



Maryland Longitudinal Data System Center Governing Board Meeting Minutes for December 12, 2025

The meeting of the Maryland Longitudinal Data System (MLDS) Center Governing Board was held on December 12, 2025, via teleconference. Ms. Portia Wu, Chair of the Governing Board, called the meeting to order at 9:00 a.m.

The following Governing Board members were in attendance:

Ms. Portia Wu, Secretary, Maryland Department of Labor
Dr. Sanjay Rai, Secretary of Higher Education
Dr. Jennifer Lynch, Associate Vice-Chancellor for Education & Engagement, University System of Maryland (Designee for Dr. Jay Perman, Chancellor)
Dr. Mary Gable, Assistant State Superintendent, Student Support & Federal Programs, Maryland State Department of Education (Designee for State Superintendent Wright)
Mr. William Willoughby, Director of Systems Operations, SSA, Maryland Department of Human Services (Designee Secretary Raphael Lopez)
Mr. Matthew Power, President, Maryland Independent College and University Association
Dr. Monica Randall, Deputy Executive Director of the Maryland Association of Community Colleges (Designee for Dr. Phillips, Executive Director)
Dr. Cheryl Rollins, Director, Institutional Research, Morgan State University (Designee for President Wilson)
Dr. Mark Bedell, Superintendent, Anne Arundel County Public Schools
Ms. Hussainatu Blake, CEO, ED2Tech
Mr. Frederick Taylor, Managing Director, CWR Technologies, LLC
Ms. Rhonda Scott, Executive Director, Maryland State Board of Nursing
Dr. Ivory Toldson, School of Education, Department of Psychoeducational Studies, Howard University
Ms. Jamie Shopland, Frederick County Special Education Citizens Advisory Committee

The following MLDS Center staff were in attendance:

Mr. Ross Goldstein, Executive Director, 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, MLDS Center, and MSDE Liaison
Mr. Roy Enehiroana, Data Analyst, MLDS Center, and Labor Liaison
Ms. Tejal Cherry, Chief Information Officer, MLDS Center
Ms. Jeaneen Johnson, Assistant Attorney General
Ms. Aiyana Green-Odle, Executive Associate

Quorum: Ms. Wu noted that there was a quorum present and then welcomed everyone to the last meeting of the year. Ms. Wu also noted that the meeting was being recorded and then reviewed the agenda, noting that a closed session was the only addition.

Approval of June Meeting Minutes: Ms. Wu asked for a motion to approve the September Meeting Minutes. A motion was made by Dr. Rai and was seconded by Mr. Power. The motion was unanimously approved.

Mr. Goldstein introduced Ms. Aiyana Green-Odle, who is the new executive associate for the MLDS Center, filling the position vacated by James Dixon Bobbitt.

Center Output

Reporting Services

Dr. Ann Kellogg provided an update on the work done by the Reporting Services Branch on the Center Output priorities, including:

- Refreshed the dual enrollment dashboards
- Developed analytic data tables for various departments, including Human Services, Legislative Services, and Labor;
- Refreshed the Maryland College Labor Market Explorer tool (MD-CLaWE) with expanded data elements and wage statistics;
- Updated the high school to college dashboard series and the Computer Science for All dashboard series;
- Provided ongoing support for the Governor's Workforce Development Board, AIB, and Maryland Higher Education Commission;
- Completed the second full year of metrics for the Enough Initiative, involving metrics and disaggregations for county-level and census track level reporting (for 144 census tracks); and
- Started work on "T-CLaWE," a recast of the MD-CLaWE tool focusing on educator preparation programs.

Next, Dr. Kellogg highlighted Maryland's contribution to the national conversation on Workforce Pell. Workforce Pell is providing federal funds to students who complete workforce training programs. Ms. Rachel Stevens Parker, Executive Director of the Governor's Workforce Development Board, is representing workforce boards generally and Maryland specifically in informing the rules around how Workforce Pell will be deployed as well as how reporting will be shaped. Because Maryland has been working to collect workforce development program data, the MLDS Center is able to look right now at the outcomes for individuals who have completed workforce development programs and those data are being used to inform the negotiated rulemaking process.

Next, Dr. Kellogg shared results from recent work that joined education and nursing license data. Findings showed extremely high matching rates (95% to 100%) between graduates of Maryland's nursing programs and those acquiring licenses to work in the state, informing discussions at the Nursing Workforce Symposium.

Research Branch

Dr. Henneberger presented updates on the Research Branch priorities of conducting in-depth statistical research analyses and advancing methodological research for future use of MLDS data. Dr. Henneberger noted that several research series presentations have been conducted on topics including teacher preparation, justice-involved youth outcomes, and an evaluation of the Grads2Careers program in Baltimore City (upcoming). Next year, the research series presentations will include a study by Morgan State using MLDS data to understand opportunity gaps and education outcomes for Black students. Dr. Henneberger also detailed plans for a half-day convening planned in April, which is part of the work being done under a federal Institute of Education Sciences (IES) grant studying the teacher pipeline. The convening will bring together researchers, policy makers, and practitioners from across the state to engage in conversations about the teacher pipeline in Maryland. This is an effort to both disseminate research from the grant and also simultaneously hear current efforts and needs in policy and practice.

Next, Dr. Henneberger presented the new, more accessible format for research briefs. To highlight the changes she reviewed the research brief from a study on teacher attrition. The research indicates that policymakers should focus on schools losing 30% of teachers annually, as this rate begins to negatively impact student outcomes like test scores and future college enrollment. Upcoming briefs will cover computer science coursework, outcomes for students involved with the Department of Juvenile Services, and outcomes for other special populations of students.

Data Inventory

Business License Data from the Department of Labor

Ms. Molly Abend, Data Management Coordinator, presented data from the Division of Occupational and Professional Licensing (DOPL) within the Maryland Department of Labor. DOPL regulates 25 different professions across 25 boards and commissions, one advisory council, and four additional programs. Individuals seeking to apply for or renew a professional license in Maryland do so with DOPL, which collects and manages this data within a centralized system. The following data elements are proposed for addition in the MLDS Data Inventory:

- | | |
|--------------------------------|--|
| 1. First Name | 17. Employment Zip Code |
| 2. Middle Name | 18. Employment County Code |
| 3. Last Name | 19. Issuing Board/Commission Entity Identifier |
| 4. Date of Birth | 20. Issuing Board/Commission Name |
| 5. Identification Number (SSN) | 21. License Type Identifier |
| 6. Home Address Line 1 | 22. License Type Name |
| 7. Home Address Line 2 | 23. License Number |
| 8. Home Address Line 3 | 24. License Suffix |
| 9. Home City | 25. Initial License Date |
| 10. Home State | 26. License Renewal Issue Date |
| 11. Home Zip Code | 27. License Expiration Date |
| 12. Home County Code | 28. Active/Inactive Status |
| 13. Employment Tradename | 29. Exam Name |
| 14. Employment Address Line 1 | 30. Exam Result |
| 15. Employment Address Line 2 | 31. Certified from another state |
| 16. Employment State | |

In response to a question from Mr. Taylor regarding potential re-identification of individuals with new licensing data fields, Mr. Goldstein and Ms. Abend clarified that de-identification and suppression rules are in place to ensure that data cannot lead to a re-disclosure of someone's personal information.

Board Action: Ms. Shopland made a motion to approve the occupational and professional licensing data elements, which was seconded by Mr. Power. The motion was unanimously approved.

CodePath

Next, Ms. Abend presented temporary data elements being provided by CodePath. CodePath, in collaboration with Maryland and Blue Meridian Partners, is launching a multi-year initiative to expand access to technology education across Maryland's higher education institutions. CodePath submitted a preliminary project application to the MLDS Center along with an external data request. After discussion with the Research and Policy Advisory Board, members raised several concerns about adding the data as temporary external data:

- Many of the data elements are self-reported by CodePath participants, which raises questions about reliability.
- CodePath has not completed the project application process, which generally is required before or concurrent with an external data request.
- It is unclear at this time whether the MLDS Center will continue to receive this data moving forward on an annual basis.
- Some of the requested data additions already exist in our system from current data sources. In these cases, the MLDS Center needs to consider whether it is necessary to bring in the external data or rely on the existing MLDS data.

At this time, the data elements proposed for temporary inclusion in the MLDS Data Inventory are limited to identity-based elements. These data elements will support testing of our ability to link CodePath's data with the MLDS and better understand the size of the population under consideration. The data elements for temporary inclusion are:

- | | |
|------------------|---------------------------------------|
| 1. Member ID | 5. Home City |
| 2. First Name | 6. Institution Name (self-reported) |
| 3. Last Name | 7. Institution UNITID (self-reported) |
| 4. Date of Birth | |

Dr. Lynch noted her concern that, without a research question, it appears that the MLDS is being used to answer the questions of a business trying to understand the outcomes of their business model. Ms. Abend noted that there is interest in the state around the CodePath program; adding that these data will help us understand whether we can find these students for a possible study. Ms. Wu noted that the Department of Labor has been involved in the CodePath partnership. Labor and MHEC are coordinating with CodePath and Bowie State to announce a partnership whereby they are going to be providing additional education and internship opportunities to students. Dr. Kellogg emphasized that the match test is necessary due to uncertainty about whether these students, who may not be in credit-based or degree-seeking programs, are captured in MHEC data. Mr. Goldstein confirmed that the research falls under the FERPA exception of evaluating a state or federal education program, and the current approach serves as a way get started on analysis before a full research proposal is presented in March

Board Action: Mr. Power made a motion to approve the CodePath data elements, which was seconded by Dr. Randall. The motion was unanimously approved. Dr. Rai and Ms. Wu abstained due to their role agencies' roles with CodePath.

Data Gap Analysis

Ms. Molly Abend explained that in 2016, following a request by the Governor's P-20 Leadership Council, the MLDS Center developed a comprehensive summary of the known data gaps in the MLDS. The *MLDS Data Gap Analysis* document is updated annually and incorporates suggestions and recommendations from both the Data Governance Advisory Board and the Research and Policy Advisory Board. The document catalogs the gaps to better help stakeholders understand the limitations of the MLDS and accurately interpret findings from MLDS analyses. All gaps are aligned to the eight sectors identified in the MLDS Center's *Research Agenda*. Ms. Abend pointed out that there are 29 cataloged gaps and 11 resolved gaps. Data are available for 24 of the gaps to varying degrees. For 18 of the gaps the Center is exploring options to resolve the gap or are actively working on the resolution identified to resolve the gap. For five of the gaps, there is no identifiable data source. Four of the gaps require change to legislation in order to be resolved.

Ms. Abend also noted that staff is in the process of developing a new PowerBI format to present the *Data Gap Analysis*. The primary reason for this change is that the current PDF format is static, which makes it difficult to view, impossible to filter the data, and limits a user's ability to fully understand the scope of the gaps.

Annual Report

Mr. Goldstein began by noting that the Annual Report is a required report of the Governing Board under Education Article § 24-705. The report is required to provide an update on the implementation of the MLDS and activities of the MLDS Center; provide a list of all studies performed by the Center during the reporting period; provide a list of all currently warehoused data that are determined to be no longer necessary to carry out the mission of the Center; provide a list of proposed or planned expansion of the data maintained in the database; and any recommendations of the Board. Mr. Goldstein noted that there is a highlights section, and then provided a review of those highlights.

In response to a question from Mr. Taylor about whether the Data Gap Analysis is discussed in the Annual Report, Mr. Goldstein responded that it was not, but that he would add in a description before filling the report. In response to a question from Ms. Blake regarding website views, Mr. Goldstein clarified that the number of website views is based on page views. The Center has not always been consistent on how it measures website usage, but in Mr. Goldstein's opinion, having 310,000 page views indicates a significant improvement in the use of the website.

Next, the Board discussed possible recommendations. Mr. Goldstein provided a possible recommendation for the Board to consider related to the proposed legislation and the multi-state data sharing project.

The Governing Board recognizes that to understand educational and workforce outcomes in interconnected economies (like Maryland, Washington D.C., and Virginia) multistate

partnerships are vitally important to allow multistate research and analysis that captures movement across state lines. Therefore the Governing Board recommends: (1) Support for departmental legislation, which will be introduced during the 2026 Legislative Session, granting the Governing Board the authority to allow the MLDS Center to provide external data to a secure third party data center for the purpose of enabling multistate reporting; and (2) Strong support among agency data partners and other stakeholders for the Center's participation in the Coleridge Initiative's Democratizing Our Data Grant Challenge project to establish a multistate data sharing partnership for the purpose of better understanding K-12, higher education, and workforce pathways in the Capital Region.

Mr. Goldstein noted that the proposed legislation that the Board reviewed and approved in September was submitted to the Governor's Legislative Office, which in turn reviewed, approved, and submitted the proposal as departmental legislation. According to Mr. Goldstein, the departmental legislation designation indicates the Governor's support for the legislation and that the legislative office will find a sponsor.

Ms. Wu suggested that the Board move on to the next agenda item and come back to the Annual Report and the recommendations after the old business portion of the meeting.

Data Security and Safeguarding Plan

Ms. Tejal Cherry, MLDS Center CIO, began by noting that the Data Security and Safeguarding Plan (DSSP) is required under state law. The DSSP aligns with NIST Special Publication 853, Division 5 and the DoIT *Information Technology Security Manual*. Ms. Cherry noted that the 100-page document, which was reviewed by the Governing Board's Cybersecurity Subcommittee in November, incorporates appropriate technical, administrative, and physical safeguards for sensitive data and will be reviewed every two to three years.

Next, Ms. Cherry outlined key sections of the DSSP, including: Sections 2 and 3 on data governance and data privacy; Sections 4 through 7, which provide detailed technical security controls like authorization and access authentication, auditing standards, and system and communication protection; Sections 8 through 15, which cover operational security controls, including security awareness training, configuration management, contingency planning, incident response, maintenance, media protection, and physical and environmental protection; and Section 16 and 17, addressing risk assessment, which is done in collaboration with DoIT monthly, and security assessment and authorization, which is a continuous monitoring program for internal data and systems.

In response to a question from Mr. Taylor about scheduling tabletop security exercises; Ms. Cherry responded that an exercise is planned for the summer. Mr. Taylor also questioned how MLDS would validate that the ADRF is meeting security controls, and Ms. Cherry clarified that the plan covers MLDS Center's internal data system, with audits and assessments conducted with DoIT. Mr. Goldstein added that the requirements for the third-party data center include FedRamp authorization, which MLDS Center will ensure before sharing any data.

Board Action: Mr. Taylor made a motion to approve the revised Data Security and Safeguarding Plan, which was seconded by Dr. Rai. The motion was unanimously approved.

Project Applications and Updates

Dr. Henneberger informed the Board that the following two projects have been approved by the Executive Director in consultation with the Research and Policy Advisory Board. The first project, led by Dr. Paul Morgan, Professor at State University of New York, Albany, focuses on tracking educational trajectories (K12 to postsecondary) of students receiving specialized services. The second proposal, led by Dr. Elise Pas, Johns Hopkins, Bloomberg School of Public Health, is looking at the relationship between IEP transition goals and postsecondary outcomes for Maryland students with autism. Ms. Shopland asked why the second project focused only on autism and if the approach could be broadened. Dr. Henneberger explained that Dr. Morgan's project looks at all disability categories across K12 and transition points. Dr. Pas's project is focused on autism because it intends to link with an external CDC dataset for students with autism, which will require board approval later.

Ms. Shopland also raised concerns about federal data loss impacting the work. Ms. Wu acknowledged this as an ongoing issue that the Governing Board needs to monitor, particularly how federal changes affect data sets. Ms. Abend confirmed that they are working to bring in disability category data from MSDE's Division of Early Intervention and Special Education Services, which is expected to be in the system by the end of March.

Mid-Year Budget Report

Mr. Goldstein reported that the MLDS Center budget is on track with no changes proposed. The Center's budget is allocated as follows: 80% to staff salaries, 11% to the Research Branch, and 9% to information technology, consulting, and software.

Old Business

Legislative Proposal

Mr. Goldstein reported that the MLDS Center legislative proposal was approved by the Governor's Legislative Office and filed as departmental legislation, which means the governor's office will find a sponsor. The bill does not name a specific third-party data center. Instead, the bill defines a third-party data center as a FedRamp authorized facility. The bill specifies that the Board can approve the transfer of student and worker data to a third party data center for the purpose of supporting multistate reporting. The bill also requires annual Board review to ensure secure data handling and other conditions are being met. Mr. Goldstein also noted that the bill retains the removal of the ability to share data with the Census Bureau's PSEO project.

2024 Annual Report - Recommendations - Follow-up

Recommendation 1 - De-linking and Deleting Data

Mr. Goldstein noted that there are two future requirements that will have important impacts on MLDS data: (1) Education Article § 24-702(c) requires the Center to unlink an individual's workforce record 20 years after that individual's last education record; and (2) The Center's data agreements with data sharing partners requires the Center to dispose of personally identifiable data 20 years after receipt of that data from the data sharing partner.

The Governing Board recommended that the MLDS Center undertake a comprehensive study on the consequences of these requirements on Center research and reporting and develop plans for the implementation of the requirements. To that end, the Center worked to understand the requirements and discuss their impact with stakeholders.

Mr. Goldstein noted that the delinking requirement results in graduates of the same high school class having different lengths of time for analysis depending on whether they enroll in any postsecondary education. This will limit the types of long-term student outcomes studies that can be conducted with MLDS data. Disposing of personally identifiable data after 20 years is administratively difficult because the data are combined to establish a master identity. This will require the Center to perform retroactive data disposal at staggered points in time and adds a layer of complexity.

Mr. Goldstein stated that this topic was discussed with the Research and Policy Advisory Board at two meetings during the year. Generally, the consensus was that a longer window is needed to understand long-term outcomes of credentials and degrees, especially given expanded educational opportunities like certifications. Concerns were also raised about losing control groups if data of individuals without further touch points are deleted, hindering the ability to compare outcomes with students that have more touch points. There is also the potential that long-term trajectories will be obscured, especially for those who pursue education much later in life. Finally, most RPB members felt that keeping the data had numerous advantages that outweighed any perceived risks or harm.

Mr. Goldstein noted some next steps to continue to analyze this issue. Staff will conduct a data analysis to determine how many of the 2007 records would be delinked in 2027. Quantifying the number of records affected and unaffected will help assess the urgency of the issue. Changing the de-linking requirement would require a legislative change and could be considered for the 2027 legislative session. The deleting requirement is part of the Data Sharing Agreements between the data sharing partners and the MLDS Center. Since the earliest point in time when deletion is required is not until 2033, there is time to work with the partner agencies to come to a consensus about an extended period to retain PII data prior to deletion.

Recommendation 2 - Engagement

The Governing Board's second recommendation was for the Center to develop strategies to identify and engage new and existing audiences who can shape output and benefit from analysis and reporting provided by the MLDS Center. To that end the MLDS Center applied for and received a \$100,000 grant from the National College Attainment Network (NCAN). The grant project will develop a data-driven online interactive platform aimed at supporting high school students, particularly those not pursuing a traditional college pathway, in making informed career and education decisions. Specifically this platform will help students, parents, and counselors understand the long-term wage and employment outcomes of various postsecondary options, including apprenticeships, certificates, and nontraditional pathways. The MLDS Center will engage stakeholders, including school counselors and students, to guide platform design through targeted user groups and engagement opportunities. This initiative builds on the success of the MD-CLaWE platform and will leverage existing infrastructure and technical capacity. The project will include developing and working with user groups to inform the development of the platform. The project also includes funds for marketing, engagement, and training strategy.

Finally, Mr. Goldstein stated that this project will help address the need to expand the Center's engagement beyond policymakers and administrators. This project will help the Center fulfill the goal directly providing data to meet the needs of students, their parents and advisors.

Ms. Blake inquired how the MLDS Center plans to partner with community organizations to gather student and parent insights for the platform. Mr. Goldstein said that at this early stage, that level of planning hasn't taken place. However, he welcomed input from the Board on identifying interested community groups. Mr. Goldstein also mentioned that they received enthusiastic feedback about the project from school guidance counselors in Prince George's and Montgomery County.

Annual Report (continued)

Dr. Kellogg presented a proposed recommendation in the chat by Ms. Shopland:

Strongly encourage state agencies and policymakers to continue to consult the MLDS Center at the outset of major policy, legislative, and/or budget planning processes and decisions to reinforce the MLDS as the shared data backbone that enable data-driven decisioning design, modeling, and impact analysis.

There was general support for the proposed recommendation. Ms. Wu suggested integrating the workforce PEL example into a recommendation. Mr. Goldstein agreed to make the changes and recirculate the report by Tuesday for review, with the report considered finalized if no objections are received.

Board Action: Dr. Lynch made a motion to approve the Annual Report, including the two proposed recommendations, subject to a final review. The motion was seconded by Dr. Randall. The motion was unanimously approved.

Highlights from December Reports

Dr. Kellogg began by noting that the MLDS Center fulfills six reports each December, two of which require actual reports and four are required to be dashboards. These reports are required by legislation or are utilized by legislative services for the legislative session. Dr. Kellogg noted that the reports are all completed and available on the MLDS Center website.

Next, Dr. Kellogg highlighted recurring themes found in the reports. High school graduates who do not attend college or who disengage without a degree struggle financially as they enter early adulthood. This finding, from the Career Preparation Expansion Act Report. The data show that graduates without college or with some college but no degree have an annual wage gap of around \$16,000 relative to the living wage at age 23. Only 11% to 17% of those with no college or some college achieve a wage above the living wage, compared to 43% of those with a bachelor's degree at five years post-graduation. Individuals who earn a degree have a wage surplus, though inflation has caused that surplus to close somewhat. Dr. Kellogg explained that those who do not earn a degree are experiencing a reopening of the wage gap, almost returning to the 35% gap seen in 2015. This pattern affects almost half of Maryland public high school graduates each year, equating to about 250,000 Marylanders over an 8-year period who are struggling financially as their wages are insufficient for the living wage.

Ms. Wu sought clarification on the distinction between the "some college" and "no college" categories across the presented charts. Dr. Kellogg clarified that one report looks comprehensively at all high school graduates, including those who do and do not go to college, while another dashboard series specifically looks at outcomes of people who entered college and compares those who earned a degree by age 25 versus those who did not. Dr. Kellogg noted a repeated finding that

individuals who attempt college but do not finish are worse off than those who did not try college at all.

Ms. Blake asked for clarification on whether "some college" includes vocational or technical training. Dr. Kellogg responded that the data covers credit-bearing college activity from institutions tracked by MHEC, including community colleges and four-year institutions, but does not include broader vocational workforce training.

Dr. Lynch inquired about the capability to follow the outcomes of high school graduates up to ages 30 or 35. Dr. Kellogg affirmed that the Center can start analyzing extended outcomes for about the first four cohorts of the earliest high school graduation records (2007-2008), potentially pushing out 10 years, as part of a recast dashboard series linked to the NCANS project. Dr. Lynch then commented on the potential impact of statutory data delinking and deleting requirements, suggesting that the current timelines may be cutting short potential data sets needed to track those who delay entry or do not follow a direct trajectory into college.

Dr. Kellogg shared highlights from reports focused on students who experienced homelessness or foster care during high school. Data shows that about 52% of high school graduates who experienced homelessness enroll in college, which is about 20 percentage points below the general college-going rate for Maryland public high school students. Dr. Kellogg noted that a high percentage (79%) of those students stay in Maryland, and 61% enroll in a Maryland community college.

Dr. Kellogg reported that 71% of college-going students who experienced homelessness find financial aid, mostly federal aid like Pell, which may explain the low utilization of the tuition waiver. Retention to the second year for this group is 61%, significantly lower than the general student population (which is closer to 80%). Additionally, only about one-third of students who experienced homelessness earn a college degree by age 25, compared to 55% of general public high school graduates.

New Business

There was no new business.

Closing

Ms. Wu thanked everyone for their hard work and wished everyone a wonderful and safe holiday season. She then read the following statement:

I am going to read a statement that will allow the Governing Board to go into a closed session. The Governing Board will not be returning to the open session following the closed session. Pursuant to §3-305(b)(1) of the General Provisions Article of the Annotated Code of Maryland, the Governing Board will adjourn to a closed session to discuss the following:

- 1. To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter;*
- 2. To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:
 - i. Security assessments or deployments relating to information resources technology;*
 - ii. Network security information ...; or*
 - iii. Deployments or implementation of security personnel, critical infrastructure, or security devices.**

In this case, we have determined that public discussion of the Data Security and Safeguarding plan would constitute a risk to critical infrastructure.

The Chair will now entertain a motion to adjourn the open meeting and go into closed session.

Board Action: Dr. Rai made a motion to adjourn the open session and go into a closed session, which was seconded by Ms. Shopland. The motion was unanimously approved.

Respectfully submitted,
Ross Goldstein
Executive Director

Approved: March 13, 2026

