



Notes

May 7, 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- John Irvine -DJS- cacooks@umd.edu](#) [Alex Handler -MLDSC- frimpomaa.ampaw@morgan.edu](#) [Perketer Tucker -LABOR- sharmin.hossain1@maryland.gov](#) [Jeaneen J Johnson -MCSS- Douglas Weimer -LABOR- Erin Roth -LABOR- Jane Lincove -MLDSC- Angela Henneberger -MLDSC- Natalie Miller -DHS- Rachel Durham -MLDSC- Barbara Schmertz -MHEC- David Blazar -MLDSC- 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- Roy Enehiroana -LABOR- asherman@micua.org](#) [mpeeracy@umd.edu](#) [Andrew Mecchi -DHS- Ayomide Akano -MLDSC- sharlimardouglass@gmail.com](#) [Emma Pellerin -AIB- Edrees Nawabi -LABOR- Kiara Nerenberg -MSDE- kkatzenberger@aacps.org](#) [dmorgan@usmd.edu](#) [karogers@coppin.edu](#) [Aiyana Green-Odle -MLDSC- mherschenfeld@marylandfamilynetwork.org](#) [jrollins@micua.org](#) [caroline.boice@mllis.state.md.us](#) [Irichman@towson.edu](#) [tshaw@ssw.umaryland.edu](#) [jlynch@usmd.edu](#) [lallen@chesapeake.edu](#) [mrandall@mdacc.org](#) [hbarth@ccbcmd.edu](#) [lgronberg@ccbcmd.edu](#) [mjiru@coppin.edu](#) [Tejal Cherry -MLDSC- Molly Mesnard -LABOR- Elena Quiroz-Livanis -MHEC- Emily Dow -MHEC- Rachael S Parker -LABOR- Bess Rose -MLDSC- Angelina Guarino -DPSCS- mozie@umbc.edu](#)

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

Meeting records [Recording](#)

Summary

The board reviewed research priorities and approved two new workforce and teacher incentive program evaluations.

Strategic Planning and Priorities

The board finalized the charter and reviewed reporting services, focusing on expanding workforce training data and aligning research priorities with recent legislative changes. Members updated the agenda to include critical links between early childhood, K-12 outcomes, and labor market initiatives.

Teacher Incentive Program Evaluation

The board approved a study to analyze Maryland's National Board Certified Teacher incentive program and its impact on equitable access.

Researchers will examine three cohorts to compare the salary bonus effects against broader teacher-related policy outcomes.

Workforce Training Program Analysis

The board approved an evaluation of Baltimore workforce training programs to measure employment and recidivism outcomes. The team will perform a feasibility analysis on integrating corrections data to improve program targeting and effectiveness.

Next steps

[Ann Kellogg -MHEC-] Review Dashboards: Pull data and review foster care and homeless dashboards. Look for necessary tweaks regarding new HB1305 requirements.

[Angela Henneberger -MLDSC-] Define Priorities: Reach out to liaisons and stakeholders. Narrow down specific research questions within the broad topical areas.

[Rachel Durham -MLDSC-] Establish Data Link: Determine identity linkages with MLDDS. Integrate external data from Baltimore Workforce Funders Collaborative.

[Rachel Durham -MLDSC-] Assess Data Use: Assess feasibility of incorporating Department of Corrections and Maryland Controllers data for program evaluation.

[Rachel Durham -MLDSC-] Debrief Collaborative: Hold a debriefing session with the Baltimore Workforce Funders Collaborative. Discuss identity linkage challenges encountered during Stage 1.

[Angela Henneberger -MLDSC-] Analyze Corrections Data: Conduct feasibility analysis for leveraging adult corrections data within MLDDS. Determine ability to extend existing MLDDS capabilities for this study.

[Rachel Durham -MLDSC-] Find Comparables: Conduct separate research analysis to identify comparable individuals. Focus on juvenile justice involved people not participating in training programs.

[Molly B Abend -MSDE-] Propose Data Elements: Propose the 36 external data elements for MLDDS addition. Present identity, participant, and content elements at the June governing board meeting.

Details

- **Meeting Agenda and RPB Charter Update:** The meeting, held on May 7, 2026, outlined a comprehensive agenda including updates on the Research and Policy Advisory Board (RPB) charter, output priorities, two project proposals, data inventory items, a legislative session recap, and potential updates on the Accountability and Implementation Board (AIB). A final change was made to the RPB charter with a small word smithing adjustment, and, due to the group's size and large interest, RPB materials, including recordings and transcripts, are now being posted publicly on the MHEC website. Attendees were cautioned to use the materials to refresh their memories rather than to replace their engagement in the real-time discussion, as the center relies on real-time input to make informed decisions.
- **Review of Reporting Services and Current Year Accomplishments:** The discussion shifted to the next fiscal year, beginning in July, with a review of the current year's reporting services, which are categorized into non-negotiable required outputs (first column), maintained and expanded reports (middle column), and new development (third column). Reporting Services had a productive year, completing the majority of items on their list and tackling new initiatives such as workforce training data collections and supporting the Governor's office on children and the Enough Act. New development includes the T-Claw (educator preparation version) project, which is nearing completion, and

continued support for MD Claw, which was a major accomplishment of the last year.

- **Upcoming Reporting Services Priorities and Legislative Impact:** Reporting services will continue to focus on refreshing and expanding reports in the middle column, particularly MD Claw and T-Claw, and the need for new features to support reporting and research activities around college and educator prep outcomes. New requests tied to legislation include developing an MD Claw-like tool to help colleges screen degree programs against the benchmarks for the One Big Beautiful Bill Act and engaging in the regional education labor market initiative. Depending on the direction of the Workforce PEL, there may be an expansion of Claw-like tools for workforce training programs, which may or may not depend on securing potential grant funds.
- **Legislative Reporting Requirements and Data Integration:** Natalie Miller -DHS- raised a concern regarding new indicators added to HB1305, a child welfare report previously managed by MSDE, specifically the requirement to report on college attendance outcomes for youth in care within six years, and whether this would involve data sharing with MLDDS. Ross Goldstein -MLDSC- noted that MLDDS may already be reporting this information annually, suggesting that the required changes may involve tweaks to timing or cohort definitions. Ann Kellogg -MHEC- noted that the college-going outcomes for the general high school graduate population are already publicly available on the high school to college dashboards, and they will look into necessary tweaks for the foster care and homeless dashboards as they are refreshed.
- **Research Priorities for the Next Fiscal Year:** Angela Henneberger -MLDSC- presented the updated research priorities, noting that nothing was removed from the substantive and topical priorities. Some priorities were combined for greater space, such as the third one down, which incorporates education and labor outcomes for students in out-of-home care, arrested students, and those involved in dual systems (DHS and DJS). New priorities added based on feedback include linking early childhood experiences to K-12 outcomes, outcomes for noncredit and workforce training programs, Workforce PAL, dual enrollment outcomes, evaluating specific literacy and math policies, and examining college and career readiness pathways.
- **Cross-Cutting Research Themes and Methodological Considerations:** Angela Henneberger -MLDSC- added a new cross-cutting theme to the research agenda that focuses on demographic shifts and compositional changes in recent years, considering how these relate to research work and longer-term outcomes for

students and schools. She noted that the presented topics are intentionally broad and that they will be reaching out to liaisons and stakeholders to narrow down specific research questions within these overall topic areas. Ann Kellogg -MHEC- emphasized that if attendees have any new ideas or encounter relevant legislation, they should inform MLDDS so that the list can be finalized for the June meeting.

- **Project Proposal: Maryland National Board Certified Teachers Incentives and Equity Analysis:** Dr. Lucy Sorensen presented a proposal on behalf of the Learning Policy Institute to analyze Maryland's National Board Certified Teacher (NBCT) incentive program, implemented as part of the Blueprint for Maryland's Future. The program provides a \$10,000 salary increase for NBCTs in any public school and a \$17,000 increase for those in low-performing schools, aiming to attract and retain highly effective teachers and improve equitable access. The research questions address equity in access, demographic characteristics of NBCTs compared to the general teacher workforce, trends over time in NBCT numbers, and the policy's impact on the share of NBCTs and certification-seeking behavior.
- **Stakeholder Feedback and Support for the NBCT Project:** Matthew R Duque - MSDE- confirmed MSDE's support for the proposal, and Emma Pellerin -AIB- also indicated AIB's support for the study. Dwayne Morgan raised a question about whether the analysis will look at the concentration of NBCTs in schools to determine if there is a tipping point for school turnaround. Dr. Sorensen confirmed that this is a key part of the analysis, noting they plan to examine if a subset of schools benefited more from the incentive and if the concentration of teachers is related to benefits, acknowledging that initial impacts will be preliminary due to the policy's newness.
- **Methodological Discussion and Research Scope for the NBCT Project:** Rachel Brash -LABOR- asked about the time frame for the study and how the researchers plan to control for other simultaneous policies, such as the Blueprint's broader teacher-related policies. Dr. Sorensen stated that they are looking at data for three cohorts of low-performing schools (22-23, 23-24, 24-25) and will analytically compare schools eligible for the \$17,000 raise versus the \$10,000 raise to disentangle the salary bonus effect from general time trends. Chad Muntz inquired about the comparative value of the \$7,000 difference for changing schools and whether factors like commuting distance in rural areas would be considered in the analysis. Dr. Sorensen confirmed that the effect of distance is a great idea they could incorporate into the analysis. Ross Goldstein -

MLDSC- confirmed that the NBCT project would move forward as it is policy-relevant and has the buy-in of AIB and MSDE.

- **Project Proposal: Evaluation of Baltimore Workforce Training Programs:** Angela Henneberger -MLDSC- introduced the second proposal, led by Dr. Rachel Durham -MLDSC-, which focuses on the effects of Baltimore workforce training programs on employment, earnings, and recidivism in Maryland. Linda Dworak from the Baltimore Workforce Funders Collaborative (BWFC) provided background, explaining that the BWFC is a collective of public and private funders investing in workforce development in the Baltimore region, with about \$20 million in grants made in 2023. BWFC is seeking to understand the long-term outcomes for program participants, as non-profit providers struggle to track outcomes past a year.
- **Research Design for the Workforce Training Program Evaluation:** Dr. Rachel Durham -MLDSC- explained that the research will use a quasi-experimental method (propensity score matching) to compare program completers to non-completers on later outcomes, including workforce participation, stability, wages, and criminal recidivism. The project will explore the feasibility of incorporating adult corrections data and the Maryland Controller's data to account for potential false negatives from UI data. A key challenge is that older participants who haven't engaged with educational institutions may be underrepresented in the MLDDS, and the team plans a debrief with BWFC to clarify who the analysis will be representative of. The study clearly fits within the MLDDS research agenda under program and policy evaluation and addresses supports and barriers related to adult and family well-being.
- **Project Scope and Stakeholder Benefits:** The research project aims to understand how to improve social and economic welfare in Baltimore City and surrounding areas by analyzing educational completion, credentials, and workforce outcomes for program participants. The analysis will inform stakeholders, including the mayor's office of employment development and the Baltimore County Department of Economic and Workforce Development, on the effectiveness and targeting of workforce programs. The research will help partners make informed decisions about which programs to offer, where, when, and for whom, ensuring they are accurately targeting those who will benefit the most.
- **Data Inclusion and Consent Process:** The study's population includes all participants in the relevant programs during the study years, but data sharing is limited to those who provided consent. Linda Dworak noted that they can only

share data for participants who consented, which for most providers is the majority, but the data set does not include those who did not consent. The initial stage of the project will involve integrating the consented data into the Maryland Longitudinal Data Data System (MLDDS) and confirming the match rate of participants within the system.

- **Limitations on Employment Outcomes:** The project will not be able to analyze if employment is specifically in the field of training because the MLDDS lacks Standard Occupational Classification (SOC) codes for actual occupations. The MLDDS currently only has industry codes, which are considered too broad to be specific to occupation, meaning researchers cannot determine details such as whether individuals are managers or stock workers within a sector like manufacturing. The addition of occupational codes is noted as a future aspiration for the MLDDS in partnership with labor actors.
- **Sample Size and Reporting Feasibility:** Rachel Durham expressed comfort that the project will have an adequate number of cases overall for statistical power, though some programs are large and some are smaller. Researchers will need to be careful about the feasibility of reporting results for smaller programs, adhering to state-level rules that prohibit reporting cell sizes associated with fewer than 10 individuals. The team may need to combine results from some providers to enable meaningful reporting, although the goal is to provide individual program results whenever possible.
- **Use of Corrections Data:** The inclusion of adult corrections data in the study is considered very new, and the initial months of the project include a feasibility analysis to determine if this data can be leveraged within the MLDDS for the study. Juvenile justice data will be included, and the team will also conduct a separate analysis to find comparable individuals who were juvenile justice-involved but did not participate in the training programs. The outcome of interest related to criminal interaction will primarily be adult correction recidivism, examining how program participation may prevent further criminal interaction for those previously involved in the juvenile justice system.
- **Project Approval and Next Steps:** The proposal was approved because it aligns with the project requirements, necessitates longitudinal data, and addresses important policy questions, providing valuable information to policymakers. Ross Goldstein indicated the project has great discussion and presentations and checks all the required boxes for approval.

- **Proposed External Data Elements for MLDDS:** To facilitate the project, 36 external data elements related to the project need to be temporarily added to the MLDDS and must be approved by the governing board. These elements include identity information for matching, individual facts such as residence in Baltimore City and highest grade completed, and program details such as start and completion dates. The elements also include self-reported data on previous incarceration and convictions, which may have incomplete information.
- **Update on Legislative Session:** Departmental legislation was passed and signed, clearing the way for external data sharing with a third-party data center specifically for the Capital Region multi-state reporting project with Washington, D.C., and Virginia. Board involvement is required in the next steps, which will include reviewing the data facility and the inter-agency agreement.
- **Youth Charging Reform Act Impact:** A major change in the charges that begin as adult charges for youth was enacted through the Youth Charging Reform Act (Senate Bill 323), meaning that starting in October, approximately half of the youth previously charged as adults will now be charged as juveniles. This change will affect the input for the annual report, as charges that did not come in as juvenile charges before will now be seen in the system.
- **AIB Update on Aligned Metrics:** Emma Pellerin reported that the AIB is bringing on an additional contractor to help replicate the aligned metrics within the MLDDS system. The new contractor is expected to be officially on board and ready for the next meeting.
- **Announcement of Research Series Event:** The final research series of the semester is scheduled for tomorrow at noon on Zoom, featuring Dr. Pua Amasi from Morgan State University, who will present research on the effects of dual enrollment on student outcomes using the Texas state longitudinal data system. Attendees were invited to join to understand what can be learned from Texas policy and data in relation to what is being done in Maryland.
- **Recap of Teacher Pipeline Convening:** The SLDS "enhancing the teacher pipeline" convening successfully gathered over 100 researchers, policymakers, and practitioners. The event included an MLDDS presentation, four research presentations using MLDDS data, and a policy panel focused on next steps for the teacher pipeline in Maryland. The convening was funded by the Institute of Education Sciences SLDS grant, and the team is planning a similar event next year as a wrap-up for the third year of the grant.

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