JET Meeting

September 30, 2021

CHAIRMAN DANIEL: I think we’ve got everybody here. Thank you, everyone. This meeting is called to order. Matt, will you call the roll real quick?

UNIDENTIFIED: Yes, sir. Chairman Bryan Daniel.

CHAIRMAN DANIEL: Here.

UNIDENTIFIED: Jerel Booker.

JEREL BOOKER: Here.

UNIDENTIFIED: Will Conley.

UNIDENTIFIED: Steve Lecholop.

STEVE LECHOLOP: Here.

UNIDENTIFIED: Mario Lozoya.

UNIDENTIFIED: Scott Norman.

SCOTT NORMAN: Here.

CHAIRMAN DANIEL: Does that give us a quorum?

UNIDENTIFIED: It does give us a quorum.

CHAIRMAN DANIEL: Commissioner Demerson was here. He had another meeting scheduled and stepped out for that. Commissioner Alvarez is joining us. Commissioner, any opening comments for the group?

COMMISSIONER ALVAREZ: Nice to have you all here.

CHAIRMAN DANIEL: Thank you very much.

COMMISSIONER ALVAREZ: We have a packed agenda.

CHAIRMAN DANIEL: We do. We do. We’ve got some folks from TEA here. They’ll be making a presentation here in a little bit. There they are. And some folks from Windham School that are also going to be making a presentation. Thanks for being here today. I would just say this as a way to open up. I hate to call a meeting so close on the heels of the last one, but we had an opportunity with funding present itself and so I really felt like we needed to talk through this as an advisory board because it kind of has a direct bearing on the last conversation that we had. So when we get into Matt’s presentation, you’ll understand why I thought it was important that we push through this and maybe understand all the parameters. And then since we were having a meeting, we had talked a lot about Windham and charter schools and so thought we’d add those presentations here. There is an opportunity for public comment if anybody wants to make it. Mr. Trobman, has anybody asked to make a public comment? Any public comment? Thank you. In the interest of respecting everybody’s time, let’s hear from our guests that were kind enough to agree to come make a presentation. Let me invite the folks from Windham School District up here. I have Kristina Hartman. You're the superintendent?

KRISTINA HARTMAN: Correct.

CHAIRMAN DANIEL: Robert O’Banion, he’s the CFO. He’s going to stay over there. That’s the best place to sit. Tell me where you're located.

KRISTINA HARTMAN: Our administrative office is in Huntsville, Texas. We have 86 campuses all over the state of Texas.

CHAIRMAN DANIEL: Are you all from Huntsville today?

KRISTINA HARTMAN: Yes, we traveled from Huntsville today. Absolutely.

CHAIRMAN DANIEL: Let me just turn it over to you. You have the floor.

KRISTINA HARTMAN: Thank you for the invitation. We’re thrilled to be here today and really excited to have the opportunity to submit an application for the JET grant. We appreciate that Representative Dominguez in collaboration with TWC was supportive of the bill, and we’re going to provide you with a brief overview of our district today and some of the services that we offer. We serve approximately 60,000 incarcerated students every year at 86 campuses. All of our campuses are within the Texas Department of Criminal Justice facilities, so when you walk in through the secure perimeter there are various housing areas, the food service area, and then there’s an education department at the library and vocational, technical training days. It looks a lot like you are in a public school or a technical school when you enter one of our campuses. We would invite all of you who haven’t been at some point when we’re through our public health crisis to come and visit and take a look at the services that we offer. Our mission is to assist these students that we serve to rejoin our Texas communities as successful employees at a living wage to support themselves and their families and Texas employers. Some unique aspects about Windham, we do receive our funding through the Texas Education Agency. We employ certified teachers, student advisors, principals, just like a public school would. We have 196 career and technical education instructors and 648 overall teachers in general. That includes our academic programs. That would be both standard high school diploma program for our younger students. We also have adult education programs, literacy programs. Our students range from needs anything from students who are illiterate all the way through individuals who are now engaging in career and technical education either at the same time they're in academics or they’ve completed either their high school equivalency or their high school diploma. We work very hard to make sure that we meet not only the TEKS, the Texas Education Agency standards for our career and technical education programs, but we also look at the WECM standards for community colleges and we network very often with employers. One of the things that we like to do is send our instructors out to the industry, network with the employers, make sure that our benchmarks are covering all of their needs. If they're not for some reason and the employer brings up a good training opportunity, we will embed that into our programs as well. So it’s a really collaborative effort between industry and our school district. As I mentioned, we serve about 60,000 students every year. We have open entry, open exit programs so once one completes, another person can come in. We are very purposeful about the career and technical education programs that we select within the Windham School District. We want to make sure that there is a viable employment outlook now and moving forward. When a student is placed in a program, they take an interest inventory to make sure that just because my uncle was not a mechanic and it sounds good, let’s take a look at what that entails. Let’s take a look at any math associated with it and sometimes they will change their mind. We also, of course, look at the community that they're rejoining to make sure that even if this appears to be a good employment outlook in Texas, maybe in this particular community it’s not. So we need to steer those students towards something that will provide gainful employment for them upon their release. We also offer life skills courses. These are cognitive behavioral courses that address criminal thinking behaviors, life skills courses that focus on soft skills. One of the biggest things we hear from employers is the skillset is fantastic. We love it. Can they show up to work on time? Our students get up at four o’clock in the morning every day. So they know how to get up on time. Can they interact well with their employer, their supervisors, with their staff? We work very hard to ensure that the students have opportunities to practice those skills. Despite the fact that they're incarcerated and perhaps they’ve made some poor choices in their past, they have a clear pathway to move forward. Some of our career and technical education initiatives, our eligibility for the JET grant, it was pretty specific that when we apply for funding, we’ll have to apply for funding that will be for a new program within Windham School District, something that is not offered currently at any of our campuses. Looking at the employment outlook, first of all, we have added a couple of new programs that perhaps will not be eligible, but I think it might be of interest. The RV service technician is the number three growing industry in the United States. We can all think back to early COVID when people weren’t accessing hotels and they're all buying RVs. Now, who’s there to fix my RV? We graduated our first class, all incarcerated women, to work as RV service technicians, and we’re working with an industry partner that says we will job place every single one of them. We’re not only proud that we’ve had the opportunity to bring that program online, but also that a traditionally underrepresented group of women were the first to access it. Our programs are accessible to both men and women within the Texas Department of Criminal Justice. A couple of others that we’re considering for the future, our heavy equipment operator. I'm sure you all have noticed now that in the age of technology there’s some really great simulators that we can use. You see welding simulators. You see simulators for heavy equipment operator, for CDL, so increasing the technology within corrections has become a reality now. It hasn’t always been the case but even within corrections, Executive Director Brian Collier is extremely supportive of increasing technology and opportunities for our students. Also looking at marine automotive. Apparently, a lot of the people who work on boats are retiring these days, so in certain areas of Texas there’s a need for marine automotive as well, and computer coding for a subset of our population. We are working with the U.S. Department of Education and TWC currently. We were awarded a technical assistance grant, so providing technical assistance on integrated education and training where students are working to achieve both their high school equivalency and their career and technical education training at the same time. Our target range for students enrolling in our CTE programs is generally five years or fewer remaining on sentence, or if longer, someone that’s going to be able to enter an apprenticeship program within the Texas Department of Criminal Justice. We are an approved apprenticeship provider through the Department of Labor and there is a great opportunity for these students to engage in industry while they're incarcerated. We also have an active MOU with TWC and Texas Department of Licensing and Regulation to assist students with completing occupational license applications just following their release. We are entering into a pilot with some of the probation officers in Houston now to assist those individuals who completed the training programs in electrical and HVAC and perhaps didn’t apply for that occupational license to see what kind of additional assistance they need and getting them connected with employers. You likely received a handout that you can access at some point in the future. It’s a list of our career and technical education programs. We have over 50 courses available in 11 career clusters. It is a pretty broad list of courses and we’re certainly always looking to expand as long as it aligns with the needs of the Texas workforce. You also received a copy of our annual performance report. That’s that nice, shiny booklet you have in front of you and on the top, you’ll see incarcerated students engage in training, and on the bottom, you’ll see our former students who are actually in the workforce. There is a lot of information and data in that booklet should you need to reference it in the future. In terms of our outcomes, of course, with COVID much like the public schools and technical schools, we did have a decrease in the number of industry certifications awarded. We awarded over 18,000 in 2020 and usually we’re around 30,000 industry certifications. It’s very important to us that all of our programs are tied to an industry-recognized certification. I also provided some information on recidivism. The recidivism rate in Texas, of course, is measured for being out three years without rejoining the system. We are required to submit a legislative report about how Windham services support students so that they're less likely to return to incarceration. Because of the way recidivism is measured, those numbers that you’ll see are actually from 2014 to 2016, and we’ve made a lot of improvements since then in our CTE programs, so I'm really excited to see how it grows in the future. Our number one goal at this point when it comes to career-tech education and our students is ensuring that first of all, we select an area of training that is of interest to them and that’s relevant to our communities, and secondly, when they are employed, they're employed in the field in which they were trained. We certainly are available to provide them with assistance and we’ve been really happy with the support that TWC has provided to our team.

That is a very brief and quick overview of our Windham School District. Robert is here. He is the numbers guy, but at this point, we’re really happy to answer any questions or any concerns that you may have.

CHAIRMAN DANIEL: Any questions?

UNIDENTIFIED: Quick ones. Where does the name Windham come from?

KRISTINA HARTMAN: Windham School District, it was named after a stakeholder. I believe that it may have been a board chairman.

UNIDENTIFIED: It was a [inaudible] board chairman of the Texas Board of [Inaudible].

UNIDENTIFIED: What is the median amount of time that you serve students, incarcerated students, given the different lengths of sentences?

KRISTINA HARTMAN: That will depend on a couple of things. The length of sentence, there’s an individualized treatment program for everyone, so we don’t want to do technical training if they’ve got 30 years because it will not be relevant by the time they rejoin our communities. And also, their functioning level. So if someone comes in and is perhaps functioning at a third-grade level, it’s going to take them a little more time in class than it would take another individual. Our CTE programs, we have anything from an OSHA 10. Let’s say that someone only has two weeks left with us where we can get them an OSHA 10 certificate, all the way to a cosmetology program, which is over a thousand hours. Many of our programs are between 300 and 600 hours when it comes to the technical training.

UNIDENTIFIED: Thank you for making it a point to come down here to present. This is great. Very informative.

KRISTINA HARTMAN: Absolutely. Thank you.

UNIDENTIFIED: [inaudible]

KRISTINA HARTMAN: No, they do not. They age out. If there is a student that has a special education need, we might have 18,000 in class on any given day. There are about 300 that are eligible for special education services under the age of 22. They will age out of special education when they turn 22 of the ADA. That is not to say that we don’t have a target range. There’s always limited space when you have over 100,000 people incarcerated. We’re going to prioritize younger students, students who have upcoming release dates, and students who are going to be eligible to work in Texas.

UNIDENTIFIED: Again, thank you all for coming here today.

UNIDENTIFIED: A couple of things. First, it says that you all track [inaudible].

KRISTINA HARTMAN: We do, yes. The outcomes are better. We have a legislatively required report that we submit and the recidivism rate in Texas is 20.3, which is one of the lowest in the nation. When engaging in our CTE programs, our individuals, I believe they're even then 25 percent less likely to return to prison. Twenty percent, then take off an additional 25 percent.

UNIDENTIFIED: A couple of other things. You mentioned that you all applied for JET in this program. Is that specific to this bill [inaudible] because [inaudible].

UNIDENTIFIED: [Inaudible].

KRISTINA HARTMAN: Yes. It offers, it indicates that we will have to offer new career and technical education opportunities not previously available to students enrolled in any of our campuses.

UNIDENTIFIED: [Inaudible].

KRISTINA HARTMAN: Correct.

UNIDENTIFIED: That makes sense. Another question. How does the—you all don’t offer every program at every prison. How does that jibe with where the population is? Can they request transfers?

KRISTINA HARTMAN: They can. In requesting that transfer they will have to sit down with the student advisor and those are individuals who are certified as counselors or principals and they’ll have to talk through like the example I gave with the automotive program and make sure that this is really of interest, that the employment outlook is there, and then we will request a transfer for them if that’s the case.

UNIDENTIFIED: You mentioned [inaudible] and all the classes they have [inaudible].

KRISTINA HARTMAN: Yes, we do. We work with them. This particular pilot, because it surrounds an MOU that’s with TDLR and TWC and Windham, that’s what’s happening there. But we are actively engaged with the Plumbing Board and I believe that we’re actually able to help students fill out their applications prior to release with the Plumbing Board.

UNIDENTIFIED: I know they have [inaudible] board over there [inaudible]. That’s good to hear. I come from the construction world so we’re in great demand [inaudible]. I want to reach out to you all more [inaudible]. I know our counterparts in Arizona that have been successful [inaudible] relationship. [inaudible] opportunity to [inaudible] jobs.

KRISTINA HARTMAN: Yes, please do. I think that I actually recognize you from the Zoom with the employer roundtable. OK. And that was a very good thing for me to attend. I took pages of notes and brought it back to my team about what you all are looking for and we’re happy to engage.

UNIDENTIFIED: So am I.

KRISTINA HARTMAN: Absolutely.

CHAIRMAN DANIEL: Any other questions?

COMMISSIONER ALVAREZ: Chairman, I just want to make a comment. Thank you for making today’s trip to speak to the board. I've had an opportunity to visit Windham and your facilities and it’s amazing what they're doing in the class considering the equipment that they're using. I commend you for the great work that you do with the limited resources as far as the equipment. I've seen it. It’s almost embarrassing on some of the things that they use, but I appreciate the opportunity for you to visit with us.

KRISTINA HARTMAN: Thank you for your support. I appreciate it.

UNIDENTIFIED: You are working on the application for this.

KRISTINA HARTMAN: We are working with Matt. His team was gracious enough to give us a really good overview of the JET grant and we absolutely intend on submitting an application.

UNIDENTIFIED: Wonderful.

CHAIRMAN DANIEL: So Matt did a good job.

KRISTINA HARTMAN: He did.

UNIDENTIFIED: Is that on the record?

UNIDENTIFIED: [Inaudible].

CHAIRMAN DANIEL: Thank you so much for coming out. We really appreciate it.

KRISTINA HARTMAN: Thank you for having us.

CHAIRMAN DANIEL: All right, Marian. Help me with your last name so I don’t butcher it.

MARIAN SCHUTTE: Schutte.

CHAIRMAN DANIEL: Schutte. Marian Schutte. She’s the division director for charter schools and Bruce Marchand is here as well from TEA. Thank you so much for coming over.

MARIAN SCHUTTE: Thanks for having us. We’re excited to be here. I think, first and foremost, any time that charter schools get the opportunity to access grant funding, that traditional ISDs is we’re really excited so thank everybody. We have prepared a presentation. I believe you have it in your binders. I'm just going to walk through it, a little bit of just general background on charter schools, and then Bruce is going to give some examples of some schools that have CTE programs. You can hear a little bit about what charter schools are doing across Texas, and in the back, we have some frequently asked questions as well to help with any questions that you all might have. We’re really excited to be here today.

There are multiple types of charter schools in the state of Texas. The bill that was passed in the past legislative session, previous legislative sessions, features the addition of open-enrollment charter schools. In the law, those are our Subchapter D and Subchapter E charter schools. Those are the schools that are authorized by the Texas Education Agency and the commissioner. But across the state, in all types of charter schools, we have 428,000 students attending charter schools here in Texas, representing eight percent of the Texas public school enrollment. All of the open-enrollment charter schools, we have 181 charter LEAs, or districts, that have 825 campuses across the state. It’s significant in terms of both size of operation, also a variety of models and components, a variety of grade levels that are served, and just a variety of regional representation as well. Really, all across the state of Texas.

The career and technical education programs are an important part of what charter schools offer to their high school students. Thirty percent of Texas high school students participated in CTE programs in 2019 and 2020. We’ve seen that number steadily grow over time since I think around four percent in 2010. Every year, we see additional schools offering a variety of programs as well. I'm going to hand it off to Bruce. He’s going to talk about three examples that are in our current charter portfolio.

BRUCE MARCHAND: Thanks, Marian. Thank you again for the privilege of coming before you today and talking about the charter schools and the great things that they’re doing with our career and technical program. These are just three examples but I’d like to share them with you so one is Pineywoods Community Academy. That’s a charter school that’s in Lufkin, and Pineywoods Community Academy allows students an early college program but within that program there’s also industry certification opportunities. So with that you can see some of the programs that are offered by that school in conjunction with the local community on motor technology, heating, ventilation, air conditioning, refrigeration, nursing, pharmacy technology, surgical technology, welding technology, all examples of industry certifications that are available for students in East Texas. Again, it’s an area that sometimes is maybe kind of not always remembered because it’s in the forest there but lots of students need opportunities for some great industry things.

UNIDENTIFIED: Careful now in case—

BRUCE MARCHAND: I spent some time [inaudible]. Rapoport Academy in Waco is a charter school that offers the P-TECH model. P-TECH is a model specifically designed to provide industry certifications for students earning those level one or level two certificates. You can see some of the programs that they’re offering. Of course this is part of the student’s free appropriate public education so it’s at no cost. You can see hospitality, engineering, megatronics, health professions, modern design. Again, with these first two examples, these are also examples of programs that are necessary in those local areas. In Lufkin some of the medical, some of the welding, those business opportunities here in Central Texas, hospitality, engineering, so again, schools being responsive to the needs of the community. And then Odyssey Academy is in Galveston, another charter school that offers a variety of career cluster programs. In fact, they offer more than 79 career pathways for their students, and this is in conjunction with local businesses as well as the local junior colleges. You can see—I won't read that big long list but you can see the number of career clusters that are offered to the students at Odyssey Academy. Again, these are just three examples of charter schools in the state, and I tried to maybe be diverse in regards to location but again, doing an outstanding job with our students and allowing them career opportunities, and certainly schools that I think would very much benefit from JET grant funding. Marian, I think was going to talk about [inaudible].

MARIAN SCHUTTE: I think the examples that we’ve shared and provided today really go to show through our authorization process at TEA, one of the things that we look for is community demand so that directly connects to the need and demand for CTE offerings when charter schools are opening up high schools. So they, in their applications to us, really detail what those high school programs look like, what CTE offerings they will have, if they are choosing those pathways, whether it’s P-TECH or industry-based certifications for students, and what they’re planning to offer. So there is no kind of one-size-fits-all charter school, and we use that term. It’s really based on what the school leader and the board of that school see as a need, and try to fit that need, and you can use CTE programming as a way to meet that need. So of our 119 charter school districts that educate high school students, 76 percent of them have CTE programs, and then 30 percent of charter high school students in Texas charter schools participated in those programs. Like I said earlier, that’s steadily grown over the past 10 years, and we do see that as—when we have schools that are coming to us with high school applications, we see that being a key component of the services that they’re planning to offer their high school students as well. So for charters with multiple campuses, so those LEAs that have significant numbers of campuses, although most of our charter campuses across the state are just one, they either serve one to 10 campuses. Those CTE programs are similar because they are based on the academic model that the school has designed and plan to implement. Where there might be a little variation is in our larger charter LEAs that operate in different regional communities and so they’re obviously going to have programming that is aligned to high-demand, high-wage jobs in those areas. So are charters likely to have the capacity to build new programs and take advantage? Yes, and so one of the things that we do at the agency in our division is make sure that charters and their leaders and their boards are well aware of all of the resources that are available to them. We want to make sure that they have a real understanding of the timelines, the processes, and the requirements so that they’re able to access any resources if they want to add new programs which would come with approval by TEA required. Any modification to a charter program comes through our office, and then the commissioner grants that approval or if they want to expand existing programs, that would not require approval from us so they could then use these dollars and resources in order to be able to do so. We have charters that offer industry-based certifications, CTE clusters, and P-TECH programming all throughout the state, and we’re happy to provide more examples if you all would like.

CHAIRMAN DANIEL: Any questions?

UNIDENTIFIED: What’s the average size of the charters?

MARIAN SCHUTTE: It varies so we have typically around 500 students per campus, and then it depends on whether or not that charter district is offering just K-5, K-8, or K-12, so very typical school size in that way.

UNIDENTIFIED: Are there high schools [inaudible]?

MARIAN SCHUTTE: Yes.

UNIDENTIFIED: And then it’s amazing, you all have a much higher percentage of CTE compared to [inaudible]. Do you all have a collaboration through the ISDs? Historically some tension [inaudible] community colleges. Do you all run into charter funding challenges, having access to some of the spaces, especially the small ones?

MARIAN SCHUTTE: Yeah, so I think not in the collaboration with community colleges. I think the first charter schools that opened have been around for 27 years now in the state of Texas so it’s really just become part of the fabric of the educational and the public school community so we see higher education and junior colleges wanting to—and community colleges wanting to participate with them, and we see lots of engagement in that area. We’re working to build a relationship with the open-enrollment charter schools and the traditional ISDs. There’s been a lot of headway in the past three years through incentives for local school districts to have their own charters as well, and one of those ways that they can do that is through partnering with an open-enrollment charter school. So we’ve seen those conversations in many communities kind of start to soften a little bit of the tension. We’ve seen that in Midland and Odessa as well as Ector County in Midland have partnered with open-enrollment charter schools. We’ve seen that in Grand Prairie who has also partnered with an open-enrollment charter school, and so kind of through those incentives.

UNIDENTIFIED: Sharing space?

MARIAN SCHUTTE: Sharing space, yeah, and really the facility is a huge draw in that situation.

UNIDENTIFIED: And there’s incentives for JET funding collaboration.

MARIAN SCHUTTE: Yes.

UNIDENTIFIED: I know there’s some examples of school districts collaborating [inaudible] in Waco, there are 17 ISDs who come together for trade school [inaudible] you all be a part of that going forward as well.

MARIAN SCHUTTE: I would be remiss if I didn’t mention the Rural Schools Innovation Zone, Premont, Freer, and Brooks County who actually created an in-district charter in order to be able to take advantage of each district’s CTE offerings. Superintendent VanMatre is very passionate about that work. If you haven’t had the chance to hear him talk about it, I would—yeah.

CHAIRMAN DANIEL: Any other questions? Thank you so much.

MARIAN SCHUTTE: Thank you all so much.

CHAIRMAN DANIEL: This brings us to Agenda Item 4. [Inaudible] and Matt, I’ll let you take it away.

UNIDENTIFIED: Let me start by thanking TEA and the charter schools and Windham for presenting. I appreciate you all making the trip so I echo the previous comments made. One of the big reasons we brought everyone back today was to discuss the funding that we alluded to previously in HB1525 that was coming over from the Texas Education Agency so we have a little bit more information and detail about that. The sum is $50,000,000, and that is to be funded over the next two years over the end of the biennium. One thing we learned recently is that IHEs would not be eligible for that funding so the separate 50,000,000 coming from TEA would be open for school districts, Windham included, and the open-enrollment charter schools. So in looking at the parameters that were recommended previously at our meeting, we were curious if those parameters were still best fit for the program with the large amount of money that’s been added. So I think that’s where we would want to start our conversation today, is looking at the funding allocation.

CHAIRMAN DANIEL: So a fundamental question is with call it 25 and 25, call it 50, it depends on how we take the money I suppose but with money dedicated to ISDs, a fundamental question would be do we still want to keep the 50-50—was it 50-50? The 40-60 split that we had at the last meeting when ISDs, Windham, and charter have now a dedicated source of funding?

UNIDENTIFIED: In terms of the size of the pie that we thought we were working with.

CHAIRMAN DANIEL: Our GR is seven and a half?

UNIDENTIFIED: 7.52 million per year over the next biennium so roughly $15,000,000.

CHAIRMAN DANIEL: And then in addition I do think it becomes an open question as to whether or not we still like our minimum and maximum grant amounts and our points threshold. I think knowing that this particular source of money is $50,000,000, that’s a significant enough amount of money to reopen the discussion. I think for us to just double down on what we already did and say that’s what we did, I’m not exactly sure that’s the best due diligence so I think those all become open discussion points. Certainly the advisory board will come to a conclusion on what they want to do but I wanted everyone to have the opportunity to kind of look at what we’re looking at and understand this may or may not still make sense in terms of a recommendation to the Workforce Commission in terms of what the advisory board thinks that we ought to do. So I think let’s just make this an open issue for discussion. Matt, have you covered everything you wanted to cover?

UNIDENTIFIED: Yes, sir.

CHAIRMAN DANIEL: I’ll put it to the board and certainly want to have whatever robust discussion we want to have today, and then come back to these three points and make sure that we’re comfortable here today on what we’re doing. There’s always the spirit of the law and the letter of the law. We passed this last time but I think the spirit of those things was increasing participation, ensuring that there was balance between IHEs and ISDs, and Windham and charters—I’m going to just say ISDs. Any of that in my opinion is fair game for discussion, and we should go back to the top and try to look at this again.

UNIDENTIFIED: Is this $50,000,000, is this a one-time stimulus pot? Is that what’s—

CHAIRMAN DANIEL: That’s correct. This is a—

UNIDENTIFIED: So this is only going to be the next two years?

CHAIRMAN DANIEL: This only impacts the next two years. This is money that’s a direct result from pandemic things that were done federally that are coming down to the state, and then now this has been made available to us.

UNIDENTIFIED: And is it use it or lose it in the next two years? I think most of the stimulus money [inaudible].

CHAIRMAN DANIEL: So it’s complicated with stimulus money. It depends on which bill it came out of. Generically I would tell you we have about two years to commit to use it but there’s some time on the back end of that for them to finish some purchases.

UNIDENTIFIED: To be spent, yes, sir.

UNIDENTIFIED: [Inaudible].

UNIDENTIFIED: I think our hope would be to frontload it.

CHAIRMAN DANIEL: Fifty total but we can take the money one of two ways. You can take the money—you can take all the money in the first year. It would carry over to the next fiscal year or you could say we’ll do 25 in the first year and 25 in the second. The fact of the matter is functional. TWC is going to take the money so whether we hold it artificially or we just make it available is really an administrative point.

UNIDENTIFIED: But because there is a timeline for these projects to be completed [inaudible] to get it out.

UNIDENTIFIED: I would agree with that.

UNIDENTIFIED: And I will note 2.5 percent can be used by TWC for admin so technically 47.5 million, not including GR funds.

UNIDENTIFIED: I think obviously you’re going to have [inaudible] money for the ISD side. We need to look at using the other for this higher ed. It’s a no brainer [inaudible].

CHAIRMAN DANIEL: Matt, in a typical year how many dollars’ worth of IHE applications, qualified applications, would we get total?

UNIDENTIFIED: So based on the 50-point threshold, those numbers average for IHEs and ISDs, eight to 12, 10, 8, 10, and 10 over the past—that’s from FY16, and the chart I’m referencing is behind tab five.

UNIDENTIFIED: We have some serious advertising to do.

UNIDENTIFIED: [Inaudible] be used.

UNIDENTIFIED: This is what I was going to suggest, OK, absolutely, getting creative in how we—

CHAIRMAN DANIEL: So the 60-second version is since we last met, Mr. Serna, the executive director, has made some—I wouldn’t characterize them as significant changes but he’s made some kind of redirections to TWC’s customer service element. A large component of that is exactly, Steve, what you’re talking about which is we are dedicated and are recommitting to getting back out in the field and having those kinds of conversations that will move the participation upward. That’s across the board. That’s not just JET. That’s going to be everything that we touch and so this new commitment or renewed is a better way to say that, commitment to customer service, I think you’ll see a big component in that. Even without this additional influx of funds via TEA, you would have seen more of that but I think given the situation that we find ourselves in, you have that particular acute issue, and then we just have a desire at the agency level to really get back out with our customers, understand their needs, and understand how we might be able to [inaudible] so I think that point is well underway even beyond what the advisory board would be looking at, and all of these refocus on customer service is going to apply to JET. It’s going to apply to every other program.

UNIDENTIFIED: I think leave a stack of money here as an advertisement to get out the education in the community, that various associations, those sort of things, and make sure—

UNIDENTIFIED: We are planning on establishing to leverage the education outreach team that we have at the state level and 15 regional areas to leverage [inaudible].

UNIDENTIFIED: There ought to be some districts’ eyes getting very big right now.

UNIDENTIFIED: To that end I think practically it would make sense then to significantly increase the max grant amount that we award, maybe as large as a million dollars. That would allow a lot of our ISDs to completely revamp instead of just make tweaks to their CTE programs. I’m sure you guys have a recommendation, and I have no basis for [inaudible] but I think that that is important. I would be interested in significantly raising the max grant amount for ISDs for this year. I think it makes sense from an allocation perspective, from an equity perspective to assign all of the 7.52 million dollars that we have for this year to the IHEs assuming that they qualify. I think we have to maintain the minimum point total. We don’t just want to be giving money out to anyone if they have a bad application.

UNIDENTIFIED: We’re keeping the same [inaudible] reallocating the money to [inaudible] because I think part of that maximum is set to try to help us [inaudible] so I don’t know where that balance [inaudible].

UNIDENTIFIED: I know that the average request is closer to $200,000 so I’m not 100 percent sure how many applicants, if it was $2,000,000, would actually be requesting $2,000,000 in equipment.

UNIDENTIFIED: That’s small.

UNIDENTIFIED: It is.

UNIDENTIFIED: I would throw in a real quick, Matt. Sorry to interrupt. One of the criticisms that I was having a conversation with the commissioner about, about this particular program, whenever I was encouraging my school district, San Antonio ISD, to apply was that the value proposition, the bang for the buck, we’re putting in all this time, like they’re applying for $50,000,000 federal grants and then they’re applying for a $200,000 state grant, and whenever you allocate your time accordingly, [inaudible] gets the short shrift. I suspect that if we put out a maximum of a million or more, whatever staff recommends, I think we’re going to get a lot more interest. Number one, I think school districts are going to hone in on focusing on this particular grant above others. Number two, and so I suspect that that $200,000 average grant request is going to spike pretty significantly if we do the advertising, do our thing, and let everyone know that you can get it across. [Inaudible].

CHAIRMAN DANIEL: You know, whatever we do here, I mean there’s a resetting of expectations at the end of the two years so the messaging is going to have to really hone in on—

UNIDENTIFIED: We need to be very clear about that.

CHAIRMAN DANIEL: This is an exceptional opportunity that we have, and to your point, I don’t know if I agree with a million dollars or not. What I do agree with is in this situation where we have additional money, this is a time when we can stand up brand new programs that are cost-intensive or we can—Commissioner Alvarez pointed out, we can go in and completely refit a program with modern equipment. This is our chance to do that. First of all, I don’t want to really ever have to do a pandemic again so secondly, you don’t know when you would see an influx of available resources like we’re seeing now so I think the balance for us then is talking about the difference in the two pots of money. I, as a general rule, would steer away from bifurcated programs. You have this set of rules and you have this set of rules but in this instance where we have some opportunity, we’ve brought Windham School on, we’ve brought charter schools on, this particular pot of money is now available. I think it is a very unique situation, one that really, we can talk about in such a way so that resetting those expectations in a couple years might actually become less challenging. All that’s really on the floor right now is backing away from this top cap on the additional money. I didn’t hear any disagreement that we should hold to our minimum point threshold. The object is not to spend the money. The object is to spend the money well, and we should probably think about how that funding allocation is going to be although I hear everybody talking in terms of, yeah, the regular money will go to the IHEs so that we can focus this other money on the ISDs, and that’s generally been where we’re going. We need to move through this in some parliamentary order and take care of this but I’m just trying to frame the discussion based on what I’m hearing which is, you know, use this opportunity, perhaps reset that top cap for the ISD money and use that resetting of that top cap to drive home a message. This opportunity may never come around again for you to have this kind of resources to do this very important task, and so this is a time for us to send our very best applications. I think there’s some definite messaging in there that benefits certainly the schools that are applying but I think it benefits TWC in terms of how we’re hoping schools can drive toward in-demand jobs, high-paying jobs, jobs that really show a lot of promise for the future. This will also be woven into some other things that we’re doing here as well.

UNIDENTIFIED: Mr. Chairman, I agree with everything you said. I do think though we need to remember Texas is a very big state with 1,000 school districts, plus charters, plus Windham, and they all deserve a shot at this so I would hate for it to—you know, we raise it up and it’s sophisticated, and it all go to 10, 20, 30 deals that we have an opportunity—and I think raising significantly, you can still do some major changes and improvements in these districts but I get a little nervous when you go that big, that that’s really limiting schools. There’s not a lot of districts who need near that [inaudible] so we do have to balance stretching this around [inaudible] to try to have as much benefit across the state. I don’t know what that number is.

CHAIRMAN DANIEL: Remind me. This is a topic from last time but as it stands now, the way the JET program is operated, in any particular funding round it is one campus per school district.

UNIDENTIFIED: Yes, sir.

CHAIRMAN DANIEL: So another way to tackle this could be kind of a temporary waiver on that limitation so that rather than say, I think to your particular way of thinking, Georgetown ISD could apply for a million dollars for one campus but what if both high schools in Georgetown ISD could each apply for $350,000? That’s a $700,000 impact in one community so it’s another way to look at it so that we can leave these in place. I’m actually looking for a little bit of parity between IHEs and ISDs personally. That’s my personal feelings on it but if on the ISD money, because of the addition of money, if we wanted it for the two-year basis, while it’s temporary, think about that. That’s another way to think about it that I think has some merit for the discussion.

UNIDENTIFIED: I have a question. The point for us [inaudible]. I imagine some of that was [inaudible].

UNIDENTIFIED: That’s a great point and I will point out that it’s not a test grade so it’s not, OK, we had an 89 and an 80 so the difference between a 50 and a 49, it’s just basing and ranking their economic impact. It doesn’t necessarily mean that it is a bad project. It just has a lesser economic impact, and because of our supply-demand issue, it was very competitive so obviously we’re ranking and scoring that economic impact. Now we have a little bit of a different—a good problem certainly but now we have much more supply and trying to make sure that the program can meet the demand.

UNIDENTIFIED: One thing I was thinking, something is also capacity building. You have districts who are doing this alone, right? So a little money, going to roll that next step. All we needed [inaudible] looking at our numbers going up and down, from 120 back in 2017 down to 56 [inaudible]. I’m just wondering sometimes [inaudible] more and more communities couldn’t do it versus the ones who have it now. Georgetown may be perfect for them but there might be other [inaudible]. I’m open to it. I’m just curious as to [inaudible].

UNIDENTIFIED: They are federal CARES Act dollars.

UNIDENTIFIED: They are CARES dollars that districts don’t [inaudible].

UNIDENTIFIED: No, we would require as part of their contract with us that they’re also going to meet the federal requirements that are passed on to us [inaudible].

UNIDENTIFIED: Those may have, I would guess, some additional screens.

UNIDENTIFIED: It is an additional level of reporting. We saw that this last year through the Perkins funding that came to us through TEA.

UNIDENTIFIED: Which is another barrier to applying.

UNIDENTIFIED: I do want to echo the chairman’s comments earlier about outreach and some of the ideas that Matt and [inaudible] are working on, is part of that application process, really putting together toolkits for applicants so that might overcome or help to overcome some of what might be a perceived barrier in accomplishing the application because there are additional federal requirements for us that they would sign off on so obviously very restricted in what we can do during an open RFA but if we can put together some really clear information on the process [inaudible] understand step by step. I know that came up in the last meeting, concerns about whether schools with a professional grant writer did better than schools without a professional grant writer so we really want to do what we can to even the playing field even though the process is a very objective process.

UNIDENTIFIED: I definitely agree with Steve. The bigger the pot of money is, those barriers seem to go away, obviously.

CHAIRMAN DANIEL: In Fiscal 20, how many scored below 50? Do you know that?

UNIDENTIFIED: Scored below a 50? I don’t have those numbers in front of me. I can certainly get them.

UNIDENTIFIED: In Fiscal Year 20, how many applicants scored below 50? It looks like 30.

UNIDENTIFIED: Yeah, 27. Eighty total that were responsive met 50, 53 met the threshold and ISDs and IHEs.

CHAIRMAN DANIEL: What is that, about two to one?

UNIDENTIFIED: Fifty-seven percent of the ISDs met the [inaudible].

UNIDENTIFIED: I think it’s important to have diligence in the application process [inaudible].

UNIDENTIFIED: A final question, Mr. Chairman. I know that statutorily we’re limited on the $7,000,000 and change with regard to Windham, our guest today. I wonder about the 50, and I wonder if the 50 would still have to be limited to new programming that the statute restricts for the 7.5 million.

CHAIRMAN DANIEL: That’s a really good question. [Inaudible] thinking face on, it’s the general counsel for TWC. It’s two different pieces of legislation so it’s they're enacting the legislation that actually has the limiter or the prohibition.

UNIDENTIFIED: [Inaudible].

CHAIRMAN DANIEL: It’s the last legislation passed on the matter so it will have some weight that way as well. The answer to your question is I don’t think so but I am not an attorney or TWC’s attorney, and our attorney needs to answer that question. I don’t want to put him on the spot because he hasn’t really had a chance to look at this yet.

UNIDENTIFIED: I agree. I think we do need to take some time to [inaudible] that situation [inaudible].

UNIDENTIFIED: Right, I understand. Legislation has to be piecemeal. That’s the way our process works, and so getting Windham is like the camel’s nose under the tent in this round. Next round maybe they have—the legislature thinks it wise to change that requirement. To Commissioner Alvarez’s point, outdated equipment isn’t [inaudible]. I bring it up only to the extent that maybe we can short circuit the waiting and use this money.

CHAIRMAN DANIEL: Let’s look into that point. It’s a valid point. My earlier point about perhaps with more money in pipeline, being able to do more campuses might be as much help to Windham in this interim period while we work on this legal issue so I think there’s a bit of relief somewhere here but there’s a big of relief for Windham in the sense that—and any other ISD for that matter—where they could fund multiple schools if that’s the direction everybody chooses to go. It gives us a little more time to solve this problem that you’ve described I think pretty well.

UNIDENTIFIED: Are you still thinking, chairman, of a maximum number of campuses, shouldn’t necessarily be unlimited?

CHAIRMAN DANIEL: I certainly could—I’m really kind of open on this issue. I mean (a) it may be a bad idea all together or (b) any limitations I think are certainly in the purview of the advisory board. I think we could limit it in any way we choose to do that.

UNIDENTIFIED: [Inaudible], Mr. Chairman, I would encourage the legal counsel to look at at least the opportunity for Windham’s not previously available to their students which reminded me if we had new equipment, this opportunity is not available for us [inaudible].

CHAIRMAN DANIEL: I will say this. I have the utmost faith that our general counsel will keep me out of any significant trouble that I might have caused. At the same time I find both Mr. Trobman and his entire team to be extremely creative in looking at those types of solutions.

UNIDENTIFIED: So do we have guidance on how we’re going to open it up in staff or is this a brainstorming session for us?

UNIDENTIFIED: Yeah, obviously wanted to get the board’s input and feedback. I think staff has tried to be as creative as possible on how we could make the program as accessible for these new entities and with the $50,000,000. I think staff would be in agreement that the GR funding should specifically be for IHEs, especially with the $50,000,000 available to the other entities. I will also note that the timeline for the $50,000,000 is still being clarified. Right now we’re hoping to have those funds by the end of the year whereas obviously the GR funds are available and would be ready to produce or begin producing the RFA for the IHEs to apply for so I’m not sure if a two-RFA process, one for ISDs and the 50 million versus the GR and the IHEs would be the best course of action but I do believe staff would agree that the GR funding should 100 percent be for IHEs.

UNIDENTIFIED: Do we want a motion today?

CHAIRMAN DANIEL: Yes, preferably.

UNIDENTIFIED: [Inaudible].

UNIDENTIFIED: I think that would be perfect.

UNIDENTIFIED: All right, I move that we transfer GR funding 100 percent IHEs and the stimulus funding, 50 million, for the ISDs and charters and Windham, keep the parameters the same for the IHEs [inaudible] go to ISDs, 50 to 750 range, and no more than three campuses. I throw that out for discussion purposes.

CHAIRMAN DANIEL: That’s the motion.

UNIDENTIFIED: That’s a lot.

UNIDENTIFIED: I keep the points the same for everybody.

UNIDENTIFIED: OK, so we have three—

OK, so second.

CHAIRMAN DANIEL: OK, let’s go to discussion. It’s been moved and seconded.

UNIDENTIFIED: I’m not completely wedded to that. I’m trying to start—

CHAIRMAN DANIEL: It’s a good discussion point. So GR money would be available for IHEs. This additional CARES Act money available for ISDs. ISDs would have a new upper limit of $750,000, and the ability to go up to three campuses in the ISD. The minimum point threshold would remain the same.

That’s the essence of the motion.

UNIDENTIFIED: I think we need to clarify exclusively for this biennium, right?

UNIDENTIFIED: Yeah, two years.

CHAIRMAN DANIEL: I would offer as a point of clarification, I think based on past performance—[inaudible] keeps telling me past performance is not an indicator of future performance. I think based on past performance, I think we wouldn’t necessarily have to label the money, this pool is for this and this pool is for that. If we had funded every IHE application in each of the last three years, we wouldn’t have gotten to the 7.5 probably. So I don’t think you have to label the money because I think internally, we’ll fund ISDs out of the CARES Act pool, and we’ll fund IHEs out of the GR pool.

UNIDENTIFIED: If the IHEs don’t get to seven, then that can roll over?

CHAIRMAN DANIEL: That’s why I’m suggesting maybe don’t dedicate it based on function because if IHEs just don’t need money—

UNIDENTIFIED: My motion is that’s the guidance, kind of preliminary.

CHAIRMAN DANIEL: And then the other two components were the upper limit change for ISDs and then the number of campuses for ISDs. That’s the other open question.

UNIDENTIFIED: I think three and 750 is reasonable given the average amount that [inaudible]. The 200,000 for one campus, this would increase that by 25 percent, open it up to school districts and charter districts and Windham to service more, to accelerate improvements at more campuses. I like that.

UNIDENTIFIED: With a large district, the three at 750 is a lot of money so that is [inaudible], one district, one campus, [inaudible].

UNIDENTIFIED: Just for discussion, I like the flexibility of this. [Inaudible]. Also I’d be curious as to ones who are already doing it, [inaudible]. I can add another high school per se or versus someone who is new to it who just found out in the communication outreach to generate [inaudible]. I might not be as sound as someone who’s doing it for a long time but I’m good so I don’t want to miss new people who might be able to [inaudible] more economic impact somewhere else so I don’t know how to adjust that.

UNIDENTIFIED: I think they’re going to be thinking differently now. They have that incentive to get that—

That big pot.

CHAIRMAN DANIEL: I don’t recall. In the scoring, is there any treatment for first-time applicants?

UNIDENTIFIED: There was. I believe we did away with that from 2016. That’s when we started [inaudible] instead of the life of the program.

CHAIRMAN DANIEL: OK, got it.

UNIDENTIFIED: So, Matt, just to clarify. That means that if you have not applied since 2016, that you receive additional points in the scoring criteria as compared to someone who might have been receiving [inaudible] 2018 or 2019.

UNIDENTIFIED: [Inaudible].

CHAIRMAN DANIEL: That takes care of, I think, your issue.

UNIDENTIFIED: Mr. Chairman, if I could clarify one thing on the IHE part of the motion, still only allowing one application for IHE even if that IHE has multiple campuses around the state.

UNIDENTIFIED: My motion is not changing parameters for the IHEs.

UNIDENTIFIED: OK, just wanted to know.

UNIDENTIFIED: Should we though, since we’re doubling the amount of money? Should we increase it to two campuses?

UNIDENTIFIED: I would accept that [inaudible].

CHAIRMAN DANIEL: Yes.

UNIDENTIFIED: OK, great.

CHAIRMAN DANIEL: [Inaudible] motion.

UNIDENTIFIED: Second.

UNIDENTIFIED: So two for IHEs, two, OK.

UNIDENTIFIED: At the same levels, correct? 40 and 30, 350,000.

UNIDENTIFIED: Yes.

UNIDENTIFIED: But at two campuses.

UNIDENTIFIED: Only thing that’s changing for IHEs would be the recommended pot of money and the number of campuses [inaudible].

UNIDENTIFIED: I also think it’s helpful for the program since once the money is gone [inaudible].

UNIDENTIFIED: Even on the IHE side, it’s a lot more to spend.

UNIDENTIFIED: It is, this could help us spend it. It is.

UNIDENTIFIED: Please clarify for me [inaudible], I’m just thinking boots on the ground [inaudible]. I’m sure this question will come up because you mentioned a 50 to 750 limit parameter per application but then you talked about having [inaudible], three campuses, so are you suggesting that each application can identify three campuses for that application or that they would be filing separate—

UNIDENTIFIED: It’s 750 times three is the way I envision it.

UNIDENTIFIED: OK.

CHAIRMAN DANIEL: Each application stands on its own merits.

UNIDENTIFIED: OK, got it. Thank you.

UNIDENTIFIED: Basically I’ve always seen that as the district level, one campus, one application [inaudible].

CHAIRMAN DANIEL: Functionally, Hamilton ISD has one high school and that’s their high school. Round Rock ISD has a whole football districts’ worth of high schools, and so it’s one high school in Hamilton is 100 percent of the high schools. One high school in Round Rock is like one ninth of the high schools, right? So there’s just some movement like that.

UNIDENTIFIED: Those would be three radically different CTE programs.

UNIDENTIFIED: Thank you. [Inaudible] ISD but—

UNIDENTIFIED: And charters.

UNIDENTIFIED: Yes, so a school district that charters an open-enrollment charter school [inaudible].

UNIDENTIFIED: As the chairman was saying [inaudible] everything under the non-IHE umbrella is [inaudible].

UNIDENTIFIED: Every entity that would be eligible—

UNIDENTIFIED: Which right now is—

UNIDENTIFIED: Fifty million dollars.

UNIDENTIFIED: Charters. Is it correct? It’s charter, Windham, and school districts?

UNIDENTIFIED: Yes, sir.

UNIDENTIFIED: Which is the same way we looked at those under our existing program, right?

UNIDENTIFIED: That’s right, sir.

CHAIRMAN DANIEL: Do you have an interest in changing the bottom end upward to 50 or did you leave that at 40?

UNIDENTIFIED: I think we can keep that.

Forty to 750 [inaudible].

UNIDENTIFIED: You all do have applications that are that small.

UNIDENTIFIED: Yes.

UNIDENTIFIED: OK, I want to extend those.

CHAIRMAN DANIEL: I just want to make sure for clarification’s sake so 40 to 750?

UNIDENTIFIED: [Inaudible]. It’s probably the same amount of work for you all regardless of the size. No, I think it’s important that small campuses [inaudible] especially when you have a lot to spend.

CHAIRMAN DANIEL: All right, let’s do this exercise this way. You guys read back to us what you think they just agreed to so we can make sure you have [inaudible].

UNIDENTIFIED: [Inaudible].

UNIDENTIFIED: OK, so the motion recommended was for 100 percent of the general revenue dollars to be put towards IHEs, zero percent of the GR dollars will be put towards ISDs with the understanding that they have $50,000,000 that they will be eligible for from TEA.

CHAIRMAN DANIEL: Unless the IHEs don’t exceed their money, and the ISDs do [inaudible] spend $50,000,000, and if we want to make sure the money gets spent.

UNIDENTIFIED: Yes.

CHAIRMAN DANIEL: We can go one way but we can’t go the other?

UNIDENTIFIED: You got it right. And then minimum, maximum grant amount, IHE, those amounts will not change. The only caveat there is we will increase it to a two-campus max instead of one. And then for ISDs we will adjust the funding amounts to 40,000 and 750,000, and that’s per application with a maximum of three campuses.

CHAIRMAN DANIEL: And the minimum point threshold?

UNIDENTIFIED: The minimum point threshold will remain at 50 points.

CHAIRMAN DANIEL: That sounds like the amended motion. All right, any other discussion? Is there any objection to the amended motion as stated? With no objection, the motion passes. What else you need us to do, guys?

UNIDENTIFIED: The last piece would just be future board meetings, and now we’ll get to work on getting these RFAs prepared and out and open for application. We will keep you posted as those dates become available, especially the timeline dates from TEA. As soon as well know any information about when that funding will be available, we’ll certainly circle back and let you know.

UNIDENTIFIED: [Inaudible] help spread the word [inaudible].

UNIDENTIFIED: Yes, sir, we appreciate it.

CHAIRMAN DANIEL: That actually brings up a great point. For all the trade associations including labor organizations and others, everybody has a tie back, a lot of apprenticeship programs, a lot of community colleges, they have tie backs to industries. It’s actually a really good point, us letting them—they want to help.

UNIDENTIFIED: [Inaudible] school district, community colleges, [inaudible], you name it, and very active [inaudible] make it easy to get information to them [inaudible].

UNIDENTIFIED: [Inaudible].

UNIDENTIFIED: So we have been working with them. Typically we shift gears from RFAs being open to marketing and outreach, and typically we try to get in front of all the ESCs and speak with their CTE directors. That process has been a little interrupted just because we haven’t had all the information especially about what the funding would be or when it would be available but obviously that is priority number one right now, is getting out and notifying these applicants that $50,000,000 is going to be available over the next biennium.

UNIDENTIFIED: So no conventions or conferences have been happening.

UNIDENTIFIED: Yes, there are plans—

UNIDENTIFIED: [Inaudible].

UNIDENTIFIED: Yes, CTAT.

UNIDENTIFIED: CTAT, yeah, we’re connected into those networks through our education outreach program already. We have a list of contacts of about 52,000 people so we know that we’re going to push the context out to them but we’re also going to attend as many conferences as we can to provide workshops as opposed to informative sessions.

UNIDENTIFIED: [Inaudible].

UNIDENTIFIED: For one more second. Would you mind just explaining your team and how they interact with the different schools?

UNIDENTIFIED: I manage the education outreach team and right now we have one state-level team. We also have 15 of our regional boards that have joined our network, and eventually we trained up to go into schools, and we work with teachers, counselors, students, and parents as well. On the student and parents’ side we run a lot of workshops on career readiness and kind of related labor market discussions. We talk about career development, career planning. On the professional development side, we’re training teachers and counselors to use all of our resources and our partners’ resources so from [inaudible], from TEA, from Educate Texas, to help students do career development, career exploration, and planning. So a lot of our partnerships also with a lot of those teacher associations and counselor associations. We have that network built in already so we think the communication part will be easy. It’s just getting them to work through the actual applications.

UNIDENTIFIED: [Inaudible].

CHAIRMAN DANIEL: Absolutely. All right, anything else to discuss today? Is there a motion to adjourn?

It’s been moved.

UNIDENTIFIED: Second.

CHAIRMAN DANIEL: It’s been moved and seconded to adjourn. Any objection? Hearing no objection, we’re adjourned. Thank you very much.