



**COLORADO**  
Department of Education

Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
February 12, 2014, Part 4

BE IT REMEMBERED THAT on February 12, 2014,  
the above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board  
Members:

Paul Lundeen (R), Chairman  
Marcia Neal (R), Vice Chairman  
Elaine Gantz Berman (D)  
Jane Goff (D)  
Pam Mazanec (R)  
Debora Scheffel (R)  
Angelika Schroeder (D)



1                   CHAIRMAN LUNDEEN: The State Board will come  
2 back to order.

3                   Lieutenant Governor, always good to see you.  
4 Welcome.

5                   MR. GARCIA: Thank you, Mr. Chair. It's  
6 always good to be here. I appreciate, again, your time.  
7 I just have one thing I want to mention to the Board and  
8 then, of course, I'm happy to respond to any questions or  
9 take any input you might have.

10                  We just released -- we being the Department  
11 of Higher Education, release a report just this week.  
12 It's a report that is required by statute. It's the  
13 second year we've been doing it and it's called the  
14 "Skills For Jobs" report. And so what we try to do,  
15 working with the Department of Labor and Employment, is  
16 identify where there are workforce needs and then look to  
17 see whether we are meeting those needs with our  
18 graduates. Now this is important in Colorado because  
19 Colorado is at the very top, and number two and number  
20 three in the country in terms of the percentage of jobs  
21 between now and 2020 that will require a postsecondary  
22 credential of some kind. Now it doesn't mean, in every  
23 case, a bachelor's degree, or even an associate's degree,  
24 but it might mean a certificate from a technical school,  
25 a community college. We know that also we're at the very



1 bottom, second from the bottom in terms of the number of  
2 jobs in the next ten years that will require only a high  
3 school diploma.

4 So you all hear, we hear all the time not  
5 everybody needs to go to college and they would say,  
6 well, that was far more true three decades ago when we  
7 were entering the workforce, or at least when I was, than  
8 -- than it is now. Now we know that far more students  
9 are going to need a postsecondary credential to be  
10 competitive for virtually any job.

11 So what we need to do is figure out how to,  
12 again, work with the K-12 system to support your efforts  
13 to make sure that all students graduate postsecondary and  
14 workforce ready, that we have more students who can show  
15 up at any of our institutions, whether a community  
16 college, a technical school, or a research university,  
17 and be successful. So that's where we're really very  
18 focused.

19 I want to give you just a couple of examples  
20 of what we've found in terms of where we're meeting needs  
21 and where we're not, because, frankly, there were some  
22 surprises in there. For example, we are -- we seem to be  
23 on track, overall, looking at statewide numbers, at  
24 meeting the needs in most STEM fields. Now that's  
25 certainly not true across every region and across each of



1 the STEM fields. So for example, in computer science, we  
2 know we are going to have a shortage. In some of the  
3 other sciences we're not. So part of the goal here, for  
4 this report, is to make sure that students, families,  
5 employers, and educators know where we're falling short  
6 and where we need to focus.

7 Another example, which is probably no  
8 surprise, physicians. We know that we are not going to  
9 have enough physicians, at the rate we're now producing  
10 them, to meet the workforce needs here in Colorado,  
11 particularly in rural areas. So we need to figure out,  
12 again, how we can encourage and support more medical  
13 school graduations and more people coming to the state,  
14 if necessary, with their medical degrees.

15 Now we do know that also, in some of the  
16 career fields -- career and technical fields,  
17 particularly in high-tech manufacturing, we're going to  
18 be short. You know, it's -- we need more people who come  
19 through the community college and technical schools with  
20 the abilities to help manufacture some of the things that  
21 the engineers are designing. We actually have a greater  
22 shortage on that end than we do on the engineering end,  
23 so we need to be very focused on that. And again, it's  
24 an opportunity for a lot of our students.

25 But even for those kind of career tech,



1 technology jobs we need to make sure that students are  
2 graduating from high school with the requisite math  
3 skills, computer skills to be successful. It's not like  
4 being a shade tree mechanic. It's not like the old days  
5 of being a welder. You really do need to understand math  
6 and science and technology and computers to be  
7 successful, even in those areas.

8 We have other conclusions in the study that  
9 basically talks about the importance of using state-level  
10 data and not national data, as we try to figure out where  
11 our workforce shortages are going to be, because we see  
12 that Colorado is different. We need more people with  
13 postsecondary credentials than we do in other parts of  
14 the country, but also in different areas. So we really  
15 do want to use the statewide data, but then what we also  
16 think is important is to look at regions within the  
17 state, because while we might have enough people in the  
18 Denver metro area, that doesn't mean we have enough in  
19 Grand Junction or Durango or Alamosa. So we're really  
20 focused on that.

21 We know we need to build strong industry and  
22 institution partnership, because the institutions --  
23 again, our goal here is to produce graduates to meet the  
24 needs of our businesses, but we need to know what those  
25 are and what's anticipated, not just next year but ten



1 years down the road so that we can create the kind of  
2 pipeline that will fuel our economy in the future.

3 And that is -- that's really all I wanted to  
4 tell you. We certainly have that report available. It's  
5 online at the Department of Higher Education website.  
6 We hope that you will take a look at it, because it  
7 really involves the work you do as well as the work we do  
8 in higher education, and it really is really about the  
9 future workforce needs of Colorado. We do now we're  
10 trying to emphasize to students that even in the worst  
11 part of the recession that we're coming out of that  
12 students with a bachelor's degree never really had an  
13 unemployment rate above 4 percent, while if we look at  
14 workers overall it's been, of course, in double digits.  
15 So how do we make sure that students, that parents, that  
16 kids, and frankly, working adults understand the value of  
17 a postsecondary credential. That's something we just  
18 have a shared commitment to.

19 So thank you, Mr. Chair. I'm happy to take  
20 any questions.

21 CHAIRMAN LUNDEEN: Vice Chair.

22 MS. NEAL: Thank you. I had a gentleman  
23 this morning on a panel discussion that was a career tech  
24 expert STEM, expert blongfel (ph). I've forgotten his  
25 name.



1 MR. GARCIA: His name was Scott Fast. He  
2 works with a high-tech company.

3 MS. NEAL: Okay. Well anyway, I was telling  
4 him -- I was reminded what you were saying -- we have an  
5 excellent (ph) program, and it's a partnership between  
6 the school district and MSU (ph), and it's an excellent  
7 program. I was on their board when I was on the local  
8 board. But one of my frustrations has always been that  
9 it's not very well known, because we're always -- you  
10 know, the school districts, talking about school  
11 districts (indiscernible) college. We have Chevron, for  
12 instance, comes in there all the time and hires the  
13 students to do exactly what you were saying, to make the  
14 machines that the tech needs. It's an excellent program  
15 but I get really frustrated because it isn't well known,  
16 and I don't know how to spread that knowledge.

17 I don't -- people still, unfortunately, look  
18 at, you know, this program, for instance, "Oh well, you  
19 know, that's that vo-tech program down there, and I'm not  
20 interested in that." And so I don't know how we -- I'm  
21 really interested -- I'm sorry; it's a real passion of  
22 mine as to how we spread the word and let people know  
23 about really excellent programs like that. I took Dr.  
24 Owen there last time he was there. You would -- he will  
25 back me up.



1 MR. GARCIA: Mr. Chair, that's a very good  
2 point. You know, last year the Department of Higher  
3 Education issued a report called "College Measures," and  
4 we were really looking at what happens when people  
5 graduate with different degrees from different  
6 institutions, and what they earn in that critical first  
7 year after they get out of college. And one of the  
8 things that we discovered was graduates from community  
9 college and technical schools with those applied science  
10 degrees in those technical areas were, at least in that  
11 first year, making far more than bachelor's degree  
12 candidates, or bachelor's degree holders in their first  
13 year out. So, frankly, you could do much better with one  
14 of those certificates than you could with a bachelor's  
15 degree in history or English, at least starting out in  
16 the workforce.

17 MS. NEAL: That's also the way they learn  
18 math. They learn math in those programs, you know,  
19 sitting in their class in high school going, "Oh gosh, I  
20 hate math," you know, and then they go down there and  
21 they help them do it. Yeah.

22 And those jobs -- these kids that I was  
23 talking about, I think they start at like \$38,000, you  
24 know, for a two-year, or even just a one-year graduate.  
25 That's a lot better than -- than the college graduates





1 generally tend to get. So next time you're over I'll  
2 take you on a visit.

3 MR. GARCIA: Thank you. I'll take you up on  
4 that.

5 CHAIRMAN LUNDEEN: Angelika.

6 MS. SCHROEDER: Welcome back. As you're  
7 talking about not only the jobs that we don't know, but  
8 we believe --

9 MS. NEAL: (Indiscernible.)

10 MS. SCHROEDER: -- or the jobs of the next  
11 five to ten years -- we don't actually know but we hope  
12 we know -- are you talking about distributing those  
13 programs around the state, so that if you know that a  
14 certain region was going to have a real need that the  
15 junior college, or even a trade program locates there, in  
16 an effort to get the locals, the kids who are growing up  
17 there engaged, or do they have to come a far distance and  
18 then maybe return?

19 MR. GARCIA: Mr. Chair, one of the things  
20 that we're hopeful for is, that is, institutions in those  
21 areas are aware that there is a workforce demand, they  
22 will -- I mean, market demands are what drive their  
23 offerings. If they think there are going to be employers  
24 who want graduates of a particular -- with a particular  
25 credential there will be students who want to earn that.



1 And so you've seen that already within our technical  
2 schools and community colleges. You see in our Eastern  
3 Plains community colleges are more likely to offer  
4 agricultural programs, here in this area they're more  
5 likely to offer some of the technological, computer  
6 programs. And so I think what we will see, if we can  
7 again have some predictability, is institutions moving to  
8 meet their regional workforce needs. But that's why we  
9 need to focus not only national data and not always even  
10 statewide data but on that geographic-specific data.

11 MS. SCHROEDER: So it sounds like, one,  
12 we've got to let the kids know, by probably eighth grade,  
13 just so that they have it in their head, and parents, but  
14 also have the industries that are there interact with the  
15 higher education programs to say, "We think, in five  
16 years, we're going to this number of young people. Do  
17 you think that warrants your providing some type of prep  
18 program?"

19 I mean, it sounds like the communication  
20 piece is also critical in order to get the programs --  
21 it's what we're doing with teaching, as you know. We're  
22 trying to get more rural teachers by having more programs  
23 in the rural areas, because very often they do want to  
24 stay in their own communities. And it sounds to me like  
25 this is sort of the same strategy we need to use for



1 employment.

2 MR. GARCIA: That's correct, and if you  
3 look, for example, at community colleges, a career in  
4 tech programs, they are, and have been for years,  
5 required to have an industry council that works with --

6 MS. SCHROEDER: Okay.

7 MR. GARCIA: -- the heads of those programs.  
8 And so, for example --

9 MS. SCHROEDER: Okay.

10 MR. GARCIA: -- when I was at Pikes Peak  
11 Community College we would have, in our CAD program,  
12 people from the industry coming and saying, "You're using  
13 the wrong software. The software we're using now, you  
14 know, is this. What you're using is ten years ago. If  
15 you want your students to be employable here's what you  
16 should be training them on."

17 And so we see that in all the career in tech  
18 fields. But it is a matter of getting the industry folks  
19 to engage and to help us predict those needs.

20 MS. SCHROEDER: Are they offering any  
21 internships?

22 MR. GARCIA: It depends on the program area,  
23 but not enough, and I think that is one of the things  
24 that we need to see more is those -- and, frankly, paid  
25 internships, because at least my experience with



1 community colleges with students needing paying jobs, and  
2 even if you told them about an internship that could help  
3 them in the future get a job, it was hard to get them to  
4 focus on an opportunity for which they were not being  
5 compensated in the present, so that's a challenge for us.

6 CHAIRMAN LUNDEEN: Any questions? I'd ask  
7 you to go back to that headline number again. The future  
8 -- the point at which a high school diploma provides a  
9 job opportunity. It was a stat that you gave right up at  
10 the top of your presentation.

11 MR. GARCIA: Mr. Chair, we are relying on  
12 the Georgetown Center on Workforce Needs -- I can't  
13 remember the exact title -- and so they've looked at all  
14 the states, and nationally, and this is by 2020. And so  
15 by 2020, we're anticipating here in Colorado, they have  
16 74 percent of new jobs will require postsecondary  
17 credential. But we are second from the bottom, and I  
18 can't remember the statistic, for high school graduates.  
19 But it's, I think, below 28 percent.

20 CHAIRMAN LUNDEEN: Okay.

21 MR. GARCIA: I'm not sure.

22 CHAIRMAN LUNDEEN: But there's a Georgetown  
23 study also that you're referring to, so I'll go out and  
24 look for that. I just browsed down and grabbed your  
25 summary report from the higher ed website. I'll look at



1 it. This is very interesting information. Thanks.

2 MR. GARCIA: And that report will be -- it's  
3 footnoted in there, because that's what we relied on.

4 CHAIRMAN LUNDEEN: Excellent. Excellent.

5 All right. Well, thank you very much. We  
6 always appreciate seeing you.

7 MR. GARCIA: Thank you.

8 CHAIRMAN LUNDEEN: Thanks for coming over  
9 and giving us that information and sharing time.

10 MR. GARCIA: I appreciate your time. Thank  
11 you.

12 UNIDENTIFIED VOICE: Thank you.

13 CHAIRMAN LUNDEEN: The next item on the  
14 agenda is recognition of Colorado's outstanding  
15 educators. Today we'll recognize the 2030 Blue Ribbon  
16 Schools, and I will turn it over to the Assistant  
17 Commissioner. Did I get the title correct, or is to  
18 Deputy?

19 UNIDENTIFIED VOICE: Deputy.

20 CHAIRMAN LUNDEEN: Deputy. Excuse me.

21 UNIDENTIFIED VOICE: Excuse me. Thank you.

22 CHAIRMAN LUNDEEN: Sounds like you're doing  
23 no better, maybe?

24 UNIDENTIFIED VOICE: No.

25 CHAIRMAN LUNDEEN: Do you want to step to



1 the mic? Nobody else seems to be able to talk.

2 UNIDENTIFIED VOICE: I've been doing my best  
3 to stay away from the Commissioner.

4 So thank you, Mr. Chair. Today we're  
5 excited to have an opportunity to announce and award our  
6 2013 Colorado Blue Ribbon winners. I always try to give  
7 a little bit of background for people that don't know  
8 about these awards.

9 The Blue Ribbon School Program began in  
10 1982, to honor and bring public attention to highly  
11 successful American schools. All nominees for the Blue  
12 Ribbon award must either qualify as, one, exemplary high-  
13 performing school in the top 15 percent of schools in the  
14 state as measured by state assessments in both reading  
15 and math, or, two, as exemplary achievement gap-closing  
16 schools, schools that have at least 40 percent of their  
17 students from poverty and have dramatically improved  
18 student performance in all subgroups to high levels in  
19 reading and math on state assessments.

20 CDE nominates sites in the K-12 arena. We  
21 have five years of test data to show that they are either  
22 high performing or closing achievement gaps. Colorado  
23 was able to nominate five schools for this honor each  
24 year. Once CDE has identified the schools, the schools  
25 complete an application that is then submitted to the



1 U.S. Department of Education in February.

2 The USDE then verifies the data to make sure  
3 that the school exemplifies quality. Once the award  
4 winners are verified they are honored at a ceremony in  
5 Washington, D.C. The 2013 Blue Ribbon award winners were  
6 recognized in November in Washington, D.C. They received  
7 a plaque and a flag signifying their status as a Blue  
8 Ribbon School.

9 To be named a Blue Ribbon School is to join  
10 an elite group. Just over 6,000 schools have won the  
11 award over its quarter-century history. This year, of  
12 more than 132,500 schools, only 230 earned Blue Ribbons.  
13 Earning the Blue Ribbon is a mark of excellence, a symbol  
14 of quality recognized by everyone from parents,  
15 policymakers, in thousands of communities around the  
16 country. It sets a high standard for all schools  
17 striving to be great.

18 I would now like to introduce each of the  
19 winners of the Blue Ribbon School award and ask the  
20 representatives from the school to say a few words.  
21 We'll start with Lois Lenski Elementary School. Dr.  
22 Barbara DeSpain is the principal, and this school is  
23 located in Littleton School District.

24 Dr. DeSpain?

25 CHAIRMAN LUNDEEN: Please.



1 MS. DESPAIN: Chairman Lundeen and Members  
2 of the Board, I am very happy to greet you and to  
3 represent the awesome parents, staff, and students at  
4 Lois Lenski Elementary School.

5 CHAIRMAN LUNDEEN: The honor is ours.

6 MS. DESPAIN: I bring with me Terry Secor  
7 (ph), a licensed librarian, who has made this honor  
8 possible for us. Through her leadership, our library and  
9 technology assist teachers in using the 21st century  
10 skills of communication, collaboration, self-direction,  
11 information literacy, innovation, and critical thinking  
12 skills. She, and other teacher leaders in our school,  
13 providing training and ongoing staff development in the  
14 best practices in learning. So she is a former parent at  
15 Lenski. Her children, Will and Leah, went through our  
16 school and supported our school as do many of the parents  
17 in our community.

18 So every aspect of our school and our  
19 supporting community is focused on providing the  
20 necessary tools for students to succeed and reach their  
21 potential.

22 Thank you so much for honoring us.

23 CHAIRMAN LUNDEEN: Thank you for being here.

24 MS. NEAL: Thank you.

25 (Applause)





1 UNIDENTIFIED VOICE: Mr. Chair.

2 CHAIRMAN LUNDEEN: Please.

3 UNIDENTIFIED VOICE: The second school --  
4 and I might mention that each of these schools will have  
5 an opportunity to come take a picture with the  
6 Commissioner and the representative from -- the State  
7 Board member from their district. Up next we have  
8 Ponderosa Elementary School. Ms. Elizabeth Sloan is the  
9 principal, and this is a school located in Cherry Creek  
10 School District.

11 MS. SLOAN: Good afternoon, Chair, and  
12 Members of the Board. It's an honor to be here. I am  
13 the proud principal at Ponderosa Elementary. We are a  
14 STEAM school -- science, technology, engineering, arts  
15 integrated, and math. We have approximately 790 students  
16 at our school, K through 5, 72 percent on free breakfast  
17 and free lunch, and we celebrate diversity. We have over  
18 50 languages represented at our school, so we have a very  
19 active school.

20 For the past six years, we have made  
21 significant growth in all subgroups, but I'd like to talk  
22 to you a little bit about our successes, and our main  
23 goal is to eliminate the achievement gap at our school.  
24 We have culture-relevant instruction; our strong  
25 relationships with our parent community; strong



1 professional learning teams; science and literacy blocks,  
2 meaning the kids have hands on. We use the FOS system,  
3 Full Option Science system; daily conversations with our  
4 kids about college readiness, and that starts with full-  
5 day kindergarten, four-year-olds and five-year-olds that  
6 we speak to; and high expectations every single day for  
7 our kids.

8 So it's an honor to be here. We are honored  
9 to be a Blue Ribbon and represent the state of Colorado,  
10 so thank you very much.

11 CHAIRMAN LUNDEEN: Thank you.

12 (Applause)

13 UNIDENTIFIED VOICE: Mr. Chair, our third  
14 school is Ralston Elementary School. Ms. Dawn O'Dean is  
15 the principal. This school is located in Jefferson  
16 County School District.

17 MS. O'DEAN: Hi and thank you for having us.  
18 I have with me our instructional coach, Anne DiCola, our  
19 financial secretary, Connie McCarty, and our teacher  
20 librarian, Lindsay Garlow. We are all very proud to have  
21 been nominated and to win the award. We believe we have  
22 relentless hard work with our community every day, all  
23 for our kids. And I'd like to take this time to thank  
24 you for celebrating that, and it's been amazing since we  
25 found out that we earned the award. So I just wanted to



1 give you a little bit of how that's been for our school.

2 We have -- we were able to go to Washington,  
3 D.C. with our colleagues from Colorado, which was an  
4 exceptional experience, really meeting with other schools  
5 who are always striving for more for their kids every  
6 day, and learned so much, and it really challenges us to  
7 continue that effort, and inspiring. So that has been  
8 amazing for us as adults.

9 But we spend a lot of time talking to our  
10 kids about what it means. When we first won the award  
11 the kids wanted to know when the blue ribbon would be  
12 there and how big it was. So we've had some amazing  
13 conversations about what it takes to be successful  
14 learners, about having talent but having grit and putting  
15 in that hard work so that we can succeed and we can do  
16 what's best for our kids, and that they have a part in  
17 that. And so it's been exceptional just being able to  
18 have those conversations and celebrate as a community.

19 So thank you for that opportunity.

20 CHAIRMAN LUNDEEN: Thank you.

21 (Applause)

22 UNIDENTIFIED VOICE: Our fourth school is  
23 Traut Core Knowledge School. Mr. Mark Wertheimer is the  
24 principal. This school is located in Poudre School  
25 District.



1                   MR. WERTHEIMER: Thank you very much, Chair  
2                   Lundeen, and all of you on the Board. I want to present  
3                   to you Belinda Nygaard. She was a founding parent of our  
4                   school. Really, I would say that our success is based on  
5                   our vision, which is educational excellence and  
6                   knowledge, skills, and character, with strong parent-  
7                   teacher-student partnerships. Just like these other  
8                   schools, everyone is doing their job, they're working  
9                   hard. I've heard a lot of commonalities with what they  
10                  had to present as well.

11                  We have a five-pillar approach, and, first  
12                  of all, starting out with our name, Core Knowledge. We  
13                  have a time-tested curriculum that's been looking at what  
14                  needs to be known for many years, and that's provided an  
15                  excellent structure for us, in terms of that. Character  
16                  education -- before it was a popular term we were doing  
17                  that 20 years ago, every day, in every way, integrated  
18                  within the curriculum. Mature literacy -- learning to  
19                  read, yes, but then reading to learn and then loving to  
20                  read, going through that process. The fourth pillar,  
21                  student responsibility. The idea of engaging students  
22                  through multidisciplinary, multi-objective lessons that  
23                  are really engaging by experts who know the strategies to  
24                  engage their children. And then probably the last but  
25                  not least is the parent partnership model. Parent



1 partnership at Traut means a shared vote, a shared  
2 governance between staff and parents. So that's a fairly  
3 unique model where there's actual vote by all those  
4 folks.

5 I look at education as the last best bastion  
6 of democracy in our society, and having that aspect of  
7 local control, I think we need to look at decisions made  
8 here in our school, and across districts, as what can we  
9 do to support and advocate for strong schools that are  
10 showing local control, that are doing an excellent job,  
11 and that we have each school that would have a vision  
12 that would reflect educational excellence, in knowledge,  
13 skills, and character, with strong parent-teacher-student  
14 partnerships, where everyone is doing their job, everyone  
15 buys in, has ownership in what's going on.

16 Thank you for this opportunity and thank you  
17 for joining me, with all these wonderful other schools.  
18 It's a great opportunity. Thank you.

19 CHAIRMAN LUNDEEN: Thank you.

20 (Applause)

21 UNIDENTIFIED VOICE: Mr. Chair, we had one  
22 other school that wasn't able to make it today but I  
23 thought I'd mention the name of the --

24 CHAIRMAN LUNDEEN: I was --

25 UNIDENTIFIED VOICE: You're going to do it?



1 Okay. Go right ahead. Since this is in your area, you  
2 go right ahead if you want.

3 CHAIRMAN LUNDEEN: Columbia Elementary  
4 School, Karen Shaw, principal, was unable to be with us  
5 today. Which district?

6 UNIDENTIFIED VOICE: That's Colorado Springs  
7 School District 11.

8 CHAIRMAN LUNDEEN: D11?

9 UNIDENTIFIED VOICE: Yep.

10 CHAIRMAN LUNDEEN: Excellent. Thank you  
11 much. So we would like to commend you all for your  
12 dedication to student achievement, for inspiring students  
13 to attain higher levels of performance, and congratulate  
14 you on your Blue Ribbon accomplishments.

15 And now it's picture time. We'd like to  
16 call each of you up. The Commissioner and your  
17 representative will greet you here in the front, get a  
18 picture in front of the education -- or the state seal  
19 here. And first up will be Lois Lenski, and Barbara  
20 DeSpain. And that's Littleton.

21 (Pause in proceedings for photographs)

22 CHAIRMAN LUNDEEN: Ponderosa Elementary,  
23 Elizabeth Sloan.

24 (Pause in proceedings for photographs)

25 CHAIRMAN LUNDEEN: Ralston Elementary.



1 (Pause in proceedings for photographs)

2 CHAIRMAN LUNDEEN: Traut Core Knowledge  
3 School, Mark Wertheimer.

4 (Pause in proceedings for photographs)

5 CHAIRMAN LUNDEEN: So to you all, thank you.  
6 Congratulations.

7 (Applause)

8 CHAIRMAN LUNDEEN: We'll take a five-minute  
9 break.

10 (Meeting adjourned)

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C E R T I F I C A T E

I, Kimberly C. McCright, Certified Vendor and Notary, 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 10th day of February, 2019.

/s/ Kimberly C. McCright

Kimberly C. McCright

Certified Vendor and Notary Public

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