MLDS CENTER
Maryland Longitudinal Data System

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MEMORANDUM

TO: MLDS Governing Board

FROM: Ross Goldstein

DATE: June 3, 2019

SUBJECT: Cross-Sector Analysis

Purpose
The purpose of this agenda item is to begin a discussion about the introduction to the *Research Agenda.* The current introduction restricts the Center from doing research on topics unless the data are cross-sector. Currently, cross-sector means cross-agency so that research that involves transitions between sectors, such as PreK-12, postsecondary education and training, and the workforce.

Background
As currently written, the Data Inventory requires the Center to conduct cross-sector analysis, which is defined as research that utilizes data from at least two of the three partner agencies[1] that provide data to the Center. The purpose of this approach was to ensure that the Center was not conducting work that the agency's could do on their own with their own data.

The issue with this definition occurs when one agency provides data sets that are from different sectors. For example, the Department of Labor provides both workforce data and education data.   Under the current definition of cross-sector, the Center cannot do research on the workforce outcomes of adult education program completers at DLLR.

The attached revised *Research Agenda* introduction address this issue by continuing to require cross-agency data research, but provides specific exceptions for when cross-sector data from a single agency can be used. The revisions also clarifies that all research must be cross-sector and identifies additional sectors.

Recommendations
No recommendations at this time.

Action
Informational purposes only

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[1] Maryland State Department of Education, Maryland Higher Education Commission, and the Maryland Department of Labor

Research Agenda

The Maryland Longitudinal Data System (MLDS) provides the ability to examine student preparation, progress and outcomes over time, across PreK-12, postsecondary education and training, and the workforce. Establishing the Research Agenda is the duty of the MLDS Governing Board (see Ed. Art. § 24-704(g)(5), Annotated Code of Maryland). This ~~revised~~ Research Agenda reflects the Governing Board's commitment to longitudinal analyses of critical education and workforce transitions and outcomes. Accordingly, the research agenda of the MLDS Center will focus on what happens to students before and after critical transitions ~~and not on topics that could otherwise be researched by one partner agency using its own data⁺.~~

<u>Cross-Sector</u>: ~~To that end, all~~ <u>All reporting and</u> research <u>output</u> ~~analyses, and therefore research reports~~ intended to inform policy and programming, ~~will utilize data from at minimum two of the three partner agencies providing data to the MLDS Center:~~ <u>must utilize cross-sector data, i.e. data from two or more of the following six sectors:</u>

1. ~~Maryland State Department of Education;~~ <u>Early Childhood Education;</u>
2. ~~Maryland Higher Education Commission; and~~ <u>K-12 Education;</u>
3. ~~Department of Labor, Licensing, and Regulation.~~ <u>Adult Education;</u>
4. <u>Juvenile Delinquency;</u>
5. <u>Postsecondary Education; and</u>
6. <u>Workforce.</u>

<u>Cross-Agency</u>: <u>To ensure that the Center is not doing work that could otherwise be performed by its partners agencies, research must also utilize data from at least two partner agencies. This cross-agency requirement does not apply in the following instances where more than one sector is provided by the same agency:</u>

1. <u>Maryland Higher Education Commission: Business license data collected under the Education Article, § 11-1501 et seq., Annotated Code of Maryland and postsecondary education data.</u>
2. <u>Department of Labor - Adult education data, including LACES, Apprenticeship, and GED/NEDP data and Workforce data.</u>
3. <u>State Department of Education</u>
   a. <u>Pre-K Education data and K-12 Education</u>
   b. <u>National Student Clearinghouse Data and K-12 Education data; and</u>
   c. <u>Teacher Staff data and K-12 Education data.</u>

~~For example, all analyses of the postsecondary readiness, access, persistence and completion will be examined, when available, in the context of the academic experiences, achievement, and life circumstances of Maryland students in the PreK-12 education system and/or prior workforce experiences. Similarly, all analyses of the workforce transition or outcomes will be conducted in the context of the academic experiences, achievement, and life circumstances of Marylanders, which may include PreK-12 data, postsecondary education or training data, or both, as well as prior workforce experiences.~~

~~The Center research analyses may also include data from sources other than these three agencies as the Center grows and the sources of data expand.~~

Finally, ~~all~~ research analyses of each of the ~~following~~ research questions will include examinations of how results vary by different critical student subgroups and backgrounds ~~(which is MLDS – Question 15)~~. Such subgroups and backgrounds, for example, include: 1) race or ethnicity, 2) gender, 3) socioeconomic status, 4) <u>English learner status</u>, 5) <u>academic</u> <u>performance</u>, and 6) <u>education/ workforce</u> setting.