vice Chair. The data sharing arrangement with MVA was renegotiated to transition from daily to quarterly updates, reducing MLDDS stored data.

RPB Charter Revision Approved

The Research and Policy Advisory Board charter language was revised and approved, clarifying the RPB's role as facilitating communication rather than having an oversight function. Discussion began on setting reporting priorities for the next fiscal year, focusing on required and refresh reporting services.

Principal Effectiveness Research Approved

The Principal Effectiveness Research Project proposal was introduced, outlining a 4-part study on the impact of principal-student demographic matching on K-12 and long-term outcomes. The research proposal was approved to move forward due to its potential to inform policy and answer important state questions.

Details

- **Review of March Governing Board Meeting:** Ross Goldstein -MLDSC- provided an overview of the March Governing Board meeting, noting that the bylaws were reviewed with no changes. The Secretary of Juvenile Services was announced as the new Vice Chair, and they reviewed center output and data inventory items. Data additions included apprenticeship Maryland program data and new Motor Vehicle Administration (MVA) data with license class endorsements. The data sharing arrangement with the MVA was renegotiated to remove unnecessary mailing address and driver's license number information, although the center still receives the social security number for matching purposes.
- **Changes to MVA Data Sharing Frequency:** The data sharing arrangement with the MVA is transitioning from a daily update of all changes to a quarterly data sharing arrangement to reduce the amount of MVA data stored in the Maryland Longitudinal Data System (MLDDS) at any given time. This change is expected to be more labor-intensive for the IT team and will require the center to take only the data they need and remove information that does not match. The transition also

included an update to the board about the transition from Non-Credit Workforce Completers (NWCS) to the Waters collection.

- **Proposed Revision to RPB Charter Language:** Ross Goldstein -MLDSC- highlighted that the current wording in the Research and Policy Advisory Board (RPB) charter suggested the RPB had an oversight role, which they felt was an overemphasis. The current language states the RPB's role is to "assist the governing board with oversight of center operations".
- **Revised RPB Charter Language Approved:** A proposed alternative was offered to clarify the RPB's role, suggesting the RPB should "facilitate communication between stakeholders MLDDS center staff and the governing board so that the governing board can effectively carry out its oversight of center operations". The RPB members, including Jennifer Lynch, provided a positive reception to the proposed change, which Ann Kellogg -MHEC- confirmed would be made in the charter. This change more accurately reflects the RPB's role in consultation and support.
- **Framing the Discussion on Next Year's Output Priorities:** Ann Kellogg -MHEC- began the discussion on setting output priorities for the next fiscal year (July to June), which is a process the center undertakes to guide its work and prevent the initiation of projects that are never finished. The goal is to focus on a set list of projects and only deviate if necessary, as the center has many potential activities. This preliminary discussion is intended to set the stage for more focused discussions in May and June.
- **Required and Refresh Reporting Services:** Ann Kellogg -MHEC- outlined reporting services that fall into two categories: required output, which includes legislatively mandated products or commitments to support other agencies, and refreshed output, which involves maintaining and updating existing products. Developing projects tied to the state plan, the Blueprint for Maryland's Future (enacted through the "Enough Act"), and the HB1244 legislation will continue and will move into the required or refresh categories next year. Spare time allows for the creation of new products, such as the nearly complete TEClaw/educator preparation product, which now includes age category demographics.
- **Anticipated Focus Areas for Next Year's Reporting:** Ann Kellogg -MHEC- anticipates that Workforce Pal will be a popular topic for next year's focus. They also requested that agency members, including those from Maryland Higher Education Commission (MHEC), Maryland State Department of Education (MSDE), and the Department of Human Services (DHS), share any new reporting

requirements stemming from finalized legislation so they can be integrated into the next year's scope of services.

- **Discussion on Comparative Data Sources and Policy Context:** Chad Muntz raised concerns about the potential for conflict or confusion arising from multiple data sources, such as the Postsecondary Student Outcomes (PSO) measure, the College Scorecard, and the Department of Education's regulatory metrics. Ann Kellogg -MHEC- acknowledged that the center frequently receives questions regarding how Maryland Comprehensive Longitudinal Outcomes of Workforce and Education (MD Claw) data differs from others, particularly concerning baseline population and methodology. They affirmed that being clear about the center's methods and baseline population is helpful, noting that the PSO approach, which pools two years of cohorts, can create "muddied waters," especially when dealing with the effects of the COVID-19 pandemic.
- **Stakeholder Suggestions for Future Reporting and Research:** Jennifer Lynch expressed interest in a broader examination of dual enrollment, specifically looking at student outcomes and whether state investment is keeping students in state schools. Additionally, they suggested future work examining the long-term trajectory of MSDE's policy changes regarding literacy and math into higher education readiness. Emily Dow -MHEC- suggested looking into the complexity of the College and Career Readiness (CCR) policy and its impact on higher education students, as well as conducting broader career pathway analysis to understand the differences between perceived pathways and actual individual navigation and wage increases.
- **Setting Research Priorities for the Coming Year:** Angela Henneberger -MLDSC- explained that the research process differs from reporting because it focuses on stakeholder interest and does not typically include legislatively mandated work. Current research projects may stay on the list for multiple years due to their in-depth nature, while others are completed and can be replaced. Examples of past or suggested research topics included the link between early childhood and K-12 outcomes, teacher certification, outcomes for non-credit and workforce training programs, and intersectionality of personal characteristics predicting outcomes.
- **Focusing Research Questions on Policy Impact:** Jennifer Lynch suggested evaluating the impact of new MSDE literacy and math policies, including new math pathways, on college/career readiness outcomes over time. Sharlimar Douglass questioned how researchers could avoid incorrectly attributing outcomes to a specific math or literacy policy, to which Angela Henneberger -MLDSC- responded that they would use quasi-experimental designs and be

transparent about any limitations. Ann Kellogg -MHEC- added that the center would not undertake work without appropriate data to support the research design.

- **Discussion on Research Design and Project Ideas:** Chad Muntz suggested that MLDDS could conduct a meta-study using published works to find a "larger main effect" across existing studies related to student groups and school matching. He also suggested a study on the pathway of domestic undergraduate students into STEM and research doctoral programs, which Ann Kellogg -MHEC- noted might be better directed to MHEC due to complexities with tracking international students in the labor market. Matthew R Duque -MSDE- inquired about the Community Schools item on the research list, and Angela Henneberger -MLDSC- clarified it relates to the mandated consultation with the Maryland Consortium for Coordinated Community Supports (MCCCCS) for long-term outcome evaluations of community schools, noting that the work may be too early in the process.
- **Introduction to the Principal-Student Demographic Matching Project Proposal:** Ann Kellogg -MHEC- transitioned the discussion to the project proposal presented by Shuting He, an advanced graduate student from the University of Maryland College Park, who is researching the impact of principal-student demographic matching on student outcomes. Angela Henneberger -MLDSC- confirmed that the research is not duplicative and complements current work, as it is among the first to examine principal-level data within MLDDS.
- **Overview of the Principal Effectiveness Research Project:** Shuting He outlined a four-part research project to study the role of principals and the effect of demographic matching between principals and students on K-12 outcomes and long-term postsecondary and labor market outcomes. The study aligns with the center's educational service and workforce outcomes agenda, as well as the theme of equity and inclusion, by examining how principal diversity could narrow performance disparities for underrepresented groups. The research will utilize linked data from the K-12 education, postsecondary education, and workforce sectors, and will control for various characteristics, including principal and teacher education background, experience, and tenure.
- **Implications and Stakeholder Feedback on the Proposal:** The research could inform policy by providing evidence for ongoing projects like the "Blueprint for Maryland's Future" (Pillar 2), which emphasizes leader diversity, and by identifying where diversity gaps exist. Stakeholders, including Chad Muntz, suggested incorporating data on principal training, such as the university where

they received their leadership degree or any implemented behavioral systems, as explanatory factors. Molly B Abend -MSDE- confirmed that the staffing file has some information on degrees and years of experience, with more certification data being compiled.

- **Further Stakeholder Input on Principal Research:** Sharlimar Douglass shared external resources from the Education Trust and noted Baltimore City Schools' efforts in developing the Black principal pipeline, suggesting this existing work addresses some of the proposal's questions. Jennifer Lynch emphasized the importance of examining principals' pathways into leadership (e.g., National Board Certification) and high-quality principal training outside of formal degrees, which is relevant to the Blueprint. Emily Dow -MHEC- added that considering consistency and longevity in leadership roles is an important factor for student outcomes.
- **Project Methodology and Data Context:** Matthew R Duque -MSDE- questioned if the framework of the proposal incorporated a value-added model, which Shuting He confirmed they would use to measure principal quality, utilizing a fixed-effects model based on principals moving across schools. Nolan Pope added that the Maryland data allows for looking at the "full pathway" of student outcomes, unlike most similar studies. Ann Kellogg -MHEC- concluded the discussion, noting the robust ideas shared and confirming the project proposal would continue through the research proposal process.
- **Principal Tendency to Return to K-12 District of Attendance:** Ann Kellogg -MHEC- suggested investigating whether principals, like teachers, show a tendency to return and teach in the school or district they attended. This research is complicated for principals due to their age potentially precluding their K-12 data from matching the current K-12 data which starts in 2008. The group discussed broadening the scope to look at the county of graduation rather than the exact school to account for the smaller population of principals compared to teachers, making the data less susceptible to suppression.
- **Exploring Principal and Teacher Affinity for Local Education and Career Stability:** Ann Kellogg -MHEC- noted that Maryland teachers often stay in the county where they received their college education, and suggested that picking up this pattern for principals, especially through additional education for principalship, would be interesting and may have policy implications. Nolan Pope suggested that it would also be relevant to find if principals return to a school where they taught, which Ann Kellogg -MHEC- agreed could indicate a stability factor and could be tied to recruiting back efforts if they show positive effects.

- **Long-Term Data Tracking for Principal Pathway Research:** Jennifer Lynch emphasized the importance of maintaining the full pathway data for principals, particularly when connecting to dual enrollment, early college programs, and TAM programs, because the career trajectory to principalship can be quite long. They noted that removing data sets could inadvertently limit future research, as individuals may not pursue principalship until they are older after extensive teaching experience. Emily Dow -MHEC- suggested that researchers should begin by classifying the career pathway to describe the variation in how people become principals before examining student outcomes.
- **Policy Implications of Incentivizing Community Return:** Sharlimar Douglass added that they would like to see how incentivizing the return of teachers to their former schools or districts could be incorporated into recruiting efforts. They highlighted that for the Black community, returning to and lifting up their community is a strong value that often drives educators to return, but this value is not currently used as a policy incentive or for compensation.
- **Proposal Approval and Next Steps:** Ross Goldstein -MLDSC- affirmed that the current research proposal, which addresses the themes discussed, would move forward due to its potential to answer important policy questions and inform the state. Shuting He thanked the group for the approval and suggestions, confirming they would take the comments into consideration and track the Maryland-educated aspect if data are available. They also shared their email for any further project thoughts.
- **Legislative Session Update on Data Sharing Bills:** Ross Goldstein -MLDSC- provided an update on the departmental legislation that would enable external data sharing with a third-party data center for multi-state reporting. Both the House and Senate versions of the bill passed their respective chambers with the same amendments, and the bills are moving to the floor for final passage. Other bills the center is tracking have passed the House and are awaiting Senate committee hearings.
- **AIB Blueprint Project and Research Series Announcement:** Emma Pellerin -AIB- reported that the AIB blueprint project does not have a concrete update this month, but they are working to secure additional support for the work, and hope to provide an update next month. Angela Henneberger -MLDSC- announced that the last research series of the spring semester will feature Dr. Pua Alasi discussing the effects of dual enrollment on student outcomes on May 8th, with invitations expected early next week.

- **Teacher Pipeline Convening and Data Access:** Angela Henneberger -MLDSC- also reminded the group about the in-person convening on enhancing the teacher pipeline in Maryland, supported by the SLDS grant, scheduled for April 23rd. The event will include research presentations using MLDDS data and a policy panel; attendees are required to register, and Ann Kellogg -MHEC- encouraged sharing the invitation broadly, especially with educator prep program faculty and graduate students. Ebony Terrell Shockley inquired about the location of meeting recordings, and Ross Goldstein -MLDSC- confirmed that while recordings are not posted, they can be provided upon request, and Ann Kellogg -MHEC- offered to share the slide deck.

Suggested next steps

[Ann Kellogg -MHEC-] Update Charter: Implement RPB charter wording change; redistribute and update the document.

[The group] Gather Legislative Needs: Collect new required reporting needs resulting from legislation. Submit information to Ann Kellogg by the next meeting (May).

[Angela Henneberger -MLDSC- and Matthew R Duque -MSDE-] Discuss Community Schools: Continue conversation regarding community school research projects. Discuss data and outcome evaluation timing.

[The group] Submit Priority Suggestions: Email Ann Kellogg or Angela Henneberger new suggestions for output or research priorities.

[Shuting He] Track Education Data: Consider available data to track if principals received Maryland education.

[Shuting He] Categorize Principals: Start research by categorizing variation in principal career pathways. Do this before analyzing student outcomes.

[Ross Goldstein -MLDSC-] Post Recordings: Look into posting the meeting recordings if required by the group.

[Ann Kellogg -MHEC-] Share Slide Deck: Share the slide deck with interested group members.

[Angela Henneberger -MLDSC-] Distribute Conference Info: Send conference registration information via Ann to the group list.

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