



Maryland Longitudinal Data System Governing Board - DRAFT
Meeting Minutes for September 10, 2021

The meeting of the Maryland Longitudinal Data System (MLDS) Governing Board was held on September 10, 2021, via conference call. Dr. James Fielder, Chairman of the Governing Board, 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:

Dr. James Fielder, Secretary of Higher Education and Chairman
Mr. Sam Abed, Secretary, Department of Juvenile Services (John Irvine, Director of Research and Evaluation served as designee for part of the meeting)
Dr. Nancy Shapiro, Associate Vice-Chancellor for Education & Outreach (Designee for Dr. Robert Caret, Chancellor)
Mr. Mohammed Choudhury, State Superintendent of Schools
Dr. Cheryl Rollins, Director of Institutional Research, Morgan State University (Designee for Dr. David Wilson, President)
Ms. Sara Fidler, President of the Maryland Independent Colleges and Universities Association
Ms. Jody Kallis, Legislative Director, Maryland Association of Community Colleges (Designee for Dr. Brad Phillips, Executive Director)
Mr. Jason Dykstra, Executive Director, Instructional Data Division, Anne Arundel County Public Schools
Dr. Susan Sterett, Professor, University of Maryland, Baltimore County
Mr. Maurice Good, Program Director, Maryland New Directions
Mr. Chris Biggs, Information Assurance Manager, Raytheon Company
Ms. Laurie Kendall-Ellis, Executive Director of the Maryland Board of Physical Therapy Examiners

The following MLDS Center staff were in attendance:

Mr. Ross Goldstein, Executive Director, MLDS Center
Ms. Tejal Cherry, Director of System Management Branch, 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 and MSDE Liaison
Ms. Dawn Luedtke, Assistant Attorney General
Mr. Roy Enehiroana, Data Analyst and Department of Labor Liaison
Ms. James Dixon-Bobbitt, Executive Associate, MLDS Center

Approval of the June 11, 2021 Meeting Minutes

Mr. Fielder asked for a motion to approve the minutes from the June 11, 2021 meeting. Dr. Shapiro made a motion to approve the minutes, which was seconded by Mr. Irvine. The motion was unanimously approved.

Center Output

Reporting Service

Dr. Kellogg presented the progress the Center has made on reporting output for 2021-2022. The output priorities were established with input from stakeholders. Progress has been made on 11 priorities for the year, including:

1. Work is proceeding on two additional reports, which will be part of the Center's series of five-year-out reports. The new reports will look at workforce outcomes of apprentices and Bachelor's degree earners five years after program completion or graduation, respectively.
2. Work is also being done on recurring data requests for a high school pathway report, dual enrollment data tables, and outcomes for H.S. completers with the MD Scholar designation.
3. Completion of several projects for MHEC, including outcomes for participants in the Cyberwarriors Program and analysis of noncredit course sequence data.
4. Work is ongoing on dashboard updates and refreshes.

The Center is also working on two of the statutorily required reports due in December. The first report, required by the Career Preparation Expansion Act, requires the Center to provide outcomes for high school graduates five years after graduation. Dr. Kellogg highlighted prior findings and noted that each year, the report explores a new topic such as student loans. This year, the 2015 cohort of high school graduates will be the subject of the report. For that cohort, five years post-graduation coincides with the beginning of the Covid pandemic and resulting disruptions. This will allow the report to compare outcomes of the 2015 cohort to prior cohorts to begin to assess impacts related to Covid disruptions. In response to a question from Mr. Dykstra, Dr. Kellogg responded that the MLDS does not have unemployment claims data and cannot say for sure who is unemployed. Mr. Goldstein noted that the Center has requested this information from the Department of Labor. The second statutorily required report is the Annual Dual Enrollment Report. That report has continued to show increases in dual enrollment since 2010-2011, with a significant increase following the enactment of the Career and College Readiness and College Completion Act (CCRCCA). In addition to the annual reports, there is a series of dashboards available on the MLDS Center website. One report that was developed at the request of the Department of Legislative Services is an analysis of credits attempted and credits earned. The analysis shows that most students are only earning one credit, which indicates that dual enrollment may be more valuable as a tool for improving college readiness than shortening time to degree.

Relatedly, Dr. Kellogg also noted that the Center is required to respond to a Joint Chairmen's Report request for a feasibility study into expanding dual enrollment reporting to include:

1. Student cost (if any) for program enrollment;
2. Financial support from partner institutions, such as cost-sharing or grants for early college access;
3. Estimated program costs for local education agencies;
4. High school graduation rates;

5. Credit transfer data, including acceptance or denial of credit; and
6. Postsecondary completion rates.

The MLDS includes data to report on items four and five, which will be added to the dual enrollment dashboards. There are no data for the other items exploring the cost of dual enrollment. The Center will work with stakeholders to gather information on the feasibility of obtaining these data.

In response to a question from Dr. Fielder about wage outcomes for dual enrollment students, Dr. Kellogg responded that the Research Branch has completed a report that addresses that topic. Dr. Shapiro stated that dual enrollment's role in improving college readiness is of equal importance to shortening time to degree. Dr. Shapiro also noted that the Blueprint legislation may also result in another increase in dual enrollment participation.

Research Branch

Dr. Henneberger presented the progress the Center's Research Branch has made on the research output priorities for 2021-2022. The first priority is to conduct in-depth statistical analyses to inform policies. For example, Dr. Henneberger noted the analyses the Research Branch completed on Dual Enrollment outcomes, which are directly responsive to the prior discussion. The second priority is methodological documentation including exploring data science analytic techniques, student mobility, and how to address missing wages. The third priority is to establish partnerships with individuals and institutions with diverse backgrounds and experiences; such as the partnership with Morgan State University. Finally, the fourth priority is to seek external funding to support research. Dr. Henneberger noted that three federal grants have been awarded to Research Branch members.

Next, Dr. Henneberger provided an overview of a presentation that was given at the *Stats DC*, a national conference hosted by the U.S. Department of Education, Institute for Education Sciences (IES), highlighting a research project conducted for MSDE. The project (led by Dr. Jane Lincove, UMBC) analyzed a policy that allows high school students who fail state standardized tests twice to meet graduation assessment requirements by completing a "Bridge Plan for Academic Validation." The study concluded that the Bridge policy had positive effects relative to non-completion for subpopulations at most risk of dropout.

Finally, Dr. Henneberger noted that the Research Branch is working on updating two prior research reports at the request of MHEC: (a) *Remedial Coursework in Maryland: Examining Trends, High School Predictors, and College Outcomes*; and (b) *Dual Enrollment in Maryland: What are the Causal Effects on College Workforce Outcomes and do Effects Differ by Student Subgroup?* The updated reports will include more recent cohorts and some additional analyses.

Mr. Dykstra noted that the State Board of Education made changes to the policies regarding exit exams, which may influence the analysis moving forward.

Data Management

Ms. Abend noted that she had updates on two Center projects. First, the Census Project is the result of 2019 legislation (House Bill 1206) that requires each local school system (LSS) to convert student home addresses into a U.S. Census Bureau tract or block number using a process developed by the MLDS Center. The tract and block numbers can be used with the Census Bureau's Community Survey information to obtain more detail about student backgrounds, including socioeconomic status. Providing another indicator for poverty is needed given that FARMS is less reliable due to recent changes to its administration. To accomplish this task, the Center, in partnership with MSDE, convened a workgroup in August 2020. The workgroup helped develop a protocol and tool to convert addresses. A pilot of the tool is underway. Next steps include, completing the pilot, finalizing the protocol, and implementing the collection in 2022-2023. The pilot schedule was moved up by a few months to support MSDE in the fulfillment of a Blueprint requirement to report on neighborhood indicators of poverty, which is due by November.

Second, Ms. Abend informed the Governing Board that the Department of Labor, with the support of MHEC and MLDS applied for and received a Workforce Data Quality Initiative grant from the U.S. Department of Labor. The goal of the grant is to expand the capacity and utility of the MLDS by integrating additional workforce data into the system. The grant is for approximately \$2 million over three years. New data will include WIOA Title I data, WIOA Title III data, and Non-credit Workforce Completer System data from MHEC. This will result in new proposed data elements coming to the Governing Board in future meetings. Ms. Abend also commended the Department of Labor for their leadership on this grant and noted that it will provide important insights into the various workforce development programs.

Data Inventory

Ms. Abend presented three new data elements for the Board's consideration. The first two are postsecondary data. MHEC added the CIP (Classification of Instructional Program) Code to both the Degree Information System (DIS) and the Enrollment Information System (EIS) data collections. CIP is a taxonomy system developed by the US Department of Education and is a national standard for organizing and reporting on enrollments and completion for areas of study. CIP codes are six-digit codes that more granularly identify instructional programs within the two-digit CIP series. For both data collections, the six-digit CIP code field is optional for 2021-2022 and required for 2022-2023 and onward. The Postsecondary data elements proposed for inclusion in the Data Inventory are: (a) *CIP Code* (DIS); and (b) *CIP Code* (EIS).

The third new data element is from the Department of Juvenile Services (DJS). DJS captures administrative data on youth who are involved in the Maryland juvenile justice system. Over 46 juvenile delinquency data elements were approved at the June and September 2020 MLDS Governing Board meetings. MLDS Center staff became aware of one additional element DJS could provide that would be useful in establishing the correct admission and release dates for a DJS placement. The one data element for inclusion in the Data Inventory is: *Placement Summary Key*.

Board Action: Dr. Sterett made a motion to approve the new data elements, which was seconded by Mr. Biggs. The motion was unanimously approved.

Annual Report Recommendations

Mr. Goldstein noted that the Center is statutorily required to complete the *Annual Report on the Maryland Longitudinal Data System and Center*. 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. Mr. Goldstein noted that a list was provided of prior report recommendations. Generally, there are two categories: (a) recommendations of the Board to the Center; and (b) recommendations of the Board externally, (i.e. General Assembly) to consider an issue or support legislation. Mr. Goldstein noted that this issue was discussed with the Research and Policy Advisory Board, which did not have any proposed recommendations. The Board also did not have any recommendations. Mr. Goldstein noted that he would continue to work with the Research and Policy Advisory Board and that there would be an opportunity to consider recommendations at the December meeting.

Managing for Results

Mr. Goldstein noted that the purpose of this agenda item is to provide the Board with a review of the Center’s Managing for Results submission. Managing for Results is a strategic planning, performance measurement, and budgeting process utilized by the Department of Budget and Management to ensure that state resources achieve measurable results, accountability, efficiency, and continuous improvement. Data is collected by fiscal year and is due annually in September.

Mr. Goldstein provided the following highlights:

1. Number of new dashboards (61) stayed the same as the prior year.
2. Website page views increased. This is a good trend that may have been aided by more blast emails notifying stakeholders of new content. The Center is also planning a lunch and learn series for the legislators and staff to make sure they are familiar with the MLDS and utilize our website and services.
3. The number of seminars conducted decreased (from 24 to 20).
4. The number of data requests from various stakeholders also decreased, which may be a result of more and well-targeted content being provided on the website.
5. The number of new reports also increased (from 10 to 14).
6. The number of grants applied for and received increased, which resulted in an additional \$2.6 million being spent on research.
7. The number of external researchers provided access to the system also increased (from 9 to 16), which is necessary to support the additional work resulting from the grants.

External Research

Updates

Dr. Henneberger began by providing updates on external research projects. First, Research Branch member Dr. David Blazar was awarded two federal grants: one from the US Department of Education, Institute of Education Sciences (IES); and one from the National Science Foundation. One grant will focus on teacher recruitment programs and the other on teacher qualifications for teaching STEM courses. Dr. Marc Stein of Johns Hopkins University and Rachel Durham of Notre Dame University received a

grant from IES to study postsecondary and labor market effects of CTE program completers in Baltimore City schools. Dr. Henneberger noted that these awards add a total of \$1.5 million to do research on Maryland relevant policy topics.

Application #1

Dr. Henneberger provided an overview of the first application for external research. The first proposal is from Dr. Megean Garvin, Maryland Center for Computing Education and UMBC. Dr. Garvin is still working to identify possible funders for this project. A key component of this project is to obtain data on individuals who have received computing industry certificates as authorized by the *Career Preparation and Expansion Act*. The goal is to identify industry certifiers, establish agreements for the collection of Maryland student-level certificate data, and then integrate the computing industry certificate data into the MLDS. Examples of industry certifiers include Microsoft/Certiport, CompTIA, and Oracle. The grant will fund additional staffing at MLDS to speed up the planning and implementation of these new data from industry partners. Dr. Henneberger noted Dr. Garvin's experience with this topic and using the MLDS for research purposes, and pointed out that this project would benefit the State by providing important data and research opportunities.

Board Action: Dr. Shapiro made a motion to approve the application, noting the importance and relevance of the topic. The motion was seconded by Dr. Sterett. Mr. Goldstein recommended approval of the project, noting that this is work that the Center needs to do as indicated by the Career Preparation Expansion Act. There is interest in these credentials and how they impact the pipeline into computing professions. The motion was unanimously approved.

Application #2

Next, Dr. Henneberger provided an overview of the second application for external research. The application was submitted by Dr. Ting Zhang, University of Baltimore and Research Branch Member and Dr. Laurie Schintler, George Mason University. The proposed topic is *The Role of Digital Literacy Depth and Breadth in Relation to Workforce Outcomes in Maryland*. In Maryland public schools, computing education was declared as a priority by the Governor in 2017 and introduced into legislation in 2018. The new legislation requires county boards to require public high schools to offer at least one high-quality computer science course beginning in the 2021-2022 school year and establishes the Maryland Center for Computing Education to identify ways to expand access to high-quality computer science education, strengthen the skills of educators, and increase the number of computer science teachers. Subsequently, with rising popularity and a policy push, prior MCCE research shows that in 2018, 89% of high schools and 23% of high school graduates had computing courses, and most were admitted thereafter full-time in colleges. The current study builds on the prior MCCE examination of computing courses by further examining the depth and breadth of coursework and linking to future workforce outcomes in Maryland. Dr. Henneberger recommended Governing Board approval for this application. This is a topic that will further expand the Center's research on computing education and will help stakeholders better understand the depth and breadth of computing courses in Maryland. During the Research and Policy Advisory Board's review of this application, there were some questions raised about the quality of the course data that will be used for this project. Dr. Henneberger noted these concerns can be addressed during the research process by working with subject matter experts and stakeholders. Mr. Goldstein also

recommended the project, noting: the strong interest in the pipeline into STEM and computing careers; the highly qualified researchers; and the generally strong support from Center staff and the Research and Policy Advisory Board. Mr. Goldstein also noted that the researchers are collaborative and interested in making sure they understand the data and use it correctly. Data limitations can be addressed through research design and thought caveats and notes. Dr. Sterett noted that it is a highly qualified team of researchers and that the outcomes will be helpful for Maryland. She also stated that this is a beneficial collaboration with George Mason University - a strong public policy school in the region.

Board Action: Dr. Shapiro moved to approve the research proposal, which was seconded by Mr. Good. The application was unanimously approved.

Closing

Mr. Goldstein noted that the agenda includes a closed meeting. However, Center staff did not receive the final security assessment report from the Department of Information Technology, which was the planned subject for the closed meeting. Accordingly, the closed meeting is not needed and the review of the security assessment will be presented at the December meeting.

Mr. Goldstein stated that the next meeting is scheduled for December 10, 2021 (9 a.m. to 12 p.m.). Dr. Fielder made a motion to adjourn the meeting, which was seconded by Mr. Good. The motion was unanimously approved.

Respectfully submitted,
Ross Goldstein
Executive Director

Approved: (pending)