



Maryland Longitudinal Data System Center Governing Board Meeting Minutes for March 14, 2025

The meeting of the Maryland Longitudinal Data System (MLDS) Center Governing Board was held on March 14, 2025, via teleconference. Mr. Jason Perkins-Cohen, serving as the designee for Ms. Portia Wu, 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:

Mr. Jason Perkins-Cohen, Deputy Secretary, Maryland Department of Labor (Designee for Secretary Portia Wu)
Ms. Elena Quiroz-Livanis, Secretary, Maryland Higher Education Commission (Designee for Secretary Rai)
Dr. Jennifer Lynch, Associate Vice-Chancellor for Education & Engagement, University System of Maryland (Designee for Dr. Jay Perman, Chancellor)
Mr. Geoff Sanderson, Deputy State Superintendent, Office of Accountability, Maryland State Department of Education (Designee for State Superintendent Wright)
Dr. John Irvine, Director, Office of Research and Evaluation, Maryland Department of Juvenile Service (Designee for Secretary Schiraldi)
Dr. Sharmin Hossain, Chief Data Officer, Office of the Secretary, Department of Human Services (Designee for Secretary Lopez)
Mr. Matt Power, President, Maryland Independent Colleges and Universities Association
Dr. Brad Phillips, Executive Director, Maryland Association of Community Colleges
Dr. Tiffany Thompson, Institutional Research, Morgan State University (Designee for President Wilson)
Ms. Hussainatu Blake, Education and Workforce Strategist, Patrick J. McGovern Foundation
Ms. Laurie Kendall-Ellis, Executive Director, State Board of Physical Therapy Examiners

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 Enehiraana, Data Analyst, MLDS Center, and Labor Liaison
Ms. Tejal Cherry, Chief Information Officer, MLDS Center
Ms. Jeaneen Johnson, Assistant Attorney General

Approval of the Meeting Minutes

Mr. Perkins-Cohen asked for a motion to approve the minutes from the December 13, 2024 meeting. Mr. Power made a motion to approve the minutes, which was seconded by Dr. Hossain. The motion was unanimously approved.

Bylaws Review

Mr. Goldstein stated that a review of the bylaws is required annually at the first meeting of the year. Mr. Goldstein proposed two minor changes: first, the addition of the Secretary of Human Services to the list of members allowed to appoint a designee; and second, an update of the rotation schedule for vice-chair of the Board. Mr. Goldstein also noted that the USM Chancellor is the incoming vice chair, and will be represented by his designee Dr. Lynch.

Board Action: Mr. Power made a motion to approve the bylaws with the proposed changes, which was seconded by Ms. Kendall-Ellis. The Board unanimously approved the addition of the data elements.

Center Output

Reporting Services

Dr. Kellogg provided an update on the work done on the Center's output priorities during the current fiscal year. Dr. Kellogg reviewed work completed during the first half of the year on mandatory reports due in December and noted that work is starting on two reporting projects due in June: one on teacher diversity and one on dual enrollment. Recently, the Reporting Branch has been working on reports and tables for state agencies and colleges, including supporting MSDE's Perkins reporting requirements and supporting colleges teacher preparation program reports. The Reporting Branch has also been working on data requests related to outcomes for released prisoners who participated in correctional education programs.

Next Dr. Kellogg noted that she and Mr. Alex Handler, along with staff at the Department of Labor are participating in a training course provided by the Coleridge Initiative. The course is focused on the effective use of job posting data to analyze job sector growth, in-demand skills, and salary potential to help inform workforce development policy questions. The training is free, but requires a significant time commitment from its participants.

Ms. Kellogg went on to highlight a project that the Reporting Branch has been working on to create a self service portal for colleges to obtain data on the workforce outcomes of their graduates. The portal, entitled MD-CLaWE (Maryland College Labor Sector and Wage Explorer), will replace eight annual data requests. The project was developed by Mr. Handler over the past six months and will be launched in approximately 2 weeks. MD-CLaWE combines college graduate data with wage information data for all Maryland colleges. Workforce outcomes can be viewed at one, three and five years post-graduation and can be disaggregated by: race/ethnicity, gender, graduation date, major, labor sector, college or college type, nominal versus inflation-adjusted wages. Stakeholders have been testing MD-CLaWE and have provided very positive feedback.

Finally, Dr. Kellogg provided a review of a supplement to the Career Preparation Act Report (CPEA) report that looks at the workforce outcomes five years after the class of 2015 graduated high school. For those students, five years after graduation coincided with the COVID shutdowns. The report explores the differential impact of COVID on men and women and by race and socio-economic status.

Research Branch

Dr. Henneberger began by noting that the Research Branch has two overarching priorities: conducting in-depth statistical analyses to support causal inference and policy decisions; and research focusing on methods documentation. Three new research projects were added as priorities this year. First, the

Research Branch has begun a project exploring workforce outcomes for justice-involved youth in collaboration with the Department of Juvenile Services (DJS) and the School of Social Work. The Governor's Office for Crime Control and Prevention is interested in this work. Second, Research Branch member Dr. Terry Shaw (School of Social Work), in collaboration with the Department of Human Services is leveraging MLDS data to examine additional linkages and outcomes, including integration of DHS and DJS data, which will enable new analyses not previously possible. Third, pursuant to a request, the Research Branch has been analyzing outcomes for high school graduates with some college, but no degree. Initial findings were presented at Society for Social Work Research (January) and will be presented at the upcoming conference of the American Educational Research Association (April). Finally, methodological work was done by Dr. Tracy (UMCP), who applied machine learning methods to MLDS data. Her work incorporated an examination of bias in algorithms related to race and ethnicity.

Next, Dr. Henneberger reviewed the Research Branch's effort to more effectively disseminate information using Research Briefs. The Research Branch has been working with MLDS Center IT staff to develop the Research Briefs. The briefs focus on efficiently translating findings for policymakers and practitioners. Briefs are 3-5 pages and provide key takeaways, a study overview, a brief explanation of the research methods used, a summary of what was found, clear charts and graphs that elucidate the findings, and the policy implications of the research. Currently, three 3 briefs have been published to the website and four more are in development. Dr. Henneberger then walked the Board through a Research Brief by Dr. David Blazar on *Diversifying the Teacher Workforce*.

Project Approvals and Updates

Dr. Henneberger began by noting that there are three new projects that were recently reviewed by the Research and Policy Advisory Board and approved by the executive director. The first project is by Dr. Jing Liu (University of Maryland) on *The Impact of Industrial Credentials on Students' Education and Labor Market Outcomes—Evidence from Microsoft Certifications*. The project will focus on:

- What are the effects of earning a Microsoft certification on labor market outcomes, such as their labor market participation and quarterly earnings?
- What are the effects of earning a Microsoft certification on student postsecondary education outcomes?
- Do the effects of Microsoft certifications vary by credential subjects and subgroups of students?

The next project is by Dr. Tracy Sweet (University of Maryland) entitled, *In what ways are Black male students finding workforce or post-secondary success within and across the state of Maryland and to what extent do factors at the high schools contribute to this success?* Dr. Henneberger noted that this project will work with school districts that have not been part of any Center projects.

The final project is by Dr. Clea McNeely (University of Tennessee) on, *Moving the Needle on School Attendance and Truancy: A Study of Maryland's Bright Spot Middle and High Schools*. The project will focus on:

- What are the trends in excused absences, unexcused absences, in-school suspensions, and out-of-school suspensions? How do these trends vary across student characteristics and between schools and districts?
- What are potential measures of equitable reduction in absenteeism combined with the equitable reduction in exclusionary responses to absenteeism? How do these measures compare in terms of ease of measurement, sensitivity to detecting change over time, and ease of interpretability?

- Which “bright spot” Maryland middle and high schools equitably reduced absenteeism and responses to absenteeism?
- Does attending a “bright spot” school improve academic achievement and reduce early school leaving compared to a matched sample of students who do not attend a bright spot school?

Finally, Dr. Henneberger provided an update on a project by Dr. Frim Ampaw (Morgan State University). Dr. Ampaw’s project is focused on *Understanding the relationship between high school opportunity gap and postsecondary outcomes and earnings for Black students in Maryland*. Dr. Ampaw presented additional background research, revised her research questions according to the RPB comments, and presented descriptive statistics for the opportunity gap measures using MLDS data. The RPB was appreciative and noted the improved understanding of the application with Dr. Ampaw’s revisions.

Legislative Session 2025

Mr. Goldstein began by noting that this has been a very uneventful legislative session for the MLDS Center. There is only one bill that involves the Center: SB 713/HB611- *Institutions of Higher Education - Mandatory Disclosures for New and Prospective Students (Informed Enrollment Act)*. The bill states that in the event that the U.S. Department of Education discontinues the operation of the College Scorecard, MHEC is required to make the data contained in the College Scorecard available to Maryland colleges for them to provide on their websites. The MLDS Center is identified as a resource for MHEC to compile the data necessary to provide the Scorecard information to the colleges. One component of the Scorecard data that requires longitudinal data is the workforce outcomes reporting. The MLDS Center can provide this information through the MDCLaWE system discussed by Dr. Kellogg earlier in the meeting. As such, the Center can accommodate this request using existing resources.

Next, Mr. Goldstein discussed the Center’s FY 2026 budget being considered during the current session. The Center was allocated slightly over \$3 million for FY 26. The Department of Legislative Services had no questions about or proposed cuts to the Center’s budget. The budget has a small decrease of approximately \$22,000 compared to FY 25. But, that is due to the fact that there will be no more grant funds available from the Workforce Data Quality Initiative grant. In fact, the General Fund allocation will actually increase by \$376,000. Given the difficult budget situation, this is a great outcome for the Center and Mr. Goldstein noted his appreciation for the continued support from the Governor and General Assembly.

Data Inventory

Ms. Molly Abend presented the new data elements for Board consideration and approval.

Non-Degree Teacher Candidate System (NTS)

Data from the Maryland Higher Education Commission (MHEC), collected from 2014-2018, was originally used alongside the Degree Information System (DIS) to capture students completing educator preparation programs that were not degree granting. MHEC discontinued NTS and the inclusion of teacher candidate codes in DIS in 2018 and replaced them with a new dedicated educator preparation program collection *Maryland Approved Program Completer System* (MAPCS). The NTS data will be integrated with the MLDS to fill gaps for non-degree seeking students from those years, providing a more comprehensive understanding of the teacher production pipeline. The NTS data should have been provided to MLDS when the collection was active, it was an oversight that it was never sent. The data elements are:

- | | |
|---|---|
| 1. Collection Term | 15. Prior Degree Flag |
| 2. Collection Year | 16. Entry Term |
| 3. Sub-Campus Code | 17. Entry Year |
| 4. SSN | 18. Reverse Transfer Flag |
| 5. ID Number Type | 19. Credit Hours Required to Earn Award |
| 6. Local Campus Student ID | 20. Teacher Candidate |
| 7. SASID | 21. Gender |
| 8. Degree Date | 22. US Citizenship |
| 9. Degree Sought | 23. Hispanic/Latino |
| 10. Program Taxonomy | 24. White |
| 11. First Major Link | 25. African American |
| 12. Cumulative GPA | 26. Asian |
| 13. Cumulative Native Credit Hours Earned | 27. American Indian/Native Alaskan |
| 14. Cumulative Credit Hours Awarded | 28. Native Hawaiian/Pacific Islander |

Board Action: Dr. Irvine made a motion to approve the NTS data elements from MHEC, which was seconded by Ms. Blake. The Board unanimously approved the addition of the data elements.

Early Intervention/Special Education Services data from MSDE

House Bill 320 from 2023 changed the definition of "student data" to include student disability data by specific disability category. The Division of Early Intervention and Special Education Services within the Maryland State Department of Education collects data on individuals receiving special education services. The data elements proposed for addition to the MLDS are:

- | | |
|--|--|
| 1. Limited English Proficiency | 30. Eligibility |
| 2. Birth Date | 31. First Name |
| 3. Gender | 32. Early Childhood Transition |
| 4. Hispanic or Latino | 33. Date of Initial IEP Development |
| 5. American Indian or Alaska Native | 34. Date of Parent Consent for Initiation of Services |
| 6. Asian | 35. Date Initial IEP is in Effect |
| 7. Black or African American | 36. SASID |
| 8. Native Hawaiian or Other Pacific Islander | 37. Middle Name |
| 9. White | 38. Parents' Native Language |
| 10. Medical Assistance | 39. Date of Parent Consent for Initial Evaluation |
| 11. IEP Team Meeting Date | 40. Date of Initial Evaluation |
| 12. Evaluation Date | 41. Date of Parent Consent Continue Early Intervention Services through an IFSP at age 3 |
| 13. Disability | 42. Date LSS was Notified of Parent Decision to Request Services through an IEP |
| 14. Least Restrictive Environment | 43. Date Extended IFSP Services Ended |
| 15. Extended School Year | 44. Reason for Delay Indicator 11 |
| 16. Service-School County | 45. Reason for Delay Indicator 12 |
| 17. Service-School Number | 46. Initial Eligibility Age Group |
| 18. Residence-School County | 47. Alternate Assessment |
| 19. Residence-School Number | 48. Parent Consent for Alternate Assessment |
| 20. Grade | 49. Parent Consent for Alternate Assessment |
| 21. Projected Date of Exit | 50. Alternate Standards |
| 22. Projected Category of Exit | 51. Parent Consent for Alternate Standards |
| 23. Exit Reason | 52. Blind or Visually Impaired |
| 24. Exit Date | 53. Deaf or Hearing Impaired |

- | | |
|--------------------------------------|-------------------------|
| 25. Functional Behavioral Assessment | 54. Local School System |
| 26. Behavioral Intervention Plan | 55. Report School |
| 27. Local Student ID | 56. Age |
| 28. Assistive Technology Devices | 57. Submission Year |
| 29. Transportation | |

Dr. Brian Morrison, Chief of Policy and Accountability, Division of Early Intervention and Special Education Services at MSDE noted that MSDE is interested in long-term outcomes of their students and the addition of this data to the MLDS will provide a lot of information to support programmatic decision making.

Board Action: Dr. Lynch made a motion to approve the early intervention and special education data from MSDE, which was seconded by Ms. Blake. The Board unanimously approved the addition of the data elements.

Other Proposed Additions - Next, Ms. Abend presented new data being added to existing data collections.

High School Data from MSDE - The Maryland State Board of Education voted to adopt a new College and Career Readiness (CCR) Standard, as required by the *Blueprint for Maryland's Future*. New data elements were added to MSDE's High School Data Collection (HSDC) for SY 2023-2024 to capture how a student meets the CCR requirements under the interim standard or the new standard. Additionally, two elements capture data on apprenticeship participation. The elements proposed for inclusion in the Data Inventory are:

1. Apprenticeship - Currently in program
2. Apprenticeship - Hours accrued
3. Academic Success
4. Math Mastery - Course Grade
5. Math Mastery - ALG1 Proficiency
6. ELA10 - Proficiency
7. CRR Status
8. CCR Standard

Criminal Records Data from the Department of Public Safety and Correctional Services - The Division of Correction (DoC) within the Department of Public Safety and Correctional Services (DPSCS) collects data on inmates who have been sentenced to a term of 18 months or longer. Data elements from DPSCS were approved in September and December 2024. The MLDS Center was informed of two additional elements for the data collection. The data elements proposed for addition are:

1. Race/Ethnicity
2. Gender

Maryland Health Occupation Boards and Commissions under the Maryland Department of Health - Relevant demographic and health care data elements were identified with the Maryland Board of Nursing to help support the reporting requirements of the *Commission to Study the Health Care Workforce Crisis* in Maryland. The MLDS Center was informed of one additional data element:

1. Hispanic

Board Action: Ms. Kendall-Ellis made a motion to approve the additional data elements, which was seconded by Dr. Hossain. The Board unanimously approved the addition of the data elements.

Permanent External Data from Educators Rising - Educators Rising is a national organization for high school students that aims to inspire and prepare future educators. Towson University College of Education serves as the Maryland affiliate, supporting students through opportunities to engage with the teaching profession and gain hands-on experience in education before entering the postsecondary educator preparation programs. This data will provide insights into an important component of the teacher pipeline. In response to a question from Dr. Lynch, Ms. Abend responded that currently these are the only data collected by EdRising, but hopes that additional data elements will be added in the future. The data elements for inclusion are:

1. First Name
2. Last Name
3. High School
4. Participation Date
5. Date of Birth

Board Action: Dr. Hossain made a motion to approve the Educator Rising data from Towson University, which was seconded by Dr. Irvine. The Board unanimously approved the addition of the data elements.

High School Pathways - Dr. Jane Lincove from University of Maryland, Baltimore County has proposed to add temporary external data to the MLDS to examine pathways from Maryland K-12 schools into college, career training, and workforce as part of her approved project (ERA 103). The data requested includes Baltimore City School middle and high school choice data and students' ranked choices for 6th and 9th grade placement, assignment outcomes, and the composite score that determined admissions for programs. This data will be brought into the MLDS, matched, and removed from the MLDS when the research has concluded. The data elements for temporary inclusion in the MLDS are below:

- | | |
|-------------------------------|--------------------------------------|
| 1. Academic Year | 13. Preference to School 3 |
| 2. Temporary ID | 14. Composite Score |
| 3. Student ID | 15. Composite Score Estimate |
| 4. Date of Birth | 16. Ordering |
| 5. Destination School Code | 17. Zoned Middle School ID |
| 6. Destination School Program | 18. Zoned High School ID |
| 7. Grade Code | 19. Choice Number |
| 8. Current School Code | 20. Rank |
| 9. Rank Type | 21. Placement Outcome |
| 10. Requires Special Handling | 22. Decision Code |
| 11. Preference to School 1 | 23. Description of Placement Outcome |
| 12. Preference to School 2 | |

Board Action: Ms. Blake made a motion to approve the temporary data elements on school choice from Baltimore City Schools, which was seconded by Dr. Hossain. The Board unanimously approved the addition of the data elements.

Old Business

U.S. Census Bureau Post Secondary Education Outcomes (PSEO) Update

Dr. Kellogg informed the Board that MHEC is continuing to work to join PSEO. Currently, MHEC has completed an MOU with the Census Bureau and it is awaiting final signatures. MHEC has also identified potential funders to support the work necessary to join PSEO; specifically reclassification of HEGIS codes to CIP codes and work on re-coding data to match the PSEO coding scheme.

Research Agenda Review Process

Dr. Kellogg began by noting that the Research Agenda was updated and approved last year. The Research Agenda requires the Center to annually review and, if needed, update the Agenda. Since the Research Agenda was just updated, this year the Center is focusing on developing a review process that can be used each year to review the Research Agenda. Center staff will work on a draft process with the goal of presenting it to the Research and Policy Advisory Board in late April and then having a final process to present to the Governing Board at the June meeting.

Accountability and Implementation Board (AIB) - MOU

Mr. Goldstein reminded the Board that at a prior meeting the Board was briefed on a plan to enter into an agreement with AIB to govern AIB's use of the MLDS for their required Outcome Measures analysis. The agreement has been finalized and was signed by Ms. Wu in her capacity as Chair of the Board. Under the agreement the MLDS Center will provide system access to AIB staff, develop data sets and update them annually, and provide subject matter expertise and input. The AIB staff is responsible for conducting the Outcome Measures analysis, supporting the Center in working to collect data not in the MLDS that are needed for Outcome Measures, communicating with and receiving feedback from RPB, and disseminating their analyses. Mr. Goldstein also noted that the procedures take the place of the project approval process and that it permits single sector analyses. Finally, Mr. Goldstein noted that the Blueprint legislation requires the MLDS Center to support the work of the AIB.

In response to a question Ms. Quiroz-Livanis about AIB's requirement to communicate and receive feedback from the Research and Policy Advisory Board, Mr. Goldstein responded that the MLDS Center's shared governance model is well developed and provides stakeholders with ample opportunities to have input into and understand the work being done with the MLDS. Mr. Goldstein said that he believes that AIB wants to take advantage of that structure. In addition, MHEC and MSDE liaisons, Dr. Kellogg and Ms. Abend respectively, will provide subject matter consultation and will be able to help AIB keep RPB and stakeholders informed.

In response to a question from Mr. Perkins-Cohen, Mr. Goldstein explained that system access is required for anyone who wants access to MLDS unit record data. The level of access depends on the users, their needs and ability to work with the MLDS. While some researchers are given full access, the AIB access will probably be to data tables developed by the Center to meet their needs.

Data Security and Safeguarding Plan (DSSP) - Update

The Board was required to establish a DSSP prior to incorporation of any data into the system. The DSSP hasn't been formally revised since initial creation. Since that time, there have been a lot of changes to system operation and management. Accordingly, there is a need to do a comprehensive review and rewrite of the plan. At the last meeting we asked for authorization for an unplanned expenditure to hire a consultant to manage the re-write. A Request for Resumes was issued and a vendor was selected and should be starting any day now. The tasks for the contract will include conducting a comprehensive review of: (a) the DSSP and related documents; (b) a review of the role of DoIT's enterprise system management; (c) a review of the Center's current system security procedures and operations; and (d) a review of the *State of Maryland Information Technology Security Manual*. Then the contractor will revise the DSSP to be up-to-date, include current best practices, and be in full alignment with DoIT requirements and the IT Security Manual.

Closing

Assistant Attorney General Jeaneen Johnson noted that the Open Meetings Act requires the Center to designate a member to take the Open Meetings Act training and be present at all closed sessions. Dr. Lynch indicated that she has taken the training and is willing to serve as the Board's designee. Ms. Kendall-Ellis has also had the training and will serve as a backup for Dr. Lynch.

Mr. Perkins-Cohen 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 consult with counsel for Maryland Longitudinal Data System to obtain legal advice.
The Chair will now entertain a motion to adjourn the open meeting and go into closed session.*

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

Respectfully submitted,
Ross Goldstein
Executive Director

Approved: June 13, 2025

MARYLAND LONGITUDINAL DATA SYSTEM CENTER

**PRESIDING OFFICER'S WRITTEN STATEMENT FOR CLOSING A MEETING
UNDER OPEN MEETINGS ACT (General Provisions Article §3-305)
(Closing Statement)**

1. Recorded vote to close the meeting
Date: March 14, 2025
Time: 10:52 a.m.
Location: Virtual Meeting
Motion to close the meeting made by: Matt Power
Seconded by: Jennifer Lynch
Members in favor: Geoff Sanderson (designee for Dr. Carey Wright), Elena Quiroz-Livanis (designee for Secretary Sanjay Rai), Jason Perkins-Cohen (designee for Secretary Portia Wu), Sharmin Hossain (designee for Secretary Rafael Lopez), John Irvine (designee for Secretary Vincent Schiraldi), Tiffany Thompson (designee for David Wilson), Jennifer Lynch (designee for Jay Perman), Monica Randall (designee for Brad Phillips), Matthew Power, Hussainatu Blake, Laurie Kendall-Ellis
Members opposed: None
Members abstaining: None
Members absent: Jason Dykstra, Rudy Anthony
2. The meeting was closed under authority of Section 3-305(b) of the General Provisions Article of the Annotated Code of Maryland. This meeting was closed under General Provisions Article §3-305(b) only.
 - A. To consult with counsel to obtain legal advice.
3. For each provision identified above, disclosure of the topics to be discussed and the public body's reason for discussing that topic in closed session.

Citation (insert # from above)	Topic	Reason for closed session discussion
§3-305(b)(7)	Legal Advice	Data Requests; public discussion of legal advice would waive attorney/client privilege

**MARYLAND LONGITUDINAL DATA SYSTEM GOVERNING BOARD MEETING
PRESIDING OFFICER'S WRITTEN STATEMENT FOR CLOSING A MEETING UNDER THE OPEN MEETINGS
ACT (General Provisions Article § 3-305)
(Closing Statement)**

1. **Recorded vote to close the meeting:** Date: March 14, 2025; Time: 10:52 a.m.; Location: Virtual Meeting; Motion to close meeting made by: Matt Power; Seconded by Jennifer Lynch. Members in favor: Geoff Sanderson (designee for Dr. Carey Wright), Elena Quiroz-Livanis (designee for Secretary Sanjay Rai), Jason Perkins-Cohen (designee for Secretary Portia Wu), Sharmin Hossain (designee for Secretary Rafael Lopez), John Irvine (designee for Secretary Vincent Schiraldi), Tiffany Thompson (designee for David Wilson), Jennifer Lynch (designee for Jay Perman), Monica Randall (designee for Brad Phillips), Matthew Power, Hussainatu Blake, Laurie Kendall-Ellis; Members opposed: None; Abstaining: None; Members not present: Jason Dystra, Rudy Anthony;
2. **Statutory authority to close session (check all provisions that apply).**
This meeting will be closed under General Provisions Art. § 3-305(b) only:
(1)___ "To discuss the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom this public body has jurisdiction; any other personnel matter that affects one or more specific individuals"; (2)___ "To protect the privacy or reputation of individuals concerning a matter not related to public business"; (3)___ "To consider the acquisition of real property for a public purpose and matters directly related thereto"; (4)___ "To consider a matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State"; (5)___ "To consider the investment of public funds"; (6)___ "To consider the marketing of public securities"; (7) X "To consult with counsel to obtain legal advice"; (8)___ "To consult with staff, consultants, or other individuals about pending or potential litigation"; (9)___ "To conduct collective bargaining negotiations or consider matters that relate to the negotiations"; (10)___ "To discuss public security, if the public body determines that public discussion would constitute a risk to the public or to public security, including: (i) the deployment of fire and police services and staff; and (ii) the development and implementation of emergency plans"; (11)___ "To prepare, administer, or grade a scholastic, licensing, or qualifying examination"; (12)___ "To conduct or discuss an investigative proceeding on actual or possible criminal conduct"; (13)___ "To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter"; (14)___ "Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiating strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process." (15)___ "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."

Continued □

3. For each provision checked above, disclosure of the topic to be discussed and the public body's reason for discussing that topic in closed session.

Citation (insert # from above)	Topic	Reason for closed-session discussion of topic
§3-305(b)(7)	Legal Advice	Related to topic above; public discussion of legal advice would waive attorney/client privilege
§3-305(b) ()		
§3-305(b) ()		
§3-305(b) ()		

4. This statement is made by Jason Perkins-Cohen (designee for Secretary Portia Wu), Presiding Officer.

WORKSHEET FOR OPTIONAL USE IN CLOSED SESSION: INFORMATION FOR SUMMARY TO BE DISCLOSED IN THE MINUTES OF THE NEXT OPEN MEETING. (See also template for summary.)

- ☒ For a meeting closed under the statutory authority cited above:

Time of closed session: 10:52 a.m.
 Place: Virtual Meeting
 Purpose(s): To obtain legal advice and counsel
 Members who voted to meet in closed session: see above
 Persons attending closed session: Geoff Sanderson (designee for Dr. Carey Wright), Elena Quiroz-Livanis (designee for Secretary Sanjay Rai), Jason Perkins-Cohen (designee for Secretary Portia Wu), Sharmin Hossain (designee for Secretary Rafael Lopez), John Irvine (designee for Secretary Vincent Schiraldi), Tiffany Thompson (designee for David Wilson), Jennifer Lynch (designee for Jay Perman), Monica Randall (designee for Brad Phillips), Matthew Power, Hussainatu Blake, Laurie Kendall-Ellis, Ross Goldstein (Executive Director for MLDSC) and Jeaneen Johnson, Assistant Attorney General (Counsel for MLDSC)
 Authority under § 3-305 for the closed session: Section 3-305(b)(7)
 Topics actually discussed: Data requests
 Actions taken: None
 Each recorded vote: None

- ☐ For a meeting recessed to perform an administrative function (§ 3-104): Time: _____
 Place: _____
 Persons present: _____
 Subjects discussed: _____

(Form Rev.10/1/2018)