



Notes

Feb 5, 2026

MLDS Center Research and Policy Advisory Board

Invited [Al Dorsett -MHEC- sarah.beardsley1@maryland.gov](#) [Ann Kellogg -MHEC- Shane Hall -DJS- Ebony Terrell Shockley Ross Goldstein -MLDSC- George Rich -DJS- Kate Bryan -MCSS- Michael Siers -LABOR- Tejal Cherry John Irvine -DJS- Christopher Alphonse Cooks Alex Handler -MLDSC- Frimpomaa.Ampaw@morgan.edu Perketer Tucker -LABOR- Sharmin Hossain -DHS- Jeaneen Johnson -OAG- Erin Roth -LABOR- Jane Lincove -MLDSC- Emily Dow Angela Henneberger -MLDSC- Natalie Miller -DHS- Rachel Durham -MLDSC- Barbara Schmertz -MHEC- David Blazar -MLDSC- Tracy Sweet -MLDSC- Jeyan Jebaraj -MCSS- Mallory, Kristin Jordan Barry -AIB- Tracy Dusablon -MSDE- Megean Garvin -MLDSC- Molly Abend -MSDE- Matthew Duque -MSDE- Chad Muntz Rachel Brash -LABOR- Angelina Guarino -DPSCS- Angela Sherman Megan Madigan Peercy Andrew Mecchi -DHS- Ayomide Akano -MLDSC- sharlimardouglass@gmail.com Emma Pellerin -AIB- Edrees Nawabi -LABOR- Kiara Nerenberg -MSDE- kkatzenberger@aacps.org Rogers, Karen Aiyana Green-Odle -MLDSC- Jamal Rollins Boice, Caroline Richman, Laila Terry Shaw dmorgan@usmd.edu jlynch@usmd.edu Allen, Leanne Monica Randall Barth, Heidi Gronberg-Quinn, Linda S. Jiru, Mintesinot Molly Mesnard -LABOR- Elena Quiroz-Livanis -MHEC- Douglas Weimer -LABOR- Rachael Parker -LABOR- Bess Rose -MLDSC- Cheryl Rollins Roy Enehiroana -LABOR- Yvette Mozie-ross](#)

Attachments [MLDS Center Research and Policy Advisory Board](#)

Meeting records [Transcript](#) [Recording](#)

Summary

Ross Goldstein -MLDSC- summarized the December Governing Board meeting, noting the approval of data inventory, business license, and identity data for a Code Path project, the adoption of data gap analysis plans, and the approval of the annual report with two recommendations, alongside the approval of the data security and safeguarding plan and a discussion of pre-approved projects by Dr. Paul Morgan and Dr. Lee.

Angela Henneberger -MLDSC- introduced two new proposals: "Evaluating

Expanding Success in Maryland Community Colleges," presented by Emily Finchum-Mason -MHEC-, and "Sequences to Success in Maryland," presented by Dr. Brit Henderson from MDRC, both of which were discussed and approved by Ross Goldstein -MLDSC- due to their alignment with the MLDDS research agenda. Updates were also given on NORC's Evaluation of the Blueprint, including data needs and research questions shared by Jenna Scott and Roseline Telfort, and on departmental legislation and the Maryland Data Privacy and Protection Act, with input from Emily Dow -MHEC-, Rachel Brash -LABOR-, and Molly Abend -MSDE-.

Details

- **December Governing Board Meeting Summary** Ross Goldstein -MLDSC- reviewed the December Governing Board meeting, noting that the board approved data inventory, business license data, and identity data for a Code Path project to begin matching efforts ([00:00:00](#)). Key discussions included the data gap analysis, with Molly going over new format plans, and the review and approval of the center's annual report, which included two recommendations. The board also reviewed and approved the data security and safeguarding plan and discussed pre-approved projects by Dr. Paul Morgan and Dr. Lee ([00:01:03](#)).
- **Annual Report Recommendations and Availability** The two annual report recommendations approved by the governing board focused on encouraging the General Assembly to approve the legislation and strong support among data agency partners to amend data sharing agreements to allow for the new type of data sharing. The second recommendation was to reinforce the MLDDS as the shared data backbone for data-driven decisions. Ross Goldstein -MLDSC- indicated that the annual report is available on the center's website ([00:02:20](#)).
- **Proposal: Evaluating Expanding Success in Maryland Community Colleges** Angela Henneberger -MLDSC- introduced Emily Finchum-Mason -MHEC-, who presented on the proposal "Evaluating Expanding Success in Maryland community colleges exploring student labor substitution effects and long-term program impacts," a project that was piloted in the fall of 2024 ([00:03:25](#)). The program provides dedicated advising and a monthly financial incentive to at-risk community college students. The evaluation aims to inform best practices in advising and to extrapolate findings to all Maryland community colleges ([00:04:40](#)).

- **Expanding Success Research Questions** The first research question aims to unpack the relationship between the success program participation and workforce participation, specifically looking at wage visibility to observe if participants' workforce participation changes during the academic year compared to non-participants ([00:05:55](#)). The second question seeks to uncover the long-term workforce impacts of the program, including time to employment and post-graduation wages, especially for returning students ([00:07:09](#)). Emily Finchum-Mason -MHEC- noted that the project fits into the MLDDS research agenda by focusing on program evaluation of a state-level policy and exploring themes of support and barriers to address attrition ([00:08:36](#)).
- **Discussion and Approval of Expanding Success Proposal** Rachel Brash -LABOR- asked if the project would examine workforce participation both during and prior to program enrollment, to which Emily Finchum-Mason -MHEC- confirmed that they propose looking two quarters prior and quarterly through and beyond the program ([00:12:11](#)). Ross Goldstein -MLDSC- concluded that the proposal is clearly the type of project the MLDDS should be involved in as it is a state program providing important information for its administration and management, and subsequently approved the project ([00:13:17](#)).
- **Proposal: Sequences to Success in Maryland** Angela Henneberger -MLDSC- introduced Dr. Brit Henderson from MDRC to present the "Sequences to Success in Maryland" proposal ([00:14:34](#)). Brit Henderson explained that the project aims to map out the different post-secondary pipelines young people in Maryland are taking using sequence analysis and match those pipelines to various labor market outcomes, such as median earnings and employment percentages ([00:15:32](#)). The research will also disaggregate results by key subgroups, including foster youth, and assess equitable returns on training for different backgrounds ([00:18:12](#)).
- **Sequences to Success Alignment with MLDDS Agenda** Brit Henderson stated that the project clearly falls into the pathways and pipelines section of the MLDDS research agenda by trying to understand what students are doing and how that aligns with state-identified pathways of importance. The work addresses the crosscutting themes of supports and barriers, and equity and inclusion, by shedding light on understudied pathways and ensuring equitable labor market returns for all groups ([00:19:30](#)). The goal is to provide a launchpad for additional research and to inform decision-makers, high school, and college guidance counselors ([00:22:07](#)).

- **Support and Approval of Sequences to Success** Emily Dow -MHEC- expressed enthusiasm and offered to facilitate the discussion with subject matter experts ([00:24:35](#)). Ross Goldstein -MLDSC- shared that the center is also very enthusiastic and has a grant from the National College Attainment Network (NCAN) to build a web application to disseminate this type of information, planning to combine resources with Brit Henderson's team to achieve mutual goals ([00:25:56](#)). Charlamar, via the chat, emphasized considering what families and education advocates want to know and how they can be included in the analysis, which Ross Goldstein -MLDSC- affirmed is a goal of their combined efforts ([00:27:08](#)). The project was approved due to its value for the center and stakeholders ([00:28:16](#)).
- **Project Update: NORC's Evaluation of the Blueprint** Ross Goldstein -MLDSC- provided an update on the interim evaluation of the Blueprint by NORC, who received a contract from the AIB ([00:28:16](#)). While the initial project application was broad, MLDDS granted NORC access to the system for exploratory data analysis, as MLDDS has a statutory obligation to support the AIB's work. The plan is for NORC to provide updates as different pieces of the project are realized ([00:29:19](#)).
- **NORC's Blueprint Evaluation and MLDDS Data Use** Jenna Scott, serving as co-principal investigator for the study, provided an overview of the evaluation, which is connected to three primary broad research questions ([00:31:37](#)). The evaluation seeks to understand the progress of the Blueprint implementation, how existing structures support or hinder its progress, and will use MLDDS data variables for quantitative analysis ([00:32:52](#)). Roseline Telfort explained that NORC is actively collecting and analyzing evidence in Phase 2, which includes conducting two rounds of surveys and key informant interviews, alongside obtaining and analyzing MLDDS data to quantify implementation and outcomes longitudinally ([00:35:23](#)).
- **Blueprint Evaluation Specifics and Data Needs** Sheila A explained that the MLDDS data will help answer the question of "To what degree is Maryland on track to meet the expected blueprint outcomes" which fits into MLDDS's program and policy evaluation research agenda ([00:38:05](#)). Rosalyn Telfort clarified that unit record level data are necessary for longitudinal tracking of students, for example, to see their progress from 8th grade to high school graduation, enrollment in dual enrollment, and achievement of industry certifications ([00:41:06](#)). Rachel Durham asked about the time span, which is 2021 to the 2023-

2024 academic year, and confirmed that the evaluation looks at both implementation and outcomes ([00:42:41](#)).

- **Departmental Legislation and Agency Updates** Ross Goldstein -MLDSC- reported that the departmental legislation (Senate Bill 56 and its House cross file) had its first hearing in the Senate, which went mostly well ([00:48:46](#)). A public member requested an amendment to exclude data on citizenship status from the multi-state data sharing project, which Ross Goldstein -MLDSC- noted the governing board likely has the authority to consider ([00:49:48](#)). Emily Dow -MHEC- reported on a busy legislative session for MHEC, noting the return of the college scorecard bill and a bill regarding student parents and data collection ([00:47:23](#)). Rachel Brash -LABOR- said they would check with their legislative team and report back on any relevant legislation ([00:48:46](#)).
- **Maryland Data Privacy and Protection Act and AIB Updates** Molly Abend -MSDE- provided an update on the Maryland Data Privacy and Protection Act of 2026 (SB 264), which applies to all state agencies and may impact MLDDS, particularly regarding designating a privacy officer, retention schedules, and geolocation data ([00:50:55](#)). The MLDDS center plans to review the bill to ensure compliance with its requirements. Ross Goldstein -MLDSC- noted there were no AIB Blueprint updates to report this month ([00:52:10](#)).
- **MLDSC Research Series and Convening** Angela Henneberger -MLDSC- announced recent and upcoming research series events and a grant convening. They hosted a research series on January 30th with a presentation from Morgan State University on the opportunity gap ([00:52:10](#)). The next series will be on February 20th with Dr. Yusin Lynn and Florence Ran presenting on the effects of math pathway reforms in Maryland community colleges. A State Longitudinal Data System grant convening focusing on the teacher pipeline is scheduled for April, and another research series is set for May 8th with Dr. Pua Almasi from Morgan State University on dual enrollment effects ([00:53:43](#)).
- **Missed Meetings and Scheduling** Jeaneen Johnson -OAG- mentioned missing a meeting, possibly because it lacked controversial topics, and expressed their intent to watch the missed meeting's recording, as well as the one scheduled for the following week. Ross Goldstein -MLDSC- specified that the missed meeting was a two o'clock hearing yesterday regarding Senate Bill 56 before the education, energy, and environmental committee. Johnson decided to use the time recovered from the early conclusion of their current meeting to watch the recording now ([00:58:25](#)).

Suggested next steps

Jeaneen Johnson -OAG- will try to watch the missed meeting today.

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Transcript

Feb 5, 2026

MLDS Center Research and Policy Advisory Board - Transcript

00:00:00

Ross Goldstein -MLDSC-: Okay. There we go. All right. So, um All right. So, let's go ahead and get started. You can go on to the next slide and to the next slide. All right. So, the agenda for today's meeting, we're going to I'm going to run through quickly the December governing board meeting. We've got three project proposals and updates for you. Um they'll talk a little bit about legislative session and tell you what's going on with the department our departmental legislation and then hopefully you all can um update us on what's going on with your agencies that might have an impact on data and data sharing and and things like that. And then finally we'll do um any AIB updates um that might be there. So we can go on to the next slide. So for the governing board meeting um we um we did data inventory um the board governing board approved business license data and then data related to for a project for code path.

00:01:03

Ross Goldstein -MLDSC-: Um this right now um since they're still working on their project application. this really the p the um the data was just the identity data but that was approved so that they could start um sending that data to us so we can see if it's even you know what what we can match. Um then we discussed the data gap analysis. Molly went over the new format plans and so we're we're working on getting those up and ready. Um we reviewed and approved the cent's annual report um including two recommendations. Um then we reviewed and approved the data security and safeguarding plan. Um and then the the governing board um we reviewed um pre projects that had already been approved. One was from Dr. Paul Morgan um on educational trajectories for students with disabilities and English learners and then Dr. Lee pass the relationship between IEP transition goals and post-seccary outcomes for um students with autism. we discussed um legislation. Um and then just really quickly, so the two um annual report recommendations that the board approved um one was on

um was was about the legislation um you know encouraging the general assembly to approve the legislation.

00:02:20

Ross Goldstein -MLDSC-: It also encourages you know once assuming that legislation gets approved also strong support among data agency data partners for this effort because obviously all the data sharing agreements are going to have to be amended um to specifically um allow this type of data sharing. Um and then the other recommendation was to reinforce the MLDDS as the shared data backbone that enables datadriven decisions. Um and so that was also added in. Um the annual report is on our website if anybody wants to take a look at that. Any questions about the um annual report or the agenda, the governing board meeting? All right. If not, we can go on to the next slide. All right. I'm going to turn it over to Dr. Henburgger to introduce the first project proposal.

Angela Henneberger -MLDSC-: Sure. Thanks, Ross. Good morning, everyone. Uh, first I want to thank the research and policy advisory board members for your continued support and discussion of these proposals.

00:03:25

Angela Henneberger -MLDSC-: Um, I think your comments are very much appreciated and help to clarify um, what we're doing with a lot of these projects and I think it also ultimately makes for um, a better product in the end. So, thank you guys so much. I am happy we're going to do um two project proposals today. Um actually, we're going to do three, but Ross Ross is going to take care of the one for um the uh NORC proposal. So I am first going to introduce Emily Fincham Mason uh who is also working with Esenlin and Barbara Schmz at MHC and their proposal is evaluating expanding success in Maryland community colleges exploring student labor substitution effects and long-term program impacts.

Emily Finchum-Mason -MHEC-: Hi everyone, good morning. My name is Emily Finch Mason. As Dr. Henburgger indicated, I'm the lead investigator on the expanding toxin in Maryland community colleges project um which was piloted in the fall of 2024. Uh next slide. I'll begin with a bit of context on expanding success and the pilot year evaluation which is currently underway.

00:04:40

Emily Finchum-Mason -MHEC-: Uh in 2024, MAC partnered with MDRC to implement this program which provides dedicated advising services to at-risk community college students and really incentivizes advising uptake with a monthly financial incentive ranging anywhere from \$50 to \$200 depending on the institution. So students that enrolled full-time or close to full-time in case of one of our sites met the monthly advising requirement um who met the monthly advisor requirement were eligible to receive this incentive. MEC went on went into this project understanding that we wanted to produce an internal evaluation that would inform our understanding of best practices and advising and how we could extrapolate these findings to the entirety of uh Maryland community colleges. uh we established performance reporting processes early on that allowed us to characterize month over month uptake and utilization data at the student level to support this evaluation. These are uh data points that we'll be able to leverage for the present proposal as well. And combined with the data that we have in MAC on academic outcomes like course completion, retention, academic performance, we were able to launch our pilot year evaluation.

00:05:55

Emily Finchum-Mason -MHEC-: The looming questions that MAC does not have the internal data to support relate to two aspects of the program. Hence these two research questions. Uh the first research question in our proposal really seeks to expand on the the pilot year evaluation really unpacking more of the implementation aspect more of the mechanism of what's going on when this intervention is offered to students. um and it specifically explores the relationship between success program participation and workforce participation in the specifically in the form of wage visibility. We want to observe to what extent does program participants workforce participation change over the course of the academic year and in comparison to comparable non-participants. The combination of intensive advising and financial incentives that characterizes the success program were uh in our qualitative research were suggested by some of our respondents to buy students time or to pay students to focus on their their education over other things that they have got going on in their life. And we have an opportunity here with the MLDDS data to really unpack that in a descriptive way.

00:07:09

Emily Finchum-Mason -MHEC-: Um, this data in conjunction with the qualitative data that we have collected regarding success's pilot year implementation will allow us to gain purchase on how student labor may change with respect to their participation in this program. Uh, we'll emphasize off the bat that we're not aiming to make causal assertions with this particular research question. Um, but the workforce data will give us greater insight into how the program works and to support future exploration on the mechanisms at play in this type of intervention. Moving on to research question two. This one is a little bit more of a straightforward extrapolation of our near-term evaluation. Um we are specifically aiming to uncover the long-term workforce impacts uh for students who participate in the program as compared to comparable non-participants. We specifically want to know what is the impact of expanding success on long-term student outcomes including time to employment and post-graduation wages. uh we have kind of a neat opportunity here in the sense that expanding success was really targeted towards uh returning students right this is a demographic that is not necessarily the the target of a lot of advising interventions particularly at the community college level um so for folks who are really close to that end line that end point program completion we want to know this does this intensive advising intervention help these folks move into employment quicker and then do we see wage premium

00:08:36

Emily Finchum-Mason -MHEC-: uh results Next slide, please. So, we kind of fit nicely uh into MLDDS's research agenda and in the research themes as well. Our proposed project is a program evaluation of a state level policy intervention. Again, piloted at these three community colleges with the potential to be extrapolated as we learn about what works and what doesn't. The proposed project explores specifically themes of support and barriers. Right? Expanding success is a program that was explicitly designed to address the barrier the multitudinous barriers that students face to program completion particularly in a community college setting. Next slide. As I mentioned earlier, we already use post-searcy education data from MHack, but our proposal is really centered on incorporating this workforce data to unpack successes labor market effects. Uh again, in terms of inprogram, workforce participation, time to

employment postprogram, and wage visibility postprogram. Next slide. Understanding success's impacts is critical to informing state policy on how best to support student post-secondary success. It specifically addresses the state plan for higher education in terms of supporting student success and determining what works in driving students towards that educational finish line.

00:10:04

Emily Finchum-Mason -MHEC-: Um, and specifically community college students who we know are more likely to come from underserved communities and are far more likely than their four-year counterparts to attrite from their educational program. This attrition is costly not just to the student who forgoes economic dividends from education but also to the schools in the state more broadly to the extent that we can understand how to forestall that attrition process how to help guide students towards the finish line um the individual the institution and the state all stand to benefit. And while success is just one intervention in a pantheon of interventions gaining interest from policy makers and philanthropic funders, it happens to be an intervention with a relatively reasonable price tag and burden of implementation. So if we generate evidence that suggests cost effectiveness, this may be a more fiscally responsible way to support student success. Mack is also really eager to know and to build a knowledge base on what advising models work best, what attributes of the intervention work and how. We have a really interesting case study in these three community colleges, but we also have an eye towards what lessons can be extrapolated to all of the 16 community colleges throughout the state of Maryland.

00:11:13

Emily Finchum-Mason -MHEC-: Uh my last slide is just some citations that help kind of underscore the background of this. Uh but happy to take your questions and I'm very grateful for your time today.

Ross Goldstein -MLDSC-: Great, Emily. Thank you so much. Um, and let's open it up to um up to the group for questions. These are normal discussion points. Does this research help the state of Maryland, state agencies, or other institutions? Are there policy implications for the state of Maryland? And then any additional thoughts or questions about the proposal? And I see Emily has her hand up.

Emily Dow -MHEC-: Of course I do. I've been told by my team to keep my comments short. We're just super excited about this project. Super excited that we can uh coordinate with uh MLDDS on this. So I'll leave it there. Thank you. And thank you Dr. Fincham Mason for your presentation.

00:12:11

Ross Goldstein -MLDSC-: and Rachel.

Rachel Brash -LABOR-: Oh, hi. I'm Rachel Brash. I'm with the labor department, the Maryland Labor Department. Um, I was just wondering if you were planning on looking at um workforce participation w in the program or before the program. Um, to understand if it's changing attachment um if something's going on while people are in the program. Um, yeah. So, you understand the question. Yeah. Thanks.

Emily Finchum-Mason -MHEC-: That's a great question. Yes. And the short answer is yes.

Rachel Brash -LABOR-: Great.

Emily Finchum-Mason -MHEC-: So, we're proposing to look uh two quarters prior to program entrance um for both treatment intervention and comparison group and then to look quarterly as we can both through the program and beyond as well just to ensure that what we're seeing is not a a temporary blip. Yes, absolutely.

Ross Goldstein -MLDSC-: All right. Any other comments, questions, compliments? All right, you can go on to the next slide.

00:13:17

Ross Goldstein -MLDSC-: So, I I um so this is the point where we ask for a recommendation um from the RPB. Um so, it seems that I I guess what I'm hearing is that and that this is clearly the type of um project that we should be involved in. this is, you know, it's a it's a state program that we're getting some important information for its administration and management. And so, um, unless I'm hearing any objections, um, this is definitely a project that we will approve and and get working on to anybody going once, twice. All right. So, thank you very much and we will be in touch with you about next steps about getting started and I will turn it back to Angie for the next project.

Angela Henneberger -MLDSC-: All right, thank you MC and thank you for um your uh questions and clarifications on that proposal. Let's go to the next slide. Next slide. Uh

perhaps we are having some technical difficulties. So, um, Ross, do you want me to hold for a minute?

00:14:34

Angela Henneberger -MLDSC-: Do you want me to go ahead and introduce?

Ross Goldstein -MLDSC-: Yeah, let me see if I can let me see if I can um

Angela Henneberger -MLDSC-: Great.

Ross Goldstein -MLDSC-: start the slides myself. I think Ayanna just said she lost power. So that's that's going well.

Angela Henneberger -MLDSC-: That's not good.

Ross Goldstein -MLDSC-: No, not really.

Angela Henneberger -MLDSC-: The joys of winter.

Ross Goldstein -MLDSC-: Uh

Angela Henneberger -MLDSC-: Well, in the meantime, um I will try to do this off the top of my head.

Ross Goldstein -MLDSC-: yeah.

Angela Henneberger -MLDSC-: So, I apologize for any mistakes. Um I believe um that this is external research application uh 130. Um I am introducing Dr. Britt Henderson, I think from MDRC, if that's right. It looks like it's right. Okay. Um, and this proposal is titled Sequences to Success in Maryland. So, Britt, I will hand it over to you, and I apologize for the technical difficulties.

Brit Henderson: Thanks. Thank you, Angie. That was great.

00:15:32

Brit Henderson: Really impressive off the top of your head. Um, so hey everyone. I'm Britt Henderson, joined here by Becky O'Donn both from MDRC. Uh, we do a lot of social education policy research. Um, and today we just want to tell you a little bit about our project, Sequences to Success in Maryland. Uh, next slide, please. Um, so sorry. Something looks okay.

Ross Goldstein -MLDSC-: Wait a second.

Brit Henderson: Yep. There.

Ross Goldstein -MLDSC-: Something's

Angela Henneberger -MLDSC-: Yeah,

Brit Henderson: So,

Angela Henneberger -MLDSC-: Ross. No,

Brit Henderson: we have we've got a few different uh research questions.

Angela Henneberger -MLDSC-: go to go to slide 14.

Brit Henderson: Uh oh. Um,

Angela Henneberger -MLDSC-: Yeah, Ross,

Brit Henderson: and

Angela Henneberger -MLDSC-: go to slide 14.

Ross Goldstein -MLDSC-: Sorry about that.

Angela Henneberger -MLDSC-: No, 15.

Ross Goldstein -MLDSC-: 15. There we go.

Angela Henneberger -MLDSC-: There you

Brit Henderson: Okay, great. Um, so, uh, we've got a few different research questions that we want to address with this project.

00:16:32

Brit Henderson: Uh, but as a start, we want to map out all the different, uh, post-secondary pipelines that young people in Maryland are taking. Um, we do this using something called sequence analysis. And this is kind of to lay out the landscape of just post post-secondary activities uh for a recent cohort of students. Uh then after we do that, we match the pipelines to their labor market outcomes. Um and I'll just say that we really want this entire project to be very collaborative with both MHC and MLDDS. Uh and so some of the exact definitions might uh change depending on our conversations. Uh we see this really as like a way to provide um support and capacity to the great groundwork and research that you all are already doing. Um and so we'll be mapping these pipelines to various labor market outcomes which could include median earnings uh percentages employed specifically looking at some of those lighthouse industries. Um and we'll do that for each of the key pipelines that surface among all the students. Um and then one really cool thing about the method that we're using uh which is sequence analysis is that that it not only kind of shows you uh the big steps and activities that young people are undertaking but you can actually dig under the surface and understand uh the timing and order of those different steps.

00:18:12

Brit Henderson: So whether or not people are working and enrolling in education simultaneously, whether or not they are taking a period of time off to uh do something other than working or enrolling and then entering uh some type of post-secondary education training uh program. And so we're able to actually see a lot of that variation. So that's research question number three. Um we're really interested in making sure that there are pathways that serve all groups of students um in the state. And so question four is where we start to disaggregate by certain key subgroups. Um some of these that have already been highlighted for us as important uh especially our foster youth and other groups of vulnerable youth. Uh and then finally we want to see not only where different subgroups of students are landing in terms of their pathways but also um are we seeing equitable returns uh on their training. So if someone is you know going in pathway two are they making the same amount in terms of earnings as another person with uh with different background characteristics?

00:19:30

Brit Henderson: Okay. Um on the next slide, uh we just lay out a few ways that we think this is addressing MLDDS's, uh research agenda. And so, um very clearly like we're falling into the pathways and pipelines section of the research agenda. Um really we're just recognizing that there's been a huge increase in the heterogeneity in terms of paths that young people are taking. Uh there are so many more options today than there were even you know a decade ago. And so really just trying to understand one what students are doing and then two how does that map onto some of these uh pathways that the state has already identified as being of importance. So kind of does a theoretical map on to what's happening in the real world in the lives of our young people. Um and then in terms of some of the crosscutting themes, uh we feel that this our work will address both the supports and barriers and then the equity and inclusion themes. Uh we strongly believe that there is a pathway for every student and that it can look very different.

00:20:44

Brit Henderson: And so by mapping out some of these uh perhaps understudied pathways and pipelines like we will be able to just shed light on those and kind of

understand the mechanisms feeding into those and whether or not they're seeing favorable labor market returns. Um but then also understanding if certain subgroups of students are tending to fall into uh pipelines and or pathways that are um leading to outcomes that maybe don't align with what they want. Um and then so on the next slide um just showing the data sources that we would be using. so grateful for how robust uh the MLDDS center data is and the fact that we will be able to link across all these different sectors. Our analyses would not be possible without that ability to look at um the those transitions between K12 and post-searcy education and training and then also those labor market outcomes. Um and then on the next slide uh these are the things that we're hoping that stakeholders uh will get from our project. one, we see this work as largely policy facing.

00:22:07

Brit Henderson: Um, really aiming this at decision makers, hoping that this will kind of paint like a big picture landscape of what recent cohorts of young adults are doing in terms of their post-searcy education. Uh, and then from there, it almost is creating a a launch pad for additional research studies. So, you know, maybe we see that there are some interesting dynamics happening in the transfer space and that might be a place where we decide we want to zoom in and start thinking about what are some more rigorous evaluations that we could set up looking at that in particular. Um, and so we really want to distill like this massive amount of information that will be produced from the sequence analysis literally looking at every single student's uh uh journey. um for a given cohort and then instill that into some key uh routes. And so hoping that this will help inform decisions by uh higher ed leaders and also their workforce partners um being able to understand again which pathways and their pipelines are being uh linked with the kind of labor market outcomes and also those key industries that are important to Maryland State.

00:23:23

Brit Henderson: Uh and then taking it back a bit to both the high schools and the college spaces just giving guidance counselors um and adviserss and maybe even the parents and students a little bit more information uh as they try to navigate this very pivotal moment in making those decisions about post-searcy education. Uh and then finally um

at MDRC like we often say like we want to democratize the data. Um again like just very impressed from everything that I've heard and seen about MLDDS data and so uh hoping that we can develop uh maybe even like a small toolkit but at a minimum having analytic code uh information about the analyses and methods and documentation so that people at MLDDS or Mahack or any other uh researchers in the state can use that and do similar analyses. Um, all right. And I think that's probably the the last slide and some citations. And um, yeah, thanks everyone for this opportunity and welcome any questions. Hope I didn't go through that too fast.

Ross Goldstein -MLDSC-: That was that was good.

00:24:35

Ross Goldstein -MLDSC-: Thank you so much.

Brit Henderson: Sorry.

Ross Goldstein -MLDSC-: Um so so same set of uh considerations. Um but I'll open it up to folks to uh hear any input or questions. Hi Charlamar. Um you can go ahead Charlamar. Um if you're talking we can't hear you. Now you're on mute. All right. Well, while Charlamar um works out her uh technical issues, does anybody else have a um does anybody else have any comments or questions? Yeah, Emily, count on you.

Emily Dow -MHEC-: This all sounds great. We um we certainly stand at the ready to wee certainly stand at the ready to um continue this discussion and excited about the potential of this work. It aligns with a lot of what we're trying to do at the agency. Um so yeah, excited and so I I think you know many of the people on the research team at EMC,

Ross Goldstein -MLDSC-: Sure.

Emily Dow -MHEC-: but there may be some subject matter experts that we would want to pull in as this progresses.

00:25:56

Emily Dow -MHEC-: So happy to help facilitate and make that all work for you. Thank you for this work.

Brit Henderson: Thank you.

Ross Goldstein -MLDSC-: And not to not to tip my hand too much, but I'm also very enthusiastic about this project and and um both uh Ann and I have reached out to to Brit

to see if we can sort of marshall and combine our resources. I think I've talked about before that the center has received a grant from the National College Attainment Network um to to build a some form of a web application or portal or dashboard that would be specifically designed to get the type of information that that Brit wants to develop into the hands of guidance counselors and students and families. And so we really we actually have a meeting set up I think for next week to kind of talk about how we can work together to accomplish our our mutual goals. Um you know we think we don't have a ton of money for this project but we think where we really want to spend our resources is in bringing in convenings of um guidance counselors and maybe identify some families some you know um students and and their parents who can come in and talk about like what would be helpful, what format would make sense to you?

00:27:08

Ross Goldstein -MLDSC-: how would you how could we provide this information to you in a way that that um you would understand it and find it useful and so we think having the extra you know um resources of the MDRC and and and Brit's team I think we could really um get a really interesting project product up and running and so we're very excited to to have this opportunity to work with them on this um so I will Um, I will also note there's a question from um, Charlamar in the chat. It says, "My question is to consider what families and education advocates might want to know and and need to know. How can they be included in your analysis?" And yeah, I I think Charlamar that's like right exactly what I what we're trying to do with our grant from ENCAN and and to sort of combine that into what um hopefully combine that into what what um Brit and NDRC are doing. So we're we're looking we're definitely on the same wavelength with you about that. So is there any other comments questions?

00:28:16

Ross Goldstein -MLDSC-: All right. Um so again if you know I I I think this is exactly the type of project that we want to be working with. I see there's a lot of value to the center for this project. I think for all of our stakeholders. Um, so unless I hear any,

Brit Henderson: Awesome.

Ross Goldstein -MLDSC-: you know, objections or concerns, I I think we're definitely this

project will be approved and, um, I will I will reach out to you about next steps and look forward to meeting with you soon.

Brit Henderson: Thanks so much everyone.

Ross Goldstein -MLDSC-: Great. Okay. Now, I will I'm just going to scroll through my slide. Oh, here we go. So the next project update is um from NORC. Um and I will let them introduce themselves in a minute. Um I think I saw Rosalyn Telfort on the call. I think she's going to be our presenter. Um so NORC received a contract from the AIB um to do the interim evaluation of of the blueprint.

00:29:19

Ross Goldstein -MLDSC-: Um and so they um they submitted a project application to us. I think the project application was very broadly written because it's a very broad project um and didn't we felt wasn't really ready for consideration by the um RPB as it was originally submitted. what we did because we didn't want to hold up the work of um of this project. And I maybe stop really quickly and just remind everybody that it's written into state law that we have an a statutory obligation to support the work of the AIB and and allow access to their researchers for just exactly this type of work. So, so that we weren't holding them up, we've already given them access to the system. they are doing some exploratory data analysis to determine you know where MLDDS data can support the work that they need to do um for the AIB. And what we decided was is that we would just basically let them get started and come to you as different pieces of the project are realized and understood and then come to you and explain this is what we're working on.

00:30:27

Ross Goldstein -MLDSC-: These are the data we think we're using for this part of the project and have an opportunity to get your feedback and input. So, with that, I'm going to turn it over, I think, to to Rosalyn and um let her get started.

Roseline Telfort: Good morning all. Um our VP Dr. Scott will start us off and you'll hear from me and my team um

Ross Goldstein -MLDSC-: Okay,

Roseline Telfort: Dr. Coffee Bordon, Dr. Arens um throughout the

Ross Goldstein -MLDSC-: great. Thank you,

Roseline Telfort: presentation.

Jenna Scott: Fantastic. So, um hello everyone. Uh I'm Jenna Scott and um I am serving as the co-principal investigator for this study and also vice president at um North University of Chicago. Um what we've decided to do in this presentation is to hopefully situate this a little more specifically for the MLDDS data. But as um as was explained um as we've started to to really look at the data that are available, we really look forward to the collaboration with all of you who have the expertise. Um so uh next slide please.

00:31:37

Jenna Scott: All right. So, um, I'm going to briefly discuss the overview of the evaluation, um, and connect it a little bit to what we think are the there's a lot of research questions here. This is obviously a landmark legislation with, um, a lot of focus areas. So, we're connecting this to three primary broad research questions that um are again a part of many research questions in this evaluation. So, I'm going to speak to to those um questions in just a second. Uh, next slide. All right. So, um, uh, with us today are myself, um, and then three of my colleagues, and you can see sort of their roles, um, for the project. You will hear, um, from two other people during during this conversation, but there will be obviously this is a large evaluation, so there will be multiple people engaged. Next slide, please. All right. So um again because we have so many research questions involved in this study I I felt or our team felt that it was very important to sort of conceptualize the overarching goals here and then specifically highlight in the orange text what we see as the the um connector particularly to the MLDDS data.

00:32:52

Jenna Scott: So you know we really want to understand the progress the blueprint implementation and how it is enabling innovation learning and shifts to new approaches. So this is really connecting to um you know understanding what components are on track to be fully implemented as identified um by the comprehensive implementation plan um and and really for it to be on schedule. And so just you know again context for for the blueprint as I'm sure um you know all of you are aware there's five specific pillars right and so this is running from early childhood education to thinking about high quality diverse teachers and leaders career and college readiness um with a specific focus also in our evaluation on career counseling um

resources for students to be successful and and this really um uh you know helps helps focus in on multilingual learners um as well as students with disabilities um and thinking about academic performance on various assessments. Um and then in addition there's a component on uh governance and accountability and as you might imagine that connects to school funding. Um, so again, that's the the the first piece here is really understanding the progress.

00:34:11

Jenna Scott: And then you can see for the second goal, we're really considering how existing structures, policies, and practices support or hinder the blueprint's progress. Um, and once again, we hope to be able to use some of the MLDDS variables to to to be able to zoom in on some of the more quantitative data. um the goals that are in the um black text at the end under three and four, we we don't see that the MLDDS data is as related to those, but we wanted you to see the other um components of of this study, which is really getting into the contextualization of factors and that really um will be a large part of our extent data in terms of reviewing documents as well as conversations that we will be having from the qualitative portion. I am now going to turn the presentation over to Dr. Telour.

Roseline Telfort: Okay, thank you. Next slide, please. So, Nor's um phase 2 work that ran from this past December through um July of this year. We are actively collecting and an analyzing evidence for the evaluation.

00:35:23

Roseline Telfort: So as you can see in the beginning the gray out um text details the complimentary field activities that NORC will conduct um that consist of two rounds of survey surveys identifying bright spots and challenges for local um education agencies as well as some on the ground visits in addition key informant interviews. So these are essential to the valuation's full picture but they're not the focus of um the MLDDS request. Um the centerpiece for today's um presentation is our plan to obtain and analyze the data from MLDDS. Now this will allow us to quantify implementation and outcomes across the leas over time. So this um the data will allow us to move from descriptive antidotes to um more of a systematic longitudinal look so our findings can be trendable across the state and the local levels. So in phase two, we're pairing the

qualitative and um survey inputs that we're gaining from the fields, the LEAs and those who are a part of the um implementation of the blueprint with the MLDDS derived quantitative foundation. So then we can carry those forward into phase three where we synthesize and report the data to the AIB board.

00:36:44

Roseline Telfort: Um so furthermore phase 2 is more is more so where we build the evidence base and the MLDDS data extract is the backbone of that evidence. Next slide please. So again, phase three will run through um later this year through the end of the year. And this is where NORC comes together and synthesize um the data that we have collected and um submit documentation and a report to AIBS AIB. Um so we will integrate all these data streams into um a final product. So we'll analyze and synthesize the quantitative and qualitative data data and then we'll move through a um a clearance a clear reporting cadence and we'll deliver seven presentations beginning this fall. So the compon the MLDDS component is critical because phase three synthesis depends on having um these indicators from phase 2. So the interim products can speak to progress and outcomes and moreover the phase 2 gets us the data where phase three converts it into actionable interim findings, deliverables and presentations. Um next I will turn it over to our lead methodologist Dr. Erenss.

00:38:05

Roseline Telfort: Next slide please.

Sheila A: Thanks Roslin. Next slide. So can you move to the next slide? So after our conversation with Ross, we were clear that we needed to kind of boil everything down. And as Jenna said, um we have a number of evaluation questions in the broader study, but the question that the MLDDS data will allow us to answer is the one that we posted here. To what degree is Maryland on track to meet the expected blueprint outcomes? So the blue the blueprint is legislatively required in terms of the research agenda of MLDDS. It fits into um looking at the impact of state and federal programs particularly a state program and it falls directly into the program and policy evaluation research agenda category. So we're confident that this fits into what the goals are of MLDDS. Um, so looking at that question, to what degree is Maryland on track to meet the expected blueprint outcomes, we're hoping to collect through the data that you all have,

state level, county level, and LEA level data that allow us to answer the very much more specific questions that we have.

00:39:17

Sheila A: Um, so descriptively we are hoping to analyze data. We looked at the MLDDS data set and there are about 109 variables that we derived that would allow us to answer the questions. Um so we're using a descriptive study to do this and um looking at those 109 variables would allow us to conduct this comprehensive longitudinal analysis across the blueprint examine implementation equity and outcomes and be able to link education workforce and support systems data in a meaningful way. Um, if you have specific questions about the items, those 109 variables that we identified, Rosalyn can provide some background information on those. She's looked at the um at the set of of data that you all have and we're confident that we um have pulled the items that we will need, although we know that we're going to need to rely on experts at MLDDS to help us understand um the nuances associated with each of those variables. And if you could move to the next slide, we are open to any questions or um comments that your team has.

Roseline Telfort: I'll add so for example some of the um questions that we have to um collect for the legislation is for example percentage of all four year olds who are enrolled in full day um prek programs average teacher salary um percentage of three grade three students scoring at or above proficient on grade three um LEA assessment math and English language arts.

00:41:06

Roseline Telfort: So those are just a few um of the data that we must collect.

Ross Goldstein -MLDSC-: Hey,

Angela Henneberger -MLDSC-: Sure. So, hi, thank you for your presentation.

Ross Goldstein -MLDSC-: Angie.

Angela Henneberger -MLDSC-: I I appreciate it and it's nice to meet you guys. So, um uh one of the my question is on slide 28. So, you say that you're requesting state level, county level, and LEA level data. So, I'm wondering um I guess I'm trying to figure out uh the goal of using MLDDS is to use student level data. So, if you're reporting in the aggregate, I'm trying to figure out um the role for needing access to unit record level

data.

Roseline Telfort: for the unit record because it is again longitudinal uh we do have to track those students. So eventually for example with college and career readiness it is just beginning to be implemented. So, um again, this is the the first of probably many um evaluations, but by the time um of the the end of the evaluation or the blueprint, um whoever is the evaluator will be able to come in and see which of those students probably from 8th grade were able to successfully um graduate high school.

00:42:41

Roseline Telfort: um enroll in dual enrollment courses, achieve um industry certifications or um industry pathways. So this is more of the reason why we need those um unit data.

Ross Goldstein -MLDSC-: Is there any other questions, comments from the RPB? Hey

Rachel Durham: Hey there. Um,

Ross Goldstein -MLDSC-: Rachel

Rachel Durham: hi. Uh, nice to meet some of you and hello Jenna. I just wanted to ask what is the time span on this? Um, like kind of your analysis like what are the years that are under

Roseline Telfort: Yes. So the we start where the um the blueprint or the AIB was founded.

Rachel Durham: consideration?

Roseline Telfort: So this would be in 2021 and we end at 20 23 24 this um past academic

Rachel Durham: Yeah. And so I guess my next question would be like I gathered some of this

Roseline Telfort: year.

Rachel Durham: is about understanding how the requirements of the blueprint have been implemented or does this go further in looking at the outcomes or is it is it both?

Roseline Telfort: It is

00:44:16

Rachel Durham: Okay. Okay. Yeah. Yeah, I'm thinking about, you know,

Roseline Telfort: both.

Rachel Durham: this probably overlaps with some work that is already ongoing. For example, I'm familiar, I'm aware that MSDE is going to provide some funding to some external partners to look at community school implementation and student outcomes, for example. And I I sort of have a vague memory, Ross, you telling us that MLDDS was sort of the house for AIB and evaluating outcomes, but I don't know if any funding was passed along or, you know, requirement that MLDDS staff are doing that, but like I'm I'm guessing you guys sort of have a sense of the landscape of the other evaluations that are going on. So like, do you see this as overlapping that or being at a higher level than that or how does it complement

Jenna Scott: So I I'm I'm happy to take that. So I mean I I think so. First, Rachel, it's great to see you. It's been a long time. Um so I I mean I I think that there are intersections, right?

00:45:16

Jenna Scott: But I I think the piece here really is to first I think we should be able to draw on those data. But the problem is right, we only have a short window to start sort of what the tracking will look like. And I think the idea here is that we can start to track these these indicators and measures over time that's setting up really to look at later impacts. And so I I think part of it is trying to figure out what is the standardization and processes for uh AIB and LEA and the LEAs themselves to be able to report continuously. So I I do think that there's there are intersections. We are aware of some of the studies. some of our colleagues are actually involved in a few um but because of the time constraints that we have I think we need to set this up for the evaluation right now with the specific metrics that are required specifically for the blueprint. So I again I think we will continue to be looking at the studies and I think that will be part of um how we sort of think about the synthesis and the recommendations to move forward.

00:46:13

Rachel Durham: Yeah. So,

Jenna Scott: Um

Rachel Durham: sorry to prolong my question, but just one followup on that. Like if if you're talking about specific indicators that are identifying things happening with the blueprint, is that something that can become a permanent sort of flag within not flag

variables

Jenna Scott: Right.

Rachel Durham: within MLDDS?

Jenna Scott: Great, great question. I mean, I I think you know that that's that's for conversation, right? And so,

Ross Goldstein -MLDSC-: Right.

Jenna Scott: as we're looking at those data and working with those of you who are experts, I mean, I I think some insights too on what that could look like for for the collection as it moves forward would be really valuable.

Rachel Durham: Yeah. Thanks. Thanks.

Ross Goldstein -MLDSC-: Thank you, Rachel. Any other questions or comments? All right. Well, then I thank you um all for the NORC team for being here and and briefing us all on this important work. um and and we will um continue to to work with you and and and hope that you'll come back to future RPB meetings with some additional updates and and additional plans on what you're working on.

00:47:23

Ross Goldstein -MLDSC-: All right. And so that takes us to Oh, and Lor says, "Thank you." So, appreciate that. So, that takes us to the legislative session. Um first start off with there's any um agency partner updates. what are people watching tracking? Um, so if anybody if any of thebody has any updates for us, any legislation a particular note, thank you, Emily. I'm starting to get a complex that Ann's not here and nobody's talking, so

Emily Dow -MHEC-: just that it's busy. I mean, I'm I'm trying to rack my brain right now of the various bills that we are entertaining. We do uh we have the college scorecard uh bill back, but this time it is purely reflecting college scorecard uh data metrics. Um we do we are there's a bill on student parents um and collecting data around student parents. We've seen this bill over the years. Um those are the two predominant ones that come to mind in terms of data collection um and impact to to research operations.

00:48:46

Emily Dow -MHEC-: I turn to my colleagues at MEC if I'm missing any.

Ross Goldstein -MLDSC-: Sure.

Emily Dow -MHEC-: But it's just busy as you know busy time of the season.

Ross Goldstein -MLDSC-: Anybody else? MSD, Department of Labor,

Rachel Brash -LABOR-: Um, I will need to get back to you.

Ross Goldstein -MLDSC-: Rachel.

Rachel Brash -LABOR-: I've been um working on other projects. I'm still um I'm here. I'm really happy to be here. I've been fully in our federal worker loan programs. Um so, let me check with our Ledge team um to make sure I'm not where I'm not missing anything and there's not anything you need to be aware of. So,

Ross Goldstein -MLDSC-: Okay.

Rachel Brash -LABOR-: I will I will report back.

Ross Goldstein -MLDSC-: All right.

Rachel Brash -LABOR-: Yep.

Ross Goldstein -MLDSC-: Great.

Rachel Brash -LABOR-: Thanks.

Ross Goldstein -MLDSC-: Anybody else? Okay. Well, just I will um Senate Bill 56, House Bill, blanking on the number of the House bill, but it's the cross file of our departmental legislation.

00:49:48

Ross Goldstein -MLDSC-: Um it had its first hearing in the Senate yesterday. I think it it mostly went well. A couple questions. One question um well actually there was a somebody a member of the public um requested an amendment to the bill to specifically preclude um any data related to citizenship status um from being included in the multi-state data sharing project. Um I don't I'm not sure that that's a necessary amendment. I think the governing board would have the authority to and I think probably would take that under consideration. I don't know that we it needs to be written in the statute. I think that's like I said a consideration that the governing board can um can work through as it as it determines what data are acceptable to send um which is part of how the bill is structured. Um there was also a comment about getting sort of I guess the the okay from the chief data privacy officer. So, we will reach out to um to that individual and and get their um explain the bill and and you know kind of get their blessing on that.

00:50:55

Ross Goldstein -MLDSC-: Um all right, anybody else last chance there's another data privacy bill. I'm blanking on the number. Molly, do you recall the um Okay.

Molly Abend -MSDE-: 264.

Ross Goldstein -MLDSC-: Do you want to say a few words about that real quick?

Molly Abend -MSDE-: Sure. That one it's the Maryland Data Privacy and Protection Act of 2026.

Ross Goldstein -MLDSC-: Right.

Molly Abend -MSDE-: Um, and it's for all all agencies in the state, but we're we're looking into how or if it would impact um the MLDDS. Uh, one of the requirements is that we designate a privacy officer, which is I think we have multiple people in uh, on our staff that could fulfill that role. Um, there's also some retention schedule references there. Um, that we there is a lot of language in there. I think we're going to have to look at about geolocation data. I do think the MLDDS center has u a lot of processes already in place. So, uh, I'm not sure we we'll have to change our processes, but I think we should review it anyway.

00:52:10

Molly Abend -MSDE-: Um, and, uh, there just might be more work that we need to to do with to do it and making sure that we're checking all the boxes that are required.

Ross Goldstein -MLDSC-: Great. All right, last chance for legislation. All right, we will move on then. I think we already covered this slide. This is just the recommendation from the board about our departmental legislation. Um, there are no AIB blueprint updates. Jordan um Barry um informed me that they didn't have anything to report this month. So I think I tried to just got a message from All right. Um and Angie, do you want to talk about the two research series real quick?

Angela Henneberger -MLDSC-: Absolutely. So, um I am happy to announce we just hosted a research series on uh

Ross Goldstein -MLDSC-: Oh s***.

Angela Henneberger -MLDSC-: January 30th where um from Aha from Morgan State University presented some of her work on the opportunity gap in relations with uh relationships with um high school graduation and college enrollment outcomes.

00:53:43

Angela Henneberger -MLDSC-: Our next research series will be February 20th at noon. We will have Dr. Yusin Lynn and Florence Ran. Yusin is at the Maryland Higher Education Commission and we are excited to have

Ross Goldstein -MLDSC-: What's that?

Angela Henneberger -MLDSC-: her present on her research project on the effects of math pathway reforms in Maryland community colleges. And then we have a little bit of a break for spring break and then we are hosting um a state longitudinal data system grant convening um on the uh teacher pipeline. Many of you will be getting invitations for that convening. That will be in April. Um so we're also skipping April and then in May we have May 8th we have Dr. Pua Almasi who is from Morgan State University and he will be presenting his research on dual enrollment effects on student outcomes and exploring heterogeneity across delivery context. This uh project does not use data from Maryland but um I know we are uh kind of continuing to be interested in dual enrollment uh statewide.

00:54:56

Angela Henneberger -MLDSC-: So um this will help to um understand what uh some other locales and states are doing in terms of dual enrollment. So we look forward to seeing you there. Everyone is um invited and you will get those announcements and these are virtual

Ross Goldstein -MLDSC-: Great.

Angela Henneberger -MLDSC-: and hosted on Zoom. Please reach out. Feel free to email me if you have any questions or if you're not on the list and you want me to add you to the list. Thanks.

Ross Goldstein -MLDSC-: Thank you, Angie. Um, Charlamar, do you want to see if you're
+1 443--86: *Can you hear me now?*

Ross Goldstein -MLDSC-: Yes, we

+1 443--86: Thank you very large. Um, greetings everyone.

Ross Goldstein -MLDSC-: can.

+1 443-*86: Um, my question is now out of order. You were asking about the legislative bills and so I just put it in the the in the chat. Was wondering if there's anyone here from the Department of Labor who might be able to um I can connect with about HB297 um SB70.

00:56:01

Rachel Brash -LABOR-: Um, I I'm from the Department of Labor. Um, I'm not completely up.

+1 443--86: Hey, where are you?

Rachel Brash -LABOR-: Hi. Um, I'm not on this, but I've, you know, I'll take the note.

+1 443--86: Okay.

Rachel Brash -LABOR-: Uh, I'll take this and then I can I can talk to my colleagues on the legislative team, figure out who the right person for you to talk to

+1 443--86: All right.

Rachel Brash -LABOR-: is.

+1 443--86: And I'll put my email address in the chat for you. I know there was I did see the one hearing for it,

Rachel Brash -LABOR-: Oh,

+1 443--86: but I'm still like unclear. So, um, thank you.

Rachel Brash -LABOR-: sure. Of course. Yeah. Thank you.

Ross Goldstein -MLDSC-: All right. Um, any agency partner updates? All right. Well, then that brings us to the end of the meeting. So, the next um the future dates are listed here um for everybody to take a look at and jot down.

00:57:02

Ross Goldstein -MLDSC-: And I think that's everything. So, thank you all for tuning in and um Ann will be back in April. So, people just get your get ready to participate more once she returns. And uh and so thank you all. Uhhuh. Great.

Angelina Guarino -DPSCS-: Thanks, Ros.

Ross Goldstein -MLDSC-: Thank you.

Rachel Brash -LABOR-: Thanks.

+1 443--86: Ross, it's Charlmar again.

Ross Goldstein -MLDSC-: Yes.

+1 443--86: Can I do you have a couple minutes? All right. um the bill I reached out to you about um I'm going to forward you um some additional stuff that's now above me and like comprehension about what can be done um or what concerns there are about third party whatever. I feel like you answered my question. Um, but I have some other

people that I'm working with on this. Um, and so I just want to forward forward you that context so you can also have that. And it sounds like a little bit that did come up in the hearing which I was going to watch today to get prepared for next week.

00:58:25

Ross Goldstein -MLDSC-: Okay, that sounds good.

+1 443--86: Okay. All right. Thank you.

Ross Goldstein -MLDSC-: Yeah, sure.

+1 443--86: All right.

Ross Goldstein -MLDSC-: Absolutely.

+1 443--86: I'll forward it to you now.

Ross Goldstein -MLDSC-: All righty.

+1 443--86: Okay. Peace.

Jeaneen Johnson -OAG-: Hey, Ross.

Ross Goldstein -MLDSC-: Hey

Jeaneen Johnson -OAG-: Um,

Ross Goldstein -MLDSC-: there.

Jeaneen Johnson -OAG-: I heard you say that there was a hearing. I thought the hearing was next week.

Ross Goldstein -MLDSC-: There is one next week.

Jeaneen Johnson -OAG-: Did I miss one that happened yesterday?

Ross Goldstein -MLDSC-: Yeah, you did. It's okay.

Jeaneen Johnson -OAG-: I'm

Ross Goldstein -MLDSC-: That's all right.

Jeaneen Johnson -OAG-: sorry.

Ross Goldstein -MLDSC-: Um, this meeting felt very chaotic.

Jeaneen Johnson -OAG-: Yeah, a little bit. It's okay. You did a great job.

Ross Goldstein -MLDSC-: Well, it was also because I wasn't planning on hosting the slides and so I got a little flustered with that as well. And then people were so quiet. I don't know why they talk so much more for Ann and not for me.

Jeaneen Johnson -OAG-: I think maybe it's because you didn't have any like controversial things going on this meeting.

Ross Goldstein -MLDSC-: Watch it. Maybe.

Jeaneen Johnson -OAG-: Maybe.

Ross Goldstein -MLDSC-: And then the dog threw up in the middle of the So yeah, it's been a

Jeaneen Johnson -OAG-: Okay. Well,

Ross Goldstein -MLDSC-: lot.

Jeaneen Johnson -OAG-: um I just wanted to um I didn't know that I had missed that meeting. So, I'll try to go on and watch it um today. Um the one next week we had talked about I um I'll watch that one virtually also, but I'll see if I can find it.

Ross Goldstein -MLDSC-: No,

Jeaneen Johnson -OAG-: You said that it was um

Ross Goldstein -MLDSC-: it was yesterday the two the second the two o'clock hearing at Senate Bill 56. It was the e educa education energy and environmental committee.

Okay. Okay. Sounds good. Thank you.

Transcription ended after 01:10:35

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