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TRANSCRIPT OF PROCEEDINGS
BEFORE THE
TEXAS WORKFORCE COMMISSION
AUSTIN, TEXAS

PUBLIC MEETING)
FOR THE TEXAS)
WORKFORCE COMMISSION)

COMMISSION MEETING
WEDNESDAY, OCTOBER 19, 2016

BE IT REMEMBERED THAT at 9:00 a.m. on
Wednesday, the 19th day of October, 2016, the above-entitled
matter came on for hearing at the Texas Workforce
Commission, TWC Building, 101 East 15th Street, Room 244,
Austin, Texas, before ANDRES ALCANTAR, Chairman; JULIAN
ALVAREZ and RUTH R. HUGHS, Commissioners

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WEDNESDAY, OCTOBER 19, 2016

(9:00 a.m.)

AGENDA ITEM NO. 1

CHAIRMAN ALCANTAR: Good morning. This meeting will now be called to order.

AGENDA ITEM NO. 2

Discussion, Consideration and Possible Action Regarding Whether to Assume Continuing Jurisdiction on Unemployment Compensation Cases, Wage Claim Cases, and/or Tax Liability Cases and Reconsideration of Unemployment Compensation Cases, Wage Claim Cases, and/or Tax Liability Cases, if Any.

No Discussion.

AGENDA ITEM NO. 3

Discussion, Consideration and Possible Action Regarding Tax Liability Cases Listed on the Texas Workforce Commission Docket 42.

The Commission considered and took action on all tax liability cases listed on Docket 42.

AGENDA ITEM NO. 4

Discussion, Consideration and Possible Action Regarding Fair Housing Cases listed on the Texas Workforce Commission Docket 42.

No Discussion.

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AGENDA ITEM NO. 5

Discussion, Consideration and Possible Action
Regarding Higher Level Appeals in Wage Claim Cases Listed on
the Texas Workforce Commission Docket 42.

The Commission considered and took action on
all wage claim cases listed on Docket 42.

AGENDA ITEM NO. 6

Discussion, Consideration and Possible Action
Regarding Higher Level Appeals in Unemployment Compensation
Cases Listed on the Texas Workforce Commission Docket 42.

The Commission considered and took action on
all unemployment compensation cases listed on Docket 42.

AGENDA ITEM NO. 7

CHAIRMAN ALCANTAR: Good morning, everyone.
I'd like to continue the agenda. Susanna, has anyone signed
up for public comment?

MS. CUTRONE: Good morning, Chairman. Yes,
sir. We do have Ronald Schultz of Pipe Creek, Texas, who
has signed up for public comment.

CHAIRMAN ALCANTAR: All right. Thank you,
Susanna. Ronald? Good morning, sir.

MR. SCHULTZ: Good morning, to you all.

CHAIRMAN ALCANTAR: If you could state your
name for the record and limit your testimony to three
minutes, that would be greatly appreciated.

1 MR. SCHULTZ: Okay.

2 CHAIRMAN ALCANTAR: It's okay if you go a
3 little bit over.

4 MR. SCHULTZ: Okay. My name is Ronald Wayne
5 Schultz, and I worked for the same company for 26 years, and
6 we got laid off, and I was approached by Steve Wagner, who
7 owns a construction company; all of his people quit to go to
8 the oil field. He hired John Chandler and myself to run his
9 company. We started working for him, and my wife got hurt,
10 which was no problem, he said I could take off for a little
11 while.

12 And while I was gone, he got into a argument
13 with my superintendent, John Chandler, and he was let go.
14 John Chandler received unemployment, and we were hired to --
15 by his company -- we were not just employees. We were hired
16 to purchase the company from him. We would do the work and
17 the money would -- we would reimburse him for all of his
18 equipment and stuff.

19 I didn't go back to him to argue with him
20 because when he let the superintendent go, he basically let
21 me go. I was in contact with him every single day that I
22 was out, and there was -- there was never any problem with
23 my work, but there was no way to proceed with buying the
24 company without -- without my people, so I think that's all
25 I have to say.

1 CHAIRMAN ALCANTAR: Thank you.

2 MR. SCHULTZ: And I -- I did bring the form
3 from the reason explaining why John did get the
4 unemployment, and I don't know if I could present that to
5 you all.

6 CHAIRMAN ALCANTAR: Okay. Thank you,
7 Mr. Schultz. Staff will -- one of them will be able to
8 assist you with what your options are. Thank you.

9 MR. SCHULTZ: Okay. Thank you all.

10 COMM. HUGHS: Thank you, sir.

11 COMM. ALVAREZ: Thank you, Mr. Schultz.

12 AGENDA ITEM NO. 8

13 CHAIRMAN ALCANTAR: Item 8. We're having not
14 a discussion on Item 8.

15 AGENDA ITEM NO. 9

16 CHAIRMAN ALCANTAR: Item 9. There is no
17 discussion on the operating budget.

18 AGENDA ITEM NO. 10

19 CHAIRMAN ALCANTAR: Item 10. We have no
20 update on performance measures.

21 AGENDA ITEM NO. 11

22 CHAIRMAN ALCANTAR: Item 11. There is no
23 update on WIOA.

24 AGENDA ITEM NO. 12

25 CHAIRMAN ALCANTAR: Item 12. We don't have

1 an update on the state-use program.

2 AGENDA ITEM NO. 13

3 CHAIRMAN ALCANTAR: Item 13. There is no
4 discussion on statewide initiatives.

5 AGENDA ITEM NO. 14

6 CHAIRMAN ALCANTAR: Item 14. There is no --
7 there are no local Board nominees today.

8 AGENDA ITEM NO. 15

9 CHAIRMAN ALCANTAR: Item 15. Discussion,
10 Consideration and Possible Action Regarding Approval and
11 Submission of the Tri-Agency Workforce Report to the Office
12 of the Governor, Tom McCarty.

13 MR. McCARTY: Good morning, Chairman Alcantar
14 -- Chairman Alcantar, Commissioner Hughs and Commissioner
15 Alvarez. Tom McCarty with External Relations. I wanted to
16 kind of give you a little background to summarize, you know,
17 all about the meetings that we've had surrounding the
18 Tri-Agency Initiatives.

19 In conjunction with TEA, Texas Education
20 Agency, and the Coordinating Board, we've held seven
21 regional input sessions throughout the state. Also at the
22 Tri-Agency summit, we had 21 breakout sessions that also
23 included the keynote sessions that provided additional input
24 opportunities followed by the post-summit feedback session.
25 I can cover a couple -- a few of the kind of themes so to

1 speak from the regional meetings and the feedback summit or
2 the feedback session at the post-summit.

3 You know, we heard that there was more
4 collaboration as needed between industry and education to
5 address future workforce needs, more information's needed on
6 which cert -- certifications are valued by employers,
7 data -- data and tools need to be made available uniformly
8 as early as middle school to help students navigate their
9 choices, programs need to be considered to fill employers'
10 needs for higher skill sets, additional counselors needed to
11 advise students of career pathways and education
12 opportunities, that adult learners would need to be a focus
13 if Texas is to achieve the goals of the 60x30 Texas Plan.

14 For -- and the aspect of dealing with the
15 veteran population, the -- there needs to be greater access
16 or better access for civilians to be able to get on to the
17 bases to get appro -- to allow the service members to parti
18 -- participate in job training are challenges. Information
19 on career paths and opportunities as well as job training
20 could help service members obtain credentials before
21 separation. It also needs to be provided in a much sooner
22 fashion. Also, that with the numbers of organizations that
23 are helping veterans that they tend to operate in silos so
24 better coordination in that area

25 And then post-summit, a few of the things

1 were performance metrics are needed to ensure collaboration,
2 education and support being done effectively; a data portal
3 to track the measure and success of the implementation of
4 the proposed plan; that we need to have a focus on core
5 skills and that also includes basic thought skills and how
6 to adapt.

7 That kind of concludes the remarks that I had
8 and wanted to see if you had any additional input that you'd
9 like to provide.

10 CHAIRMAN ALCANTAR: Thank you, Tom. I
11 appreciate all the work staff has done on this and the work
12 at the summit. As we undertook this work and had our eight
13 regional meetings and -- and the summit here in Austin, we
14 presented attendees with a draft of that report. We were
15 able to -- the various panels during that day and a half
16 hear from different stakeholders as they participated in
17 these panels some additional ideas for our consideration and
18 certainly at the conclusion of that summit at -- at the
19 post-summit meeting, we heard some additional thoughts.

20 We've been discussing these things throughout
21 the -- the regional meetings. And certainly -- the ideas
22 and the solutions offered through this report, through this
23 draft report, represent the best response that the three
24 agencies have been to come up with.

25 The -- what we are trying to do today prior

1 to returning this document back to the Co. Board and TEA for
2 their consideration is go through some of the ideas offered
3 at that meeting and post-meeting by each of these -- each of
4 the Commissioners here at TWC so that we can work with TEA
5 and the Co. Board to finalize this report and -- and get a
6 final draft to come back to the Commission in the weeks
7 ahead for final printing and submission to the Governor.

8 And with that, I'd like to go over a couple
9 of my edits that I've suggested to the Co. Board and
10 starting on page 14. One -- one of the things that we heard
11 from -- from the participants was the whole notion of
12 highlighting the pathway opportunities, and this just --
13 this -- these edits just reinforce on that language in terms
14 of the highlighted portion on Item Number 2.

15 COMM. HUGHES: I may have a different copy.

16 Page 14?

17 CHAIRMAN ALCANTAR: Yes, page 14.

18 Commissioners, it's this copy of this report.

19 COMM. HUGHES: This one. Page 14.

20 CHAIRMAN ALCANTAR: Prime Recommendation 1,
21 Item 2.

22 COMM. HUGHES: Yeah.

23 CHAIRMAN ALCANTAR: Well, if you go to Prime
24 Recommendation 1.

25 COMM. HUGHES: Yeah, I'm going to do that.

1 The pages don't match up. That's too bad. Okay. Page 15
2 for me.

3 CHAIRMAN ALCANTAR: Okay. And so that's --
4 that's just an edit. It's -- there's no significant change.
5 She was able to find it.

6 UNIDENTIFIED VOICE: You have the right copy?

7 COMM. HUGHS: Yes. I -- I do but the pages
8 were just off.

9 CHAIRMAN ALCANTAR: Okay. On --

10 COMM. HUGHS: So Item Number 2, the
11 highlighted portion under paragraph 2 is something that I --
12 I too support that revision.

13 CHAIRMAN ALCANTAR: You do support that
14 revision?

15 COMM. HUGHS: Uh-huh.

16 CHAIRMAN ALCANTAR: Okay. Thank you. The
17 next item edit that I propose is turning to the -- under the
18 same Prime Recommendation, Item Number 4, Develop and Employ
19 Specific Strategies Leveraging Regional Best Practices.

20 COMM. ALVAREZ: What page is that on?

21 CHAIRMAN ALCANTAR: That would be on page 15.

22 COMM. ALVAREZ: Okay.

23 CHAIRMAN ALCANTAR: The Item Number 4 and
24 what this changes, it's -- as you recall at the summit, one
25 of the comments we received was on the need to really

1 highlight entrepreneurial activity in small business. We
2 highlighted that it was in the report, but it was embedded
3 with another recommendation. So this change does nothing
4 but create its own unique recommendation for it or it just
5 moves it so it stands alone and so that's that proposal
6 there.

7 COMM. HUGHS: Fully support it.

8 CHAIRMAN ALCANTAR: The next one is
9 initiatives to support recommendation. The discussion here
10 is to do two things based on what we've heard and what we
11 understand going on out there in terms of these applied
12 learning opportunities. We actively support sponsor and
13 internships, externships and apprenticeships, but we also
14 know that institutions in partnership with employers offer
15 co-ops and these co-ops are important for -- an important
16 part of some of these programs that are out there.

17 These structured, paid opportunities can be
18 three months, six months, nine months, a full year. They
19 can be done in conjunction very much like an internship with
20 a program or they can be a three-month, six-month sabbatical
21 as a part of the second-, third-year experience for our
22 college and university students. And if we're going to
23 support these applied learning opportunities that work for
24 employers and they're an important part of a university or
25 other program, then they need -- I'd thought it'd be

1 important that we include these co-ops here. And so that's
2 that change.

3 And then embedded -- embedded in that is
4 making sure that we work to more uniformly grant academic
5 credit for these workplace learning opportunities so that we
6 encourage the efforts to grant college credit for these
7 different types of learning opportunities whether there's an
8 internship, a co-op or an apprenticeship. And then the
9 externships I think, we need to really continue to encourage
10 those like we have been over the past couple years. And so
11 that's the recommended change there. I'd like your thoughts
12 on that.

13 COMM. HUGHES: I see that it says co-ops
14 augment apprenticeships.

15 CHAIRMAN ALCANTAR: That's a --

16 COMM. HUGHES: And my understanding is
17 apprenticeship programs don't currently allow for their
18 students to take time from work. It seems like they end
19 being in competition.

20 CHAIRMAN ALCANTAR: That's -- that's actually
21 not correct. Co-ops do not -- that augment apprenticeships,
22 they're separate. There should be commas there, challenge
23 to increase internships, externships, co-ops and
24 apprenticeships. That's the way that should read.

25 COMM. HUGHES: So, Chairman, may I make a few

1 comments?

2 CHAIRMAN ALCANTAR: Yes, absolutely.

3 COMM. HUGHS: Okay. It's hard for me to
4 weigh in on this without starting from a larger picture, and
5 so from my perspective, the larger picture is that you have
6 established wonderful leadership in steering the Tri-Agency,
7 in getting five Commissioners in three agencies to have
8 consensus on a report that we submitted during the summit,
9 and based on information that we heard from many, many
10 stakeholders.

11 CHAIRMAN ALCANTAR: Right.

12 COMM. HUGHS: Co-ops is now something that I
13 think is not only here but in several other places in the
14 report as well as apprenticeships, as well as other
15 additions that when I have an opportunity to speak I too
16 will go through. And, unfortunately, I don't see where the
17 consensus is, where the research is, where the resources
18 are, where the footnotes are, how we ended up adding co-ops
19 or even apprenticeships which were already highlighted as
20 they should be to the extent that we heard that that was a
21 need, why we have added them additionally to a report for
22 which we already had consensus.

23 So I look at this report and any revisions
24 very conservatively. I believe and I think you all do too
25 in limited government, in figuring out what our role is,

1 what our role would be with respect to college credits,
2 changing requirements in the educational institution from
3 the perspective of the TWC, I fear that we are going too
4 far, and I'm opposed to adding co-ops or really any of these
5 revisions that aren't very narrowly tailored given that we
6 have an overview already and an existing report that -- that
7 I think is well done and that reflects consensus.

8 That doesn't mean we can't pursue programs,
9 we can't research, we can't see the value of co-ops going
10 forward, but I don't know how we're here today, and I don't
11 know what the cost is associated with it and what the larger
12 picture is, but I'm very uncomfortable with it. And I know
13 that we all want to get it right. This is just completely
14 new and not anything that I heard other than hearing that
15 schools sometimes suffer with co-ops because people don't go
16 back to finish their education, so there are lots of
17 different considerations. I think we've done a great job in
18 creating a document with consensus --

19 CHAIRMAN ALCANTAR: Sure.

20 COMM. HUGHS: -- under your leadership, and I
21 -- and I worry that were getting away from it with some of
22 these revisions.

23 CHAIRMAN ALCANTAR: So is it co-ops or
24 apprenticeships or both just so I'm clear.

25 COMM. HUGHS: Well, in -- in many ways -- and

1 again, I have my -- my notes one by one, but in many
2 instances, it's both because apprenticeships was already in
3 the original report. I didn't hear anything that led me to
4 believe that instead of having it, you know, just
5 hypothetically listed 10 times in the report, it now needs
6 to be listed 20. I mean, it -- it's been added throughout
7 in a way that I don't think is consistent with anything that
8 happened since the summit.

9 CHAIRMAN ALCANTAR: Okay. Well, clearly we
10 heard a great deal of comments on the value of
11 apprenticeships at the summit in the panels and -- and
12 post-summit. Commissioner Alvarez?

13 COMM. ALVAREZ: I like the way you stated it,
14 Chairman. You know, certainly, I understand Commissioner
15 Hughs' concern regarding the co-ops and apprenticeship. You
16 know, as stated earlier by you, I mean, it was mentioned
17 many times, I thought the apprenticeship and co-op was on
18 the original report with the -- didn't know it was in the --
19 on the changes or edits, so I was -- I was fine with that.

20 CHAIRMAN ALCANTAR: Yeah, I'm -- I'm try --
21 I'm struggling -- I -- you know, I want to -- I'm listening
22 to you, Commissioner. I'm just trying to understand the
23 concern about the apprenticeships because they were -- they
24 were clearly highlighted and -- and really made to be an
25 important part of the solutions based on everything that we

1 heard at all of the regional meetings.

2 The -- the questions about co-ops, just
3 trying to be comprehensive here. I'm comfortable pulling
4 co-ops out if -- if that's the concern. It's -- it's a
5 reality. It's reality that means some -- that has value to
6 employers that participate in these co-op programs. It's a
7 reality to the universities that currently offer these
8 programs.

9 And it does a number of things. It addresses
10 the applied learning issues that we hear all time in terms
11 of the students not being ready to go to work. It helps in
12 terms of allowing these students to earn money that then
13 allows them to complete on -- which is very much the
14 experience of many of the students out there. We do not
15 have that many traditi -- four-year students because life
16 happens, and it's rather expensive to complete, so co-ops
17 are a solution that makes sense for a large number of the
18 families that are out there. But without co-ops in this
19 report, it doesn't mean we don't work on them so I'm happy
20 to --

21 COMM. HUGHS: Right.

22 CHAIRMAN ALCANTAR: -- take it out of this
23 report. In terms of the apprenticeships, I do believe that
24 it's -- that I'm comfortable with the -- with where we have
25 that, so I would agree to remove the reference to co-ops but

1 not apprenticeships.

2 COMM. HUGHS: Are you saying throughout the
3 report or in this section just to be clear?

4 CHAIRMAN ALCANTAR: I don't mind taking it
5 out of the report. I'm still going to work on co-ops --

6 COMM. HUGHS: Sure.

7 CHAIRMAN ALCANTAR: -- where -- where it's
8 important to employers, and it's --

9 COMM. HUGHS: And we should look at --

10 CHAIRMAN ALCANTAR: -- and it's important to
11 institutions. That -- that doesn't keep the work from
12 happening. The -- the -- the goals of this report are very
13 ambitious. If -- I do believe they're all doable, and I'm
14 committed to working with everyone to getting every one of
15 these ideas put in place and make sure that they advance the
16 interests that -- that -- that led to these ideas. So would
17 you agree with those changes?

18 COMM. ALVAREZ: Chairman, I -- I -- you know,
19 I -- I commend you for making the change and I'll second
20 that that we remove co-ops, but we continue in some respect
21 with that with statewide initiatives or something. But I
22 refuse to -- take out the word apprenticeships because as
23 you and I know and everyone else that word, that's a value
24 that many people in many of the places, stakeholders, shared
25 with us that we should incorporate, so I ask that we keep

1 it.

2 CHAIRMAN ALCANTAR: Yeah, I think --

3 COMM. HUGHS: I just want to be clear too.
4 I'm not against any of the programs. I'm just trying to --
5 to the extent that we had a mostly finalized report, I think
6 that we're supposed to be narrowly editing it. It doesn't
7 change the work that we do or the priorities that we
8 continue to have which already included apprenticeships in
9 this report.

10 CHAIRMAN ALCANTAR: Right.

11 COMM. HUGHS: I think the Chairman just said
12 that the co-ops that augment apprenticeships was in error
13 so, for example, there, when apprenticeships was added, I
14 don't know that it would remain there.

15 CHAIRMAN ALCANTAR: Yeah. But what I did --
16 what did say was that it should've been --

17 COMM. ALVAREZ: It should've been a comma.

18 CHAIRMAN ALCANTAR: -- that internships,
19 externships, co-ops and apprenticeships.

20 COMM. HUGHS: I see.

21 CHAIRMAN ALCANTAR: So because they are four
22 unique approaches for applied learning opportunities, it
23 allows people to be in a workplace and obtain skills so they
24 all are valid. They all represent unique opportunities and
25 -- and some distinct challenges. The important part is the

1 employer participation, involvement and the bringing
2 together of all of these efforts to make sure that they're
3 successful and beneficial opportunities for our students to
4 acquire knowledge and to augment their educational
5 experience which is probably the -- what was missing in
6 terms of the word augment there. But, anyway, let's keep
7 going.

8 COMM. HUGHS: And so in that same paragraph,
9 to the extent that we work to more uniformly grant academic
10 credit for workplace learning; is that something we defer to
11 TEA to add a revision like that or does the Workforce decide
12 that we should be granting academic credit now?

13 CHAIRMAN ALCANTAR: No, as -- as I stated at
14 the beginning, these are ideas that we're submitting,
15 forwarding to TEA and the Co. Board, and they'll let us know
16 if they agree with these ideas or not.

17 COMM. HUGHS: Okay, all right. I just want
18 to be clear. I am not suggesting to TEA that -- what they
19 need to do for academic credit at this time.

20 CHAIRMAN ALCANTAR: No, but -- but clearly
21 we've heard in the discussions from -- from Commissioner
22 Paredes and others that -- and he's spoken about this a
23 number of times that it's important that when we work to do
24 these internships or when a student leaves a classroom that
25 we do all that we can to make sure that we devise ways to

1 allow for that experience to result in academic credit where
2 possible.

3 COMM. HUGHS: Sure.

4 CHAIRMAN ALCANTAR: So this is a publicly
5 stated position and -- and opinion of these leaders at these
6 agencies. It is not a new idea.

7 COMM. HUGHS: But we're not speaking for
8 them, right?

9 CHAIRMAN ALCANTAR: No, no, absolutely not.

10 COMM. HUGHS: Okay.

11 CHAIRMAN ALCANTAR: And that's -- and again,
12 at the beginning of this, we talked about these are ideas.
13 We're going over them, and they will go back to TEA and the
14 Co. Board for their consideration.

15 MR. SERNA: Excuse me, Mr. Chairman and
16 Commissioners. Would -- would there be any benefit to
17 scheduling relatively quickly a work session?

18 CHAIRMAN ALCANTAR: No, we can do it right
19 now. We're having a work session.

20 MR. SERNA: Okay, all right. That's fine.

21 CHAIRMAN ALCANTAR: Thank you.

22 COMM. HUGHS: I think we're getting a lot of
23 work done, right?

24 CHAIRMAN ALCANTAR: Yes.

25 COMM. HUGHS: At the end of that page, well,

1 I don't want to take away from your order, so but there is
2 language there that I did want to address about the
3 Department of Labor registered-Texas apprenticeships and
4 other programs counting as a -- creating articulation
5 agreements. Again --

6 CHAIRMAN ALCANTAR: Okay. Commissioner, you
7 want -- you want talk to --

8 COMM. HUGHS: Yeah.

9 CHAIRMAN ALCANTAR: -- about your idea.

10 COMM. ALVAREZ: Sure. So, during the
11 post-60x30 summary this was brought out, and my discussions
12 with Commissioner Paredes, in many instances, we have talked
13 about promoting trades. And so what this does is this
14 allows someone not in a two-year vocational school but
15 someone who's going to a trade school to someday
16 successfully complete not only their four-year
17 apprenticeship program, but it allows them a career pathway
18 so that they can receive a two-year associate degree and
19 then from there maybe pick up a four-year construction
20 management type of certificate, I mean a four-year degree
21 certificate.

22 And we've -- we've been meeting with HCC, ACC
23 and some of the other institutions, and Paredes is -- and
24 Commissioner Paredes' staff met with us last Friday because
25 this was something that they wanted to jointly work with TWC

1 on. They see there's a value in it. Commissioner Paredes
2 has referenced that marketing apprenticeship and trades is
3 important to him as well because he's been hearing in some
4 of these Tri-Agency meetings that somehow helping promote
5 trades in not only in sixth and seventh grades but also in
6 high school and -- level. And so this initiative actually
7 was -- was -- was discussed during the 60x30 in San -- in
8 Austin here at our breakout or during our breakout, and he
9 referenced this and actually noticed that he had -- had put
10 this in the -- in the report.

11 So it's just another way of articulating an
12 articulation agreement because as of right now anyone who
13 finishes a four-year apprenticeship school training cannot
14 receive an associate degree or a four-year degree in Texas.
15 They're having to go to Nebraska online to do that, so this
16 is just creating a pathway for someone here in Texas to stay
17 here in Texas and work in Texas.

18 COMM. HUGHS: Okay. I understood at -- the
19 report is going from here to Paredes. Are you saying he's
20 already reviewed it and added this revision?

21 COMM. ALVAREZ: He's seen this.

22 COMM. HUGHS: Okay. That's -- that's --
23 okay. So are colleges going to be eligible for
24 apprenticeship funding under this idea?

25 COMM. ALVAREZ: We are working on that.

1 COMM. HUGHS: Are other states doing this?

2 COMM. ALVAREZ: There are seven other states
3 that do this.

4 COMM. HUGHS: Seven, I only found Ohio.

5 COMM. ALVAREZ: Nebraska --

6 COMM. HUGHS: Okay.

7 COMM. ALVAREZ: -- so Nebraska's doing it.

8 We have somewhat of a template from -- from Houston
9 Community College with Dr. Posey, who has something in place
10 now.

11 COMM. HUGHS: Okay.

12 COMM. ALVAREZ: And so I -- I can somewhat
13 say that there has been something similar to this so just so
14 that you know so we talked to Rex and Dr. Gardner on Friday
15 and -- and this was news to them that Houston Community
16 College had something somewhat in place.

17 COMM. HUGHS: That's great.

18 COMM. ALVAREZ: So we shared with them what
19 we have been sharing -- I mean seeing, and all we want to do
20 if something like this is being done, you know, we'd like to
21 promote it, so --

22 COMM. HUGHS: And is this --

23 COMM. ALVAREZ: -- it was a surprise to him
24 as well.

25 COMM. HUGHS: -- is this a U.S. Department of

1 Labor supported initiative?

2 COMM. ALVAREZ: Yes.

3 COMM. HUGHS: Okay. And because my original
4 thought in looking at this was, you know, I was concerned
5 about where's the research on it, are other states doing it,
6 how much does it cost, who's paying for it, not that it
7 isn't a good idea. It may be something we get to. Are we
8 there right now under the Governor's charge where we have
9 vetted this and we feel comfortable putting it in a report
10 and providing those results.

11 You may be more educated about it and have
12 seen other examples. I had not found any just in
13 independent research. I didn't hear anything specifically
14 about it in -- in my dealings with employers throughout the
15 meetings, et cetera, so we just have had different
16 experiences.

17 I also prefer in a state document to stay
18 away from the Department of Labor and just say create
19 pathways from Texas apprenticeships and other training
20 programs, to leave it more general and to figure out where
21 it goes once we do have the research that would either
22 justify it or not, so you all may have --

23 COMM. ALVAREZ: If I may --

24 COMM. HUGHS: -- more information than I do
25 to support it. I -- I just, I hadn't seen anything that

1 makes me comfortable saying let's put it in the report, and
2 let's us affirmatively indicate we're going to get it done,
3 and it's going to work, and it's going to benefit Texans.
4 I'm not there.

5 COMM. ALVAREZ: So we would love an
6 opportunity to share the -- the data that we have been given
7 not only by DOL but also from some of the others if that's
8 okay.

9 CHAIRMAN ALCANTAR: Are you done with your
10 comments, Commissioner?

11 COMM. HUGHS: I am. Well, for this one, yes.

12 CHAIRMAN ALCANTAR: Yeah, I -- I like the
13 idea of creating pathways. It's an important -- what this
14 proposal is -- is about is pathways. It's not requiring.
15 It's not mandating. It is talking about creating
16 opportunities for students to -- to stack. We're very much
17 a stackable type of posture in terms of the ideas here.

18 It's making sure that we provide efficiency,
19 and that's what we're talking here is providing efficiency
20 in the learning process. One credential leading to another.
21 That's very consistent. I -- I like the -- I like the idea.
22 I think it fits within the -- the recommendation already in
23 place. It's highlighting a possibility. I think we
24 accomplish the same thing, Commissioner, if you take out the
25 words Department of Labor, register and just refer to

1 apprenticeship programs as Commissioner Hughs has suggested.
2 Would you be comfortable with that edit?

3 COMM. ALVAREZ: I'd be okay with that.

4 CHAIRMAN ALCANTAR: It's -- it's still doing
5 the same thing.

6 COMM. ALVAREZ: Yeah.

7 CHAIRMAN ALCANTAR: And so create pathways --

8 COMM. ALVAREZ: Excuse me. Let me check with
9 counsel.

10 CHAIRMAN ALCANTAR: -- for registered --
11 okay. Okay. Would you read what you would be comfortable
12 editing or would you recommend you leave it the same,
13 Commissioner?

14 COMM. ALVAREZ: So I ask that we continue or
15 that we -- that we keep that Department of Labor. You know,
16 the ACC and HCC students that are taking these courses,
17 they're already taking these apprenticeship courses, and --
18 and the Department of Labor has recognized that, so, you
19 know, I'd hate to change the research that we've done on
20 this. But it -- it states there that in order for them to
21 get credit, it has to be in Department of Labor.

22 CHAIRMAN ALCANTAR: Okay. It's -- yeah. I
23 think it's -- it's a technicality. Commissioner, are you
24 fine leaving it the way it is or --

25 COMM. HUGHS: Well, no, I mean, I'm not fine

1 with it in general because I haven't seen the research. I
2 don't even understand exactly what the apprenticeship
3 articulation would be. Is that something that you're
4 comfortable explaining to us now or is for another day?

5 COMM. ALVAREZ: I'd prefer that we -- yeah, I
6 mean, I have no problem doing it another day.

7 CHAIRMAN ALCANTAR: Well, we need to --

8 COMM. HUGHS: But I mean as far as explaining
9 it, I -- I might be a great program.

10 CHAIRMAN ALCANTAR: I'll --

11 COMM. HUGHS: I just don't know if it's a
12 great program for these purposes.

13 CHAIRMAN ALCANTAR: We need to keep this
14 report moving, so I'm going to -- I'm going to agree to
15 leave this in. I would just ask that we -- we remove the
16 words Department of Labor. It's still a registered
17 apprenticeship. It -- it's just a recommendation here.

18 COMM. ALVAREZ: Okay.

19 CHAIRMAN ALCANTAR: It's not going to change
20 what you're able to do.

21 COMM. ALVAREZ: Okay.

22 CHAIRMAN ALCANTAR: Create pathways for
23 registered (indiscernible) to Texas two-year (indiscernible)
24 articulation agreements to college credit. And, again,
25 these ideas will be considered by TEA and the Co. Board once

1 it leaves here.

2 COMM. ALVAREZ: Okay.

3 COMM. HUGHS: Well, it sounds like the
4 Co. Board supports this and asked for this so it's
5 helpful --

6 COMM. ALVAREZ: And exactly the way it's
7 written here so we shared this with Dr. Gardner, and, again,
8 it was exactly how it's written here was -- was the only way
9 that it would be successful.

10 COMM. HUGHS: Well, we'll see what they say
11 then I guess.

12 CHAIRMAN ALCANTAR: Okay.

13 COMM. ALVAREZ: Okay.

14 CHAIRMAN ALCANTAR: All right. I -- I think
15 still accomplish the same thing, Commissioner.

16 COMM. HUGHS: I think so too.

17 CHAIRMAN ALCANTAR: So with that one edit,
18 we'll move it forward. My next one is page 16 under B,
19 second bullet Initiatives to Support Recommendation, so it
20 would be -- it's -- it's the item that starts ensure
21 students with disabilities. Are -- are we on that bullet?

22 COMM. HUGHS: No. Ensure students with
23 disabilities, I'm with you.

24 CHAIRMAN ALCANTAR: Okay. The edit is
25 starting with the month focused on hiring people with

1 disabilities, we heard recommendations that we move this
2 over to this part -- to this bullet as opposed to the
3 previous bullet. That's the only change there.

4 COMM. HUGHS: I agree.

5 CHAIRMAN ALCANTAR: The next one is Item C.

6 COMM. HUGHS: But before you get to Item C,
7 on B, this initiate regional 60x30 projections which
8 highlight state and local efforts to meet the goal, create
9 the calculator portal, et cetera, it seems that that entire
10 section would actually be an initiative to support the
11 recommendation.

12 CHAIRMAN ALCANTAR: It's -- it's moved down
13 to --

14 COMM. HUGHS: Oh, it has been moved down?

15 CHAIRMAN ALCANTAR: Yes.

16 COMM. HUGHS: Okay.

17 CHAIRMAN ALCANTAR: It's moved down to the
18 bullet right after -- two bullets after the one -- after the
19 -- it's the next one after ensure students. It's for
20 students not planning.

21 COMM. HUGHS: Okay.

22 CHAIRMAN ALCANTAR: And then the next bullet
23 is initiate --

24 COMM. HUGHS: Initiate.

25 CHAIRMAN ALCANTAR: -- regional. Do you see

1 it?

2 COMM. HUGHS: Okay. And the calculator
3 portal is something that we've identified the funding source
4 and worked with the Higher Ed. Coordinating Board in terms
5 of --

6 CHAIRMAN ALCANTAR: That's -- that came from
7 the Co. Board.

8 COMM. HUGHS: That came from them. Okay. So
9 we are on C.

10 CHAIRMAN ALCANTAR: Okay. Yeah, so all --
11 all that is editing that's why I was not addressing it.

12 COMM. HUGHS: Okay.

13 CHAIRMAN ALCANTAR: The -- and -- and -- and
14 the only things that I'm touching on are the edits that I've
15 suggested. Item C, and I'm very amenable to including or
16 not including any of these, by the way.

17 COMM. HUGHS: Okay.

18 CHAIRMAN ALCANTAR: But they seem to reflect
19 feedback that we received during the -- during the summit
20 and the post-meeting summit. Item C is an item that this
21 agency previously approved. It's an item that reflects a
22 lot of the feedback we heard at -- at a number of these
23 meetings in terms of the ability to connect people and so
24 forth. It certainly was an issue that was highlighted in
25 particular at the San Antonio meeting. This is an item that

1 is accounted for and -- and this would add -- is a
2 recommendation that proposes that we replace WorkInTexas.

3 COMM. HUGHS: I agree.

4 CHAIRMAN ALCANTAR: Okay. And I'm trying to
5 see if I have any other recommendations. I think those
6 cover mine, but let me make sure. Okay. The -- my final
7 suggested edit is on page 20. It is -- it has -- it's under
8 the support through a Tri-Agency collaboration in Item C.
9 There is a strike through under the first large bullet and
10 stri -- being struck out there is establish regional
11 advisory councils to help with this effort.

12 There was -- there were a number of questions
13 in terms of what was intended there. What was intended was
14 to enc -- encourage regional advisory councils that would
15 work with community colleges, universities and technical
16 schools to build curriculum and programs that reflect the
17 needs of industries and better build programs with more
18 appropriate skills and other alignment. In order to remove
19 the confusion and not have to put all that, we're just going
20 to remove that from the report.

21 COMM. ALVAREZ: I actually liked it.

22 COMM. HUGHS: I agree that we should remove
23 it.

24 CHAIRMAN ALCANTAR: Okay. And so that covers
25 my suggested edits to go back to TEA and the Co. Board.

1 Commissioner Alvarez, you had one or two others.

2 COMM. ALVAREZ: Yes, I have three edits. And
3 I'd like to go back to page -- where we were talking about,
4 on page 15, where we -- where we scratched out Department of
5 Labor. If I may, at the bottom of I'd like to include it as
6 a footnote or just on the very bottom, if we could just put
7 that so we could -- we could mark it off from --

8 CHAIRMAN ALCANTAR: Sure.

9 COMM. ALVAREZ: -- the edit that I have, but
10 if we can just put it as a footnote at the bottom just in
11 case we do add it back later.

12 CHAIRMAN ALCANTAR: Sure. This will -- it'll
13 go forward as an edit from us for consideration to the other
14 two agencies.

15 COMM. ALVAREZ: Thank you. Thank you.

16 CHAIRMAN ALCANTAR: Absolutely.

17 COMM. ALVAREZ: If we could reference page
18 18, you'll see on Major Initiatives to Support This
19 Recommendation, bullet point 1, at the very bottom we have
20 add and five co-locate a Texas Workforce specialist and high
21 school counselors to provide guidance and information
22 regarding careers in middle school skilled jobs and training
23 opportunities with apprenticeship, trade schools, community
24 college and employers, so.

25 COMM. HUGHS: Okay.

1 COMM. ALVAREZ: We're okay with with that?

2 COMM. HUGHS: I have a couple comments about
3 that. Obviously, I support the idea. I ask that we
4 increase the amount that we ask for so that we also advise
5 students about high-wage, high-demand jobs that are
6 available. This reference only refers to the trades, and I
7 think that was inadvertent.

8 But it concerns me because I -- I -- it -- it
9 reads to me like only about middle skills which are
10 incredibly important and something benefits employers and
11 workers an is going to help move our economy forward, but I
12 don't think that it accurately reflects what I understand
13 we're pursuing which is an opportunity to let students know
14 about all jobs that are available to them which is why we
15 asked for more money.

16 Secondly, it indicates co-locating a
17 specialist and campuses, that sounds like it's statewide.
18 We're pursuing an opportunity to pilot it. So, again, I
19 just worry that we're going too far in this Tri-Agency
20 report on what we're going to deliver, and I want to make
21 sure that we're pursuing things that we -- I mean, it
22 doesn't -- this report is not the only thing we're going to
23 work on, and we're going to be working on this regardless,
24 but I am concerned about some of that language.

25 COMM. ALVAREZ: So I'm okay with including --

1 and I apologize. Maybe the wording is wrong but providing
2 guidance and information was the information that I -- I
3 figured would -- would indicate LMCI data and some of the
4 other things like you said where the demand's at, so maybe
5 we can clarify there.

6 As far as increasing it to a pilot program, I
7 mean, my -- my initial response to that was I'd like to
8 start this off as a pilot program. If you can recall, my --
9 my recommendation was to have it in one rural and one urban
10 school that would later be identified, but that was my
11 recommendation. And I agree with you. We could start off
12 with baby steps just doing it that way.

13 CHAIRMAN ALCANTAR: Did you want to recommend
14 some edits so that we can finalize this, Commissioner, if
15 you're recommending edits or you're recommending removal? I
16 just want to be clear so --

17 COMM. HUGHS: Yeah.

18 CHAIRMAN ALCANTAR: -- because we need to
19 finalize and --

20 COMM. HUGHS: Sure. Co-locate a Texas
21 Workforce specialist at high school campuses. I mean, I
22 don't know if we're striving to or if we're going to do
23 this. I mean, because this is a question of how you use
24 this report. To provide guidance and information
25 regarding -- so when you get into regarding careers and

1 middle skills and jobs, I think that the Chairman previously
2 had added some great language about basically providing
3 guidance and information on --

4 CHAIRMAN ALCANTAR: High-demand jobs.

5 COMM. HUGHS: High-demand jobs, you know, as
6 well as middle skills and training.

7 COMM. ALVAREZ: Sure.

8 COMM. HUGHS: I mean, those are high-demand
9 jobs, so it's kind of all encompassing.

10 CHAIRMAN ALCANTAR: So --

11 COMM. HUGHS: But I appreciate if you want to
12 emphasize other opportunities. You know, we can have a mix
13 there, but this is devoid of that, so I just wanted to throw
14 in high-demand jobs either here somewhere.

15 CHAIRMAN ALCANTAR: So how about demonstrate
16 to address your issue, Commissioner.

17 COMM. ALVAREZ: Yeah.

18 CHAIRMAN ALCANTAR: So 5 will start with
19 demonstrate -- demonstrate strategies to co-locate --

20 COMM. HUGHS: I like that.

21 CHAIRMAN ALCANTAR: -- demonstrate strategies
22 to co-locate Texas Work -- let's say Texas -- take out the
23 word a -- Texas Workforce specialist at high school campuses
24 to provided guidance and information regarding high-demand
25 careers.

1 COMM. HUGHS: Yeah. Careers in high demand.

2 CHAIRMAN ALCANTAR: High --

3 COMM. ALVAREZ: I'm okay with that.

4 CHAIRMAN ALCANTAR: Regarding high-demand
5 careers. Take out in middle skill jobs.

6 COMM. HUGHS: Which encompasses everything
7 that would follow that.

8 CHAIRMAN ALCANTAR: Including training
9 opportunities with -- so you use the word including in lieu
10 of in middle skills jobs and, so including training
11 opportunities with apprenticeships, trade schools, community
12 and employers.

13 COMM. HUGHS: Okay.

14 CHAIRMAN ALCANTAR: Does that satisfy your
15 thinking?

16 COMM. HUGHS: Sure.

17 CHAIRMAN ALCANTAR: Any further edits,
18 Commissioners?

19 COMM. ALVAREZ: No, I'm -- I'm fine with
20 that.

21 CHAIRMAN ALCANTAR: SO we'll submit that edit
22 back. And the -- the -- the plan is in order to meet the
23 ambitious goals that we have in place in terms of editing
24 and printing this report is at the conclusion of this
25 meeting, if you'll direct me, we'll copy -- we'll work with

1 Tom to finalize these edits and send those back to the
2 Co. Board today so that they can continue on --

3 COMM. HUGHS: Sure.

4 CHAIRMAN ALCANTAR: -- finalizing this work
5 so that the two other agencies can consider these ideas and
6 accept or reject as appropriate. All right.

7 COMM. ALVAREZ: Chairman, I have one more.

8 CHAIRMAN ALCANTAR: All right.

9 COMM. ALVAREZ: Page 19 at the very bottom
10 integrate computer science as part of the core curriculum or
11 allow computer science to satisfy a science or math
12 requirement in high school. In conversations with TEA,
13 we've had these open remarks by Commissioner Morath
14 indicated that he was well aware of the Code the Town that
15 was taking place in South -- South Texas with Mission.
16 Mission now is looking at Code the Region.

17 But it's obvious that this is something that
18 we'd like see integrated whether it's a core curriculum, the
19 only thing I add is that we may change that up from adding
20 it to the core curriculum to possibly allowing coding to be
21 part of an elective that someone in high school could
22 actually register for and substitute it as a foreign
23 language.

24 This comes out of some of the ideas we've had
25 as traveling the state and even those that I'm meeting with

1 in trade schools that have indicated that even in their
2 curriculum, they are asking students to understand the basic
3 knowledge of coding. And so last week we recognized that
4 we'd like to start Code Texas. Our first initiative was to
5 do the coding camp for young ladies from sixth and seventh
6 grade, and data shows that not enough women are going into
7 the STEM type of programs.

8 COMM. HUGHS: When you say we, are you
9 working with TEA on these initiatives?

10 COMM. ALVAREZ: Yes.

11 COMM. HUGHS: Okay. Because I -- I was very
12 concerned when I saw this, that we were going to supplement
13 our judgment for what should happen in the academic setting,
14 and we all have a general recognition and an important
15 recognition on the value of computer science, the value of
16 coding, but not at the expense of math or science classes --

17 COMM. ALVAREZ: No, no.

18 COMM. HUGHS: -- that I've specifically heard
19 of which is how this reads because you're saying offer
20 computer science, count as math class. I am completely
21 uncomfortable with that suggestion. I don't see how
22 Workforce plays that role in making those determinations and
23 for that reason, I -- I don't agree with adding that
24 language and -- and not to take away from all the good
25 initiatives and the purpose which is very valuable.

1 And I hope that we continue to look at ways
2 to help particularly young women in STEM, but I don't think
3 it's appropriate to have that in this report coming from us.

4 COMM. ALVAREZ: Commissioner, would you be --
5 would you be okay with taking the core curriculum out and --
6 out and maybe adding language substitute as a foreign
7 language? So coding could be --

8 CHAIRMAN ALCANTAR: I -- I think the issue is
9 -- if I may?

10 COMM. ALVAREZ: Sure, Chairman.

11 CHAIRMAN ALCANTAR: I -- I think the
12 fundamental question is we really haven't as an agency
13 weighed in on what core curriculum or other curriculum
14 should be. We have been very focused on promoting certain
15 aspects that reflect the curriculum adopted through our
16 partner agencies and -- and through the Board, and so I
17 think that's the issue is I do have a hesitation in terms of
18 addressing anything involving, A, any aspect of the
19 curriculum. I'm comfortable promoting --

20 COMM. HUGHS: Right.

21 CHAIRMAN ALCANTAR: -- computer science
22 and -- and STEM --

23 COMM. HUGHS: Of course.

24 CHAIRMAN ALCANTAR: -- and those competencies
25 as an important -- as an important aspect of what the

1 curriculum should reflect, right, or -- or embody overall
2 but -- but I do share a -- certainly this kind of thing is I
3 -- I think is something that I would defer to TEA entirely
4 from my perspective.

5 COMM. HUGHS: I agree.

6 CHAIRMAN ALCANTAR: And so unless we can
7 draft this to have -- give it a different focus in terms
8 promoting computers, IT, technical, STEM, kind of --

9 COMM. HUGHS: I think that's generally in
10 this report throughout.

11 CHAIRMAN ALCANTAR: Yeah, and --

12 COMM. HUGHS: I mean, we're looking at
13 competency based learning, experiential learning, looking at
14 high-demand jobs, all of that is encompassed here. But as
15 far as respecting limited government and our role
16 specifically, I'm very uncomfortable in suggesting what the
17 curriculum should be in schools at this point in time.

18 CHAIRMAN ALCANTAR: I do believe that we need
19 to promote more students. We need to have more teachers
20 that can teach computer science. We need to work on
21 building that capacity more uniformly. There needs to be
22 campaigns to get more of our students to enroll and pursue
23 these programs, but that's different than getting into what
24 the core curriculum should be. So I would have to agree to
25 remove this one unless we can rewrite it in a way that

1 doesn't touch on core curriculum or the curriculum in
2 general. And so we have a few minutes if you want to think
3 about. You want to consult with your staff --

4 COMM. ALVAREZ: Just a few minutes?

5 CHAIRMAN ALCANTAR: -- if you want to consult
6 with your team.

7 COMM. HUGHS: And I have some revisions too
8 if you want to get back to it before we end. I can get
9 started if that was your last one.

10 CHAIRMAN ALCANTAR: Do you have some
11 thoughts?

12 COMM. HUGHS: I do.

13 CHAIRMAN ALCANTAR: Okay. Let's try them.
14 Are you amenable --

15 COMM. HUGHS: I have additional thoughts.

16 COMM. ALVAREZ: Let me just real quick.

17 CHAIRMAN ALCANTAR: Yeah.

18 COMM. HUGHS: Okay.

19 CHAIRMAN ALCANTAR: You can -- you can bring
20 your staff up here. That's fine.

21 COMM. HUGHS: The title --

22 CHAIRMAN ALCANTAR: Yeah, let's --

23 COMM. HUGHS: Who's changing the title?

24 Anybody here or just in general, we're changing the title?

25 CHAIRMAN ALCANTAR: Yeah, the title is being

1 changed. I -- I deferred. I did not want to get into
2 naming this thing.

3 COMM. HUGHS: So --

4 CHAIRMAN ALCANTAR: As -- as you understand,
5 what's reflected here is different -- what you're seeing is
6 -- and what I'm seeing is different than what we saw at the
7 summit so -- but I think that's the staff over there working
8 on that. Do you have some ideas?

9 COMM. HUGHS: Well, I mean, I like Advancing
10 Education in the Workforce for Texans. I think it says
11 Texas right now. That's fine. But Prosperity Lies in Being
12 Bold, I just -- I wasn't sure if it was a little long and a
13 little overkill, but I guess we can see what our fellow
14 agency Commissioners think since it sounds like no one here
15 is proposing the longer title. So we can follow back on
16 that one.

17 CHAIRMAN ALCANTAR: I --

18 COMM. HUGHS: Right. Did you change the
19 title?

20 CHAIRMAN ALCANTAR: Anybody -- does staff
21 have any ideas in terms of, you know, how does Prosperity
22 Lies in Being Bold? What do you think? We defer --

23 COMM. HUGHS: We had Texas Triumph.

24 CHAIRMAN ALCANTAR: We all have a different
25 opinion of what this should -- it used to be something

1 different.

2 COMM. HUGHS: Okay. Well --

3 CHAIRMAN ALCANTAR: Speak now or for -- you
4 got like 30 seconds.

5 McCARTY: I think you could defer.

6 COMM. HUGHS: Before final vote, we can look
7 at what the title looks like and how many more have been
8 added to it.

9 COMM. ALVAREZ: I'm ready.

10 CHAIRMAN ALCANTAR: Okay. I think -- I think
11 Commissioner Alvarez might have a thought or --

12 COMM. HUGHS: Okay. On the title?

13 COMM. ALVAREZ: So --

14 CHAIRMAN ALCANTAR: On the -- we're going to
15 the bullet?

16 COMM. ALVAREZ: Yeah, with the title I don't
17 care. On the collaborative effort, you know, the reason we
18 included this was because of conversations that we were
19 having with Morath and his staff. And so I would have no
20 problem to rewrite this, just somehow I'd like to promote,
21 as stated earlier by both of you all, promoting coding. So
22 given the opportunity the only reason we referenced this was
23 because collaborative efforts between us and TEA. And, I
24 mean, you know, our agency. But I'd have no problem
25 rewriting this.

1 CHAIRMAN ALCANTAR: And it's something that
2 I'm keenly interested in. I speak to it all the time in
3 terms of we need to really promote the IT sector, these --
4 these IT jobs and coding and all of these STEM efforts are
5 such -- such an important part of that, so.

6 COMM. HUGHS: Can we leave this item to defer
7 to Commissioner Morath to please weigh in on how we can work
8 on that language or identify a different part of it that
9 does fall under Workforce on how we want to guide students
10 and promote this.

11 CHAIRMAN ALCANTAR: Well -- well, certainly
12 if we deferred to -- to our partner agencies then we're
13 leaving it at the -- in the appropriate agency to determine
14 that, so we'll leave it, but we'll specifically ask our
15 partner agencies to amend as necessary and appropriate.

16 COMM. ALVAREZ: I'm okay with that.

17 CHAIRMAN ALCANTAR: Is that -- is that where
18 you are?

19 COMM. HUGHS: Yes, thank you.

20 COMM. ALVAREZ: I'm okay with that.

21 CHAIRMAN ALCANTAR: Okay. So we'll -- we'll
22 give them that so and at that point we're out of the
23 discussion on this item.

24 COMM. HUGHS: So that --

25 CHAIRMAN ALCANTAR: It'll be -- it'll --

1 it'll be their final drafting. And so that covers --

2 COMM. HUGHS: To my revisions --

3 COMM. ALVAREZ: That covers my three.

4 COMM. HUGHS: Okay. Yeah.

5 CHAIRMAN ALCANTAR: Okay. And so you wanted
6 to go back to the title?

7 COMM. HUGHS: Right. Ideally the word rise
8 would not be in our title.

9 CHAIRMAN ALCANTAR: Okay.

10 COMM. HUGHS: I --

11 CHAIRMAN ALCANTAR: I agree. Can -- can you
12 come up with something -- something different?

13 COMM. HUGHS: Truth.

14 CHAIRMAN ALCANTAR: How about just being
15 bold.

16 COMM. HUGHS: We said we would defer but so
17 that's fine. We can do that and -- and probably get to a
18 good place. But, you know, I don't think that is
19 necessarily insignificant. I wouldn't want that to come
20 back to us as unintended description.

21 MR. McCARTY: Commissioners, we did have one
22 suggestion --

23 COMM. HUGHS: Okay.

24 MR. McCARTY: -- that -- that -- for
25 consideration --

1 CHAIRMAN ALCANTAR: Okay.

2 MR. McCARTY: -- which was Prosperity through
3 Advancing Education in the Workforce for Texas -- Texas.

4 COMM. ALVAREZ: I'm okay with that.

5 COMM. HUGHS: Prosperity through what?

6 MR. McCARTY: Prosperity through Advancing
7 Education in the Workforce for Texas.

8 COMM. ALVAREZ: I like that.

9 MR. McCARTY: Keep Texans.

10 COMM. ALVAREZ: I like it.

11 CHAIRMAN ALCANTAR: I actually don't have an
12 opinion on the title. I just don't want spend any time on
13 it.

14 COMM. ALVAREZ: I agree.

15 COMM. HUGHS: Okay.

16 CHAIRMAN ALCANTAR: My staff can.

17 COMM. HUGHS: Mr. Branding Efforts.

18 CHAIRMAN ALCANTAR: You know, branding's
19 small; this is way to long.

20 COMM. HUGHS: Yeah.

21 CHAIRMAN ALCANTAR: It's -- it's not SkillUp.

22 COMM. HUGHS: No.

23 CHAIRMAN ALCANTAR: It's not RightSize.

24 COMM. HUGHS: I know.

25 CHAIRMAN ALCANTAR: Or RightSkill.

1 COMM. HUGHS: Prosperity through advancing --

2 CHAIRMAN ALCANTAR: I got -- I like the high
3 -- whole idea of RightSkill in Texas, but, you know, I just
4 haven't really promoted it.

5 COMM. HUGHS: Right skill.

6 CHAIRMAN ALCANTAR: I haven't promoted
7 UpSkill. I haven't -- but I believe in all those --

8 COMM. HUGHS: Sure.

9 CHAIRMAN ALCANTAR: -- nice, catchy phrases.

10 COMM. HUGHS: Yeah, I mean --

11 CHAIRMAN ALCANTAR: I actually had an opinion
12 on that. I wasn't going to say it. Oops.

13 COMM. HUGHS: Yeah, no, I think that that's a
14 good suggestion. I was -- I -- just off the cuff looking at
15 ways of aligning or collaborating or all of the things that
16 we've gotten so many good compliments about that this has
17 been an effort of bringing three agencies together to have
18 efficiencies in the way that we do things for our state, and
19 so I think it's -- it's a wonderful undertaking, and so I
20 just wanted it to reflect that. And -- and I think that --
21 that sounds good. Prosperity through Advancing Education in
22 the Workforce is fine for Texas, not Texans. That's fine.

23 So co-ops, we've already touched on. I think
24 we've exhausted co-ops for the day so that takes care of
25 co-ops on what I had as page 1. Unfortunately, my pages

1 don't line so probably page 2 come up again on page 8 on
2 co-ops allows students to take a year off from
3 post-secondary to gain valuable experience; apprenticeships
4 last longer than internships or co-ops, so throughout that
5 language I would revisit that.

6 CHAIRMAN ALCANTAR: Well, they're going to --
7 we're going to ask them to remove the reference to co-ops.

8 COMM. HUGHS: Okay.

9 CHAIRMAN ALCANTAR: And, you know, and,
10 again, co-ops can be three months, six months, nine months,
11 12 months, longer, but it doesn't matter since we're taking
12 it out.

13 COMM. HUGHS: Page what I have is 10. It's
14 probably going to be 11. Texans will need to develop a
15 statewide strategy as well as discover new ways to support
16 regional visions for the future to support new industry and
17 job creation objectives.

18 CHAIRMAN ALCANTAR: I'm looking --

19 COMM. ALVAREZ: Where is that now?

20 CHAIRMAN ALCANTAR: -- I'm looking for
21 your --

22 COMM. HUGHS: Let me see here.

23 COMM. ALVAREZ: Where is that at now?

24 COMM. HUGHS: Through -- it's under a Vision
25 for the Future. It's the fourth paragraph down. And so

1 that's actually not a revision. That's something that was
2 here before. What I want to speak would with respect to
3 that that I think is important to -- to lay groundwork on is
4 that I know we're -- we're undertaking this industry cluster
5 campaign, and I also know that we have been directed by the
6 Governor's Office that -- reminded and directed that the
7 work of the Economic Development and Tourism Office
8 incorporates pursuing industry clusters in the state of
9 Texas.

10 So I know that we've -- our in conversations
11 with them, but I think it's important to reiterate that any
12 work that our taskforce does and that we do in this
13 marketing campaign needs to be thoroughly vetted through the
14 Economic Development Office of the Governor so that we
15 aren't duplicating efforts and -- or mixing any messages or
16 getting away from our existing industry clusters as they
17 have defined them and they are enforcing them.

18 So I -- you know, my -- I understand we're
19 going forward with this campaign. I just think it's going
20 to be very important that we thoroughly vet everything
21 through them so that we're not replacing another agency's
22 purview of work.

23 CHAIRMAN ALCANTAR: Yeah, and and I can
24 assure you that we met with Brian and his team, and they
25 were at the able at the first meeting. They are going to be

1 involved, have been involved in the -- in the discussions
2 and the thinking in terms of this campaign and its focus.
3 The -- the focus will be on these six and three undergirding
4 type of sectors that support as previously highlighted in
5 the previous reports. And there will be an alignment in
6 terms of the branding and -- and messaging moving forward,
7 so.

8 COMM. HUGHS: Right.

9 CHAIRMAN ALCANTAR: We do -- we -- we have
10 made that commitment.

11 COMM. HUGHS: Wonderful. On page 15 which
12 sounds like it's the end of -- yeah, the end of page of 15.
13 It's probably your page 16. We make a reference to venture
14 capital and, in fact, I think I'm not sure whose -- I think
15 this may have be one of your revisions. I'm not sure. But
16 as I look at this document, my preference would be not to
17 reference California in a Texas document.

18 Also, I agree about bringing venture capital
19 in but, again, I'm worried that we are crossing over into
20 other agencies' authority in terms of making those
21 suggestions from the Workforce into this report. Do we -- I
22 don't know where this came from, but they weren't there
23 before. Even if we just deleted the California reference
24 and said through collaborative education and Workforce
25 efforts, the state has an opportunity to create new

1 industries.

2 CHAIRMAN ALCANTAR: So --

3 COMM. HUGHS: I mean, even creating new
4 industries, I -- that -- I just think that's outside of our
5 -- our purview at this point in time and -- and goes into
6 other domains.

7 CHAIRMAN ALCANTAR: I -- I think from my
8 perspective, Workforce and economic development are pretty
9 much the same thing, and that's the way we've always
10 approached it here. I do agree though that we could remove
11 the senten -- the reference to another state. So you're
12 proposing to remove starting with California, ending with
13 the word Valley?

14 COMM. HUGHS: I was actually proposing to
15 remove beginning with the state that's seen a large drop in
16 venture capital all the way through the word Valley, and I'm
17 concerned that we are affirmatively stating let's create new
18 industries.

19 CHAIRMAN ALCANTAR: Yes, we want to create
20 more industries. We want to create more companies. We want
21 to have an entrepreneurial activity. That is correct.

22 COMM. HUGHS: What you just said I agree
23 with. The way this is written, I have some concerns. But
24 it's fine. It's good enough. I mean, if we can say support
25 the creation of new industries --

1 CHAIRMAN ALCANTAR: So foster --

2 COMM. HUGHS: -- I mean, we're not going to
3 create the new industry.

4 CHAIRMAN ALCANTAR: -- to help foster the
5 development of new businesses, right?

6 COMM. ALVAREZ: And industry.

7 COMM. HUGHS: Sure.

8 CHAIRMAN ALCANTAR: And -- and expand
9 industries in Texas.

10 COMM. HUGHS: Great.

11 CHAIRMAN ALCANTAR: Does that address your --

12 COMM. HUGHS: Yes, thank you.

13 CHAIRMAN ALCANTAR: Okay. And so we'll
14 strike out the reference to Valley -- all the way through
15 Valley and make the last sentence. You were all fine with
16 the last sentence, you indicated, through collaborative?

17 COMM. HUGHS: Right.

18 CHAIRMAN ALCANTAR: So we'll strike those two
19 sentences and --

20 COMM. HUGHS: Looks great.

21 CHAIRMAN ALCANTAR: -- and the rest of it was
22 already there. I -- I think pretty much all of this is
23 already --

24 COMM. HUGHS: Everything is all different.

25 Well, the -- the heading was there to help foster the

1 development of new industries in Texas. I mean, that's
2 fine. We're fostering the development. It's different than
3 when you got into creating.

4 CHAIRMAN ALCANTAR: Yeah.

5 COMM. HUGHS: But it was everything after
6 that sentence up into the sentence that started through
7 collaborative education which you've now amended, and I
8 think it sounds great. Thank you.

9 CHAIRMAN ALCANTAR: Okay. So we're good?

10 COMM. HUGHS: Yeah.

11 CHAIRMAN ALCANTAR: All right.

12 COMM. HUGHS: I'm jumping around because some
13 of them we addressed as we went along here. I am concerned
14 on page 20. Again, it's my page 19 --

15 CHAIRMAN ALCANTAR: Okay.

16 COMM. HUGHS: -- so under Major Initiatives
17 to Support this Recommendation, I see, right above the Prime
18 Recommendations, so it's basically C of -- under Prime
19 Recommendation 2.

20 CHAIRMAN ALCANTAR: Okay.

21 COMM. HUGHS: -- 3C.

22 CHAIRMAN ALCANTAR: 3C? Okay.

23 COMM. HUGHS: Right. It reads evaluate the
24 efficacy of GED programs in Texas and consider embedding a
25 level one certificates into those programs to encourage

1 greater educational attainment among adults and increase the
2 number of skilled workers. I under -- I think that was
3 added.

4 CHAIRMAN ALCANTAR: That -- that was added by
5 -- by our partner agencies.

6 COMM. HUGHS: So there's some research that
7 shows embedding level one certifi -- there's a problem with
8 GED -- is there a footnote or --

9 CHAIRMAN ALCANTAR: No, no, it's -- it's sort
10 of consistent with where we're -- where we're headed with
11 our program and where we're headed with certification in
12 general. The -- what we understand about the people in the
13 program is they're in a tough spot. They're 20; they're 30;
14 they're 40. They don't have a diploma and many do not have
15 a skill, so the thinking here is as we've -- as we've done
16 through our transition within the AEL program and through
17 our investments in -- in Accelerate Texas and -- and through
18 our work with sight-based learning is we've got a real focus
19 on making sure that as we're working with these individuals
20 in these programs that they're concurrently not only
21 acquiring the -- the diploma, but they're also acquiring a
22 skill set.

23 And the thinking is that a level one
24 certificate, welding, in healthcare, in other occupations
25 allows then to go to work. It's -- reflects or may not

1 where -- where we've been our program where we talk -- all
2 the work that we're doing in terms of dual credit work. So
3 it's -- it really is an important recognition of the need to
4 while we have these limited number of people in these
5 programs that we make sure that even if they don't finish,
6 they have these level one certificates that allows them to
7 go to work and -- and be a part of the local and regional
8 economy. That's the thinking behind that recommendation.

9 COMM. HUGHS: Yeah, I won't substitute my
10 judgment for TEA's. However, when I read it, it's
11 concerning to me that an individual who has already
12 struggled to the point they're trying at least attain their
13 GED to have a high school diploma, I read this to suggest
14 that not only do they need to get a high school diploma but
15 in order to get that GED, they also need to have college
16 credit that they get as they would obtain through level a
17 one certificate.

18 So the embedding language is confusing to me.
19 Is it requiring additional requirements to even get your GED
20 or is it separate and a part? I don't see it footnoted. I
21 -- I'm not familiar with it, and I think it's concerning to
22 me for those reasons.

23 CHAIRMAN ALCANTAR: And -- and -- and the
24 recommendation starts off with evaluate and so if -- if you
25 examine the -- the -- the language there, it's really

1 evaluating the --

2 COMM. HUGHS: And then considering it?

3 CHAIRMAN ALCANTAR: Yeah, examining it, how
4 much of a difference maker is this? I think from our
5 perspective in the way that we structured our performance
6 measures for this year, it's certainly something that --
7 that we're trying to do through our grantees, and I think
8 what they're proposing -- what is being proposed there kind
9 of mirrors that.

10 And the big issue with this is, you know, the
11 -- the numbers that you can actually serve under that
12 scenario. But it certainly makes -- from my perspective,
13 makes great sense because it's kind of where we've been
14 going with all the initiative investment that staff has been
15 bring forward in the things and that we've been doing in
16 terms of allowing the -- the new flexibility within the
17 federal program to provide for these opportunities in AEL.

18 So it reflects federal legislation, and it
19 reflects the actions that we've taken as a Commission, so
20 further evaluation of this work is something I'm comfortable
21 with. But you're saying the word embedding is --

22 COMM. HUGHS: Well, even -- I'm confused by
23 consider embedding, absolutely. Does that mean that to get
24 a GED you need to a level one certificate?

25 CHAIRMAN ALCANTAR: I don't think that's

1 intended. I -- I think it's saying that it's -- it -- it's
2 probably a great idea but --

3 COMM. HUGHS: Sure. I mean, I --

4 CHAIRMAN ALCANTAR: And, I mean, let's see,
5 do you propose something in terms of consider embedding?

6 COMM. HUGHS: I guess honestly I -- I propose
7 not making these types of recommendations that -- that --
8 that are I'd rather leave in the purview of TEA, and then
9 with respect to level one certificates, I certainly agree we
10 can promote the program. We can look at ways to expand it,
11 to encourage it, et cetera, but I don't know why it embeds
12 with GED programs.

13 It may be my lack of education on the
14 subject, but I haven't seen anything. I don't have a
15 footnote where I could reference why we were going in that
16 direction, and so I just worry about adding anything to this
17 report beyond what we had that expands it or turns it into
18 some kind of a wish list. While lofty goals, I -- I want to
19 make sure that this report remains focused.

20 CHAIRMAN ALCANTAR: So the -- the way that
21 we've been doing this is integrating level one certificates
22 and -- and work to GED programs in Texas and examine
23 approaches to integrate level one certificates into those
24 programs whether it's Accelerate, whether it's sight-based
25 learning, whether it's these other approaches that are

1 underway. Would that address -- I mean, that's pretty much
2 what --

3 COMM. HUGHS: But just to integrate is a lot
4 clearer than embedding. And sight-based learning I think is
5 different than this idea of requiring a level one
6 certificate to get a GED, and it sounds like you're saying
7 that's not what this is saying, so.

8 CHAIRMAN ALCANTAR: No, no, no, and -- and
9 that's -- I mean, we're kind of -- we're pretty much doing
10 what this is intending so let's --

11 COMM. HUGHS: So --

12 CHAIRMAN ALCANTAR: -- let's reword embedding
13 and --

14 COMM. HUGHS: Could we allow -- I don't even
15 know -- allow acquisition of a level one certificate?

16 CHAIRMAN ALCANTAR: I think it's --

17 COMM. HUGHS: I mean, we allow -- we already
18 allow that, so.

19 CHAIRMAN ALCANTAR: And -- how about and
20 demonstrate again or examine, but demonstrate I think is
21 more proactive. I prefer that. And demonstrate approaches
22 to integrate level one certificates. That way you're
23 demonstrating and you're examining different approaches of
24 things that we're doing and accomplishing the same goals.
25 Does that help you? I --

1 COMM. HUGHS: Is it -- I mean, is this -- I'm
2 just trying to figure out if it's required, why it's here,
3 where we heard it, what the research is. So I think the
4 simplest way is I personally don't support moving forward
5 with this particular recommendation.

6 CHAIRMAN ALCANTAR: Okay. Commissioner?

7 COMM. ALVAREZ: Can you -- Chairman, can you
8 share with me again, your explanation on the level one?
9 Does that just to kind of encourage someone to have
10 something embedded in their --

11 CHAIRMAN ALCANTAR: So if -- if they're in
12 one of our programs, what we currently allow -- Reagan, you
13 want to come up here? And Adam could explain it even better
14 but talk about the -- some of the work that we're doing with
15 Accelerate, some of the work that we're allowing our
16 grantees to do in terms of certification and occupational
17 skills as a part of the AEL grantee work.

18 COMM. HUGHS: In the context of GED programs.

19 CHAIRMAN ALCANTAR: Yeah.

20 COMM. HUGHS: Okay.

21 MS. MILLER: So for Adult Education and
22 Literacy, we are doing integrated education and training
23 models where you're receiving some contextualized education
24 and training as you're pursuing your Adult Education and
25 Literacy courses. As you're in Adult Education, you are

1 preparing to take the GED course, but we don't always
2 consider these as GED prep class because these are
3 considered Adult Education and Literacy courses.

4 So we have several different initiatives
5 through state leadership fund. But also through the funds
6 that we distribute to the program providers this year, we're
7 encouraging the development of more integrated education and
8 training models coupled with your basic skills training, and
9 that's for Adult Education and Literacy grantees.

10 CHAIRMAN ALCANTAR: And with the federal
11 change, we're doing that even more and -- and, in fact, took
12 action to allow for more of these models as a part of the
13 grantee efforts.

14 MS. MILLER: So as part -- yes, as part of
15 WIOA, Title II was amended so that Adult Education and
16 Literacy, Title II funds can now be spent to pay for
17 training for Adult Education and Literacy. Previously, we
18 had to blend funding with WIOA Title I funds since those
19 Title II funds could not be used as to support training.

20 COMM. HUGHS: So that's helpful to me because
21 now I what understanding is that rather than pursuing a GED
22 program land then having these additional requirements to
23 have some kind of college certification level one, whatever
24 kind of recognition, you're saying that this would be
25 addressing giving people credit for training that they're

1 already receiving in preparation for that GED.

2 MS. MILLER: From the and Adult Education
3 model, I think what we're attempting to do on the AEL side
4 is to have these programs develop curriculum that's
5 contextualized in terms of the training that they're
6 pursuing, so if you're pursuing nursing or welding, the math
7 courses that you take are contextualized in a way that
8 supports that ultimate employment goal.

9 CHAIRMAN ALCANTAR: Thank you.

10 COMM. HUGHS: Thank you.

11 CHAIRMAN ALCANTAR: All right. Well, let's
12 wrap this up.

13 COMM. HUGHS: It's just -- yeah, to that end,
14 maybe the answer is two sentences under subsection C with
15 your revisions, so it's evaluate the efficacy of GED
16 programs in Texas, period. Demonstrate approaches to
17 integrate level one certificates into programs to encourage
18 greater educational attainment.

19 CHAIRMAN ALCANTAR: Okay. Does that work for
20 you?

21 COMM. ALVAREZ: I'm okay with that,
22 Mr. Chairman.

23 CHAIRMAN ALCANTAR: Okay. Then we'll go with
24 Commissioner Hughs' edit there.

25 COMM. HUGHS: That concludes my comments on

1 the revisions.

2 CHAIRMAN ALCANTAR: All right. We need a
3 motion -- I guess we need a motion to move these and submit
4 these edits to -- what do we do here? We've already agreed
5 to all this, Susanna, but what we need to do now -- we're
6 not approving the report. We're just approving these edits.
7 The report will come back to us at a future date for our
8 final approval.

9 MS. CUTRONE: I would recommend that you make
10 a motion as you've all collaborated to speak and submit the
11 report through Tom to the other two agencies.

12 CHAIRMAN ALCANTAR: Okay.

13 COMM. HUGHS: Okay. I make a motion that we
14 have these changes incorporated and accepted as amended and
15 subject to any grammatical or -- or technical changes. And
16 then I guess we will we back next week, is that the idea
17 after the agencies have looked at it and we'll be --

18 CHAIRMAN ALCANTAR: It -- it won't be back
19 that fast.

20 COMM. HUGHS: Oh, I see.

21 CHAIRMAN ALCANTAR: It'll be a couple of
22 weeks.

23 COMM. HUGHS: Okay.

24 CHAIRMAN ALCANTAR: And -- and to submit it
25 to TEA and the Co. Board for their consideration, right?

1 COMM. HUGHS: Right. I make a motion to
2 submit it to TEA and the Co. Board with our suggested
3 changes --

4 CHAIRMAN ALCANTAR: All right.

5 COMM. HUGHS: -- for their consideration.

6 CHAIRMAN ALCANTAR: I second that.

7 AGENDA ITEM NO. 17

8 CHAIRMAN ALCANTAR: We are unanimous. There
9 is no staff update. All right. Is there a motion to
10 adjourn?

11 COMM. HUGHS: I move that we adjourn.

12 CHAIRMAN ALCANTAR: All right. Thank you.

13 COMM. ALVAREZ: I second that.

14 (Proceedings concluded at 10:40 a.m.)

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C E R T I F I C A T E

STATE OF TEXAS)
COUNTY OF TRAVIS)

I, Kimberly C. McCright, Certified Vendor and Notary in and for the State of Texas, do hereby certify that the above-mentioned matter occurred as hereinbefore set out.

I FURTHER CERTIFY THAT the proceedings of such were reported by me or under my supervision, later reduced to typewritten form under my supervision and control and that the foregoing pages are a full, true and correct transcription of the original notes.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 24th day of October, 2016.

/s/ Kimberly C. McCright
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Certified Vendor and Notary Public

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