MARYLAND STATE DEPARTMENT OF
EDUCATION
Preparing World-Class Students

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TO: Members of the State Board of Education

FROM: Bernard J. Sadusky, Ed.D. BJS/ClW

DATE: September 27, 2011

SUBJECT: Race To The Top Focus Area:
Development of P20 and Workforce Data System

PURPOSE:

To update the State Board on a Race to the Top initiative on the development of the Maryland State Longitudinal Data Warehouse and the policy questions the new state data warehouse will address.

BACKGROUND:

The Maryland State Department of Education is developing the Maryland Longitudinal Data System (MLDS) with the MLDS Board and Center to directly support educational reform initiatives of Race to the Top. The main stakeholder groups that participate in design, testing and development include; (1) Maryland Statewide Longitudinal Data Center, (2) Maryland Higher Education Commission, (3) Department of Labor, Licensing and Regulation, and (4) Maryland State Department of Education. This system is designed to be a policy-based decision and research support system that will help explore student transition questions from K12 to higher education, from K12 to the work force, from higher education into the work force, and from the work force back into higher education.

EXECUTIVE SUMMARY:

The MLDS is a policy based decision support system that when completed will integrate select data elements from MSDE, DLLR and MHEC and provide tools to analyze and report on student transitions, educational outcomes, program effectiveness, readiness, and remediation.

Starting in June an interagency technical workgroup (ITWG) was convened to provide a process for engaging stakeholders on a weekly basis in the design and development of the system. The ITWG agreed on a set of sub-projects and a timeline for development that included working on sub-projects in parallel. Members of the ITWG include; (1) Maryland State Department of Education, (2) Department of Labor, Licensing and Regulation, (3) Jacob France Institute, (4) University System of Maryland, (5) Office of the Governor, (6) Maryland Higher Education Commission, and (7) Department of Public Safety and Correctional Services.

The development is organized around the following major sub-projects:
- To create a higher education data warehouse (DWH) database (DB) Kernel
- To create a multi-agency student crosswalk identification (ID) Table
- To perform data and gap analysis for 15 policy questions
- To establish a technical operation / data center
- To provide a data security software and technical security policies
- To provide portal development support for external and internal portal pages.

MSDE expects to by the end of the RTTT grant to develop a functioning, sustainable and expandable data warehouse that will be transitioned to and then owned by the Maryland Longitudinal Data Center. Full implementation of the system is planned for fall of 2014.

Highlights of the MLDS development project accomplishments and activities to date include:
- Creation of inter-agency technical work group charter to guide the collaboration of USM, MHEC, MSDE, and DLLR
- Development of a Project plan
- Definition of 15 key policy questions that define the scope of the phase 1 development
- Project plan development and creation of 14 subprojects
- Implementation of a portal for developer and stakeholder information sharing
- Implementation of the software and hardware systems for the MLDS system at DPSCS
- Providing support to MHEC for their higher education system rebuild. Completion of a MOU between MSDE and MHEC finalized to guide transfer of funds between agencies for the MHEC system rebuild
- Crosswalk table Proof- of-Concept completed and exploring how data is linked between the three agencies
- Co-Sourcing method for supporting the MLDS system distributed for the interim-MLDS Data Center operations at DPSCS
- Project On Time and On Budget

ACTION:

For information only, no action required.

MLDS Critical Policy Questions - Phase 1

1. Are Maryland students academically prepared to enter postsecondary institutions and complete their programs in a timely manner?

2. What percentage of Maryland high school exiters go on to enroll in Maryland postsecondary education?

3. What percentage of Maryland high school exiters entering college are assessed to need to take developmental courses and in what content areas?

4. How likely are students placed in developmental courses to persist in postsecondary education and transfer and/or graduate?

5. Are community college students able to transfer within state to 4-year institutions successfully and without loss of credit?

6. What happens to students who start at community colleges and do not go on to 4-year institutions?

7. What are the differences in performance, retention, and graduation, including time to degree, of students who initially matriculate at a Maryland community college and transfer to a Maryland 4-year institution versus those who initially matriculate at a Maryland 4-year?

8. What are the differences in performance, retention and graduation, including time to degree, of students beginning in dual enrollment programs, at 2-year institutions and at 4-year institutions?

9. Which financial aid programs are most effective in improving access and success (i.e., retention and graduation) for Maryland students?

10. What are the characteristics of 2-year institutions that are allowing students to persist most effectively and either graduate or transfer?

11. Which 4- year institutions are graduating students most effectively and in the timeliest fashion?

12. What are the educational and labor market outcomes for individuals who use federal and state resources to obtain training at community colleges or other postsecondary institutions?

13. What economic value do noncredit community college credentials have in the workplace?

14. Are exiters of Maryland colleges successful in the workforce?

15. How do all of the policy questions vary by different critical subgroups* and backgrounds?

* Including Race/Ethnicity, Gender, Age, Income level (defined by FARM eligibility/Pell Status), ESL status, Major discipline area, Geographic origin.