



**Oregon State Board of Higher Education  
Student Participation and Completion Committee**

March 13, 2009, 9am-noon

Location: Portland State University

**DRAFT MEETING NOTES**

**Attendance**

David McDonald, Rob Findtner, Ruth Keele, Chris Cronin, Nan Poppe, Mark Endsley, Bob Turner, Jon Joiner, Bridget Burns, Alex Sanchez, Dalton Miller-Jones, Joe Holliday, Endi Hartigan, Rosemary Powers, Patricia Martinez-Orozco, Algie Gatewood, George Pernsteiner, Diana Saunders, Alex Sanchez, Joanne Sorte, Brian Fox, Hilda Roselli, Vicki Merkel, Stephanie Carnahan, Jackie Grant

Meeting notes: Endi Hartigan

**Welcome and Introductions**

Dalton Miller-Jones welcomed participants. He pointed out the diversity policy developed by Director Preston Pulliams and Dr. Yvette Webber Davis and recently adopted by the Board of Higher Education. The diversity principles were passed enthusiastically at the March meeting. Miller-Jones enumerated the principles: overall commitment to diversity, commitment to workforce enhancement, commitment to equity in student success, commitment to welcoming campus environments, commitment to vendor and contracting enhancements, commitment to continuous feedback, commitment to key goals, including the statement that “the Board values the feedback and insights of numerous stakeholders in advancing diversity goals.”

The commitment to equity in student success states: “In periodic reports to the Board, campus presidents and representatives of OUS student-related committees will identify strategies and progress relating to student success among diverse populations.” This relates to the participation and completion committee and noted some possible next steps. Miller-Jones further reported that there will be a phone call next week planning for a data summit. He said that the diversity summit recommendations were on the set of a strategic level not so much policy. He also noted that the coming biennium fiscal challenges will make it difficult for the committee to achieve its goals.

Director Rosemary Powers said that initially when the policy principles were first discussed she was skeptical whether they would be effectual; now she is very happy with the policies. For the first time we now have a touchstone that we can call ourselves accountable to at the highest level. The presidents and chancellor will now be evaluated by this. In the note “periodic reviews to the board” it was emphasized that these are to be more frequent rather than less. We can call for those kinds of periodic reviews. She was also very happy that the Board will assess itself with these issues as well.

**Update on budget, 2009 legislative session, George Pernsteiner**

Chancellor Pernsteiner thanked everyone for being here; it is hard to update budget and this session without talking about the worldwide financial turmoil. The university system faced a reduction in the current biennium of \$111 million that was voted on by the Legislature last week; after federal stimulus money, the net result for 2007-2009 is a \$46M reduction. There is an additional sum amount that will be reduced further that has to do with compensation reductions for senior staff. The net result is reduction of more than 5% of state appropriation received in June of 2007. There is great likelihood that the May forecast will be lower again both for current and future revenue. The likelihood is they will use stimulus monies to back fill 2007-2009, but this means we are in a very precarious position for 2009-1011. The state is anticipating a 3.5-5.5M shortfall on a base of 17M, which translates to a 20-30% reduction in all state agencies. With the 2007-2009 funding there is no recognition in that higher number of any enrollment growth because enrollment growth is not seen as a continuation of current service. We have rapid enrollment growth, and may see more, which means no state support for increased numbers of students. There are more students to be served with fewer dollars. It is likely we will have to raise tuition well above 3.6% level, which would be differentiated by campus. We will need to maximize the number of students served through things like the recent UO and SOU agreement to link admissions.

All the presidents met last week. We are looking at ways in 2009-2010 to link admissions so that we can get students to go where there is capacity. We will be looking at a variety of targeted reductions to programs, ways to share services to reduce cost. We are trying to reduce the number of low enrollment courses so that we use faculty to teach the maximum number of students. We are taking a variety of other steps that will help us try to manage this situation. There will be significant reductions in budgets; this will lead to programmatic reductions and tuition increases. At the same time, the legislature may want us to consider organizational structures of campuses, perhaps go to a semester instead of term based system, as well as rural enrollment strategies. There are also bills to limit tuition, guarantee tuition in 4 years, and adopt prepaid tuition plan. Many of these will have effects on the ability of the universities to function. We need to operate as inexpensively as possible.

Director Miller-Jones thanked Chancellor Pernsteiner for sharing this clear articulation of what our situation is. He said that the committee's POPs were not forwarded on to the Legislature so they are looking at ways to move forward.

Nan Poppe asked for clarification on the possible conversion to semesters. Pernsteiner said that they are asked to study it under Senate Bill 442 and it would be either at a statewide or regional basis. One approach is geared toward how to serve Eastern Oregon more effectively. This study will be reported back in October 2010. Algie Gatewood noted that most of the rest of the nation is on the semester system. Pernsteiner said it is conceivable that in some regions of the state, the OUS and community colleges may be more able and ready to do this conversion for a variety of reasons.

Algie Gatewood asked what the obstacles are. Pernsteiner said that when it was last explored the agricultural and other entities said it approached both ends of the school year and encroached upon a labor force whose timing was compatible with the agricultural cycle. Those concerns have largely gone away both because of changes in both agriculture and the legislature and now we have more impetus from the legislature than elsewhere for this change.

Henderson asked what will be the angle for shared services, and Pernsteiner answered that it is unknown at this point. It isn't defined in the bill.

Pernsteiner said that the UO and SOU transfer agreement was worked out among institutional faculty and provosts; UO has 40% increases in applicants for enrollment yet they don't really have the capacity to serve more freshmen. The student could be admitted to both institutions simultaneously and then assigned to a campus. UO has more capacity at the upper division but not lower division level.

Pernsteiner said that everyone is so frightened by the financial situation they are losing track of the ability to look past the financial situation. If you look past it, you see what the committee has been looking at: the change in demographics in the state, and the urban/rural disparity in education. These are changes we will have to master if we are going to be successful as a state. He is hoping we can communicate that even in a time of great peril that we have to think about the future; we need investment in higher education, in the Oregon Opportunity Grant, and on these populations because to not do that will be as short-sighted as we were in the 90's by responding to Measure 5 with major cuts, with the net effect that we have a whole generation less educated.

Tamara Henderson said that OSA is putting advocates together to make that case.

Saunders said that we do have some talking points along the lines of what George is talking about. We have a presentation that we could share with the group.

Dalton Miller-Jones said he would like to focus the question on the student support question; this committee and others put a great deal of effort into getting the SRM supported at an increased level, and asked what the potential is for the OOG. Pernsteiner said right now there is expectation that the higher level of support will be supported, but we need to hope that agreement holds. We have to give the Governor credit for his commitment to affordability since he is working behind the scenes. We should be getting out some messages to OSAC and the campuses. Even if sticker prices are pretty high, we need to help get the message that for underserved populations, college will still be affordable. We would like to combine any tuition increases with increased aid for low-income populations to cover those increases.

Miller-Jones commented that this committee has already engaged the issues around the largest underrepresented community, the Latino community, and that going into debt is not attractive for that group. We need to find ways to make this message community-specific. Pernsteiner asked if we can have recommendations on that relatively soon to fit into the aide packaging and messaging for fall term. When the message changes on tuition, we need to change that.

Pernsteiner asked might there be a way if there is a tax credit that follows the following year; is there a bridging mechanism for affordability until then? Miller-Jones said you'll get a differential response by campus; UO can do things WOU can't do for example. The tax credit went up from a \$1000 to \$1500 or so; but there is a delay factor. Saunders said it's almost like a savings account that will be in your tax refund for year two. In taking away most of the universities' fund balances, we will have limits.

Saunders said she wonders if the CACG messaging can address some of this. Joe Holliday provided an update on the CACG, including the adult learner college resource line which will be going live soon; we will be developing materials and a web page for this. We want the focus to be calling and talking to a person; that will go live soon. Part of the grant involves training the trainer for financial aid. Communications methods also include the campus admissions arms, the fall tour and OUS viewbook, and also the counselor handbook.

### **Prioritization Discussion**

Miller-Jones said that with this as context, the committee should turn to the main work for the day which has to do with how to establish our priorities. He said we are thinking about strategies that are effective but do not require significant funding. When you are committed to increasing the representation on your campus there are a lot of ways you can move forward. In the spirit of that, there are things happening in rural settings that are also very effective.

We have some interesting background data that we should embed in our talking points as our goals for our committee; given these numbers we will need to move forward to much better representation. These goals are expressed in section 1 of the document (inserted below):

**1A. Increase OUS college participation rates for Hispanic/Latino populations.**

**1B. Increase OUS college participation rates for Native American populations.**

**1C. Increase OUS retention for African-American and Native American populations.**

**1D. Increase OUS college participation and retention for rural & first generation students.**

**1E. OTHER (please describe)**

Miller-Jones next turned to prioritization. Mark Endsley said we want to have a clear and narrow focus; we are trying to narrow down something we can manage in terms of strategies. Miller-Jones said he hopes that everyone had a chance to reflect on strategies; he wants to go through and get everyone's top 2 or 3 rankings from the following:

### **Possible Strategy Focus**

**2A. Support partnerships and collaboration with existing successful precollege academic prep/outreach and retention programs, strategies that have demonstrated success with target populations. Ensure that existing successful programs are fully enrolled and funds are connected to most needed groups.**

**2B. Strengthen research support and technology infrastructure to improve efforts for underserved populations (data and analyses to track students, monitor outcomes, and assess program effectiveness.)**

**2C. Develop and advocate for best practices, alignment of current campus efforts toward underserved**

**populations, and policy recommendations**, to the Board of Higher Ed, campuses, as well as partner agencies regarding participation and completion for underserved populations.

**2D. Leadership coordination and collaboration.** Create an inventory of and convene existing network of committees, working groups, task forces, etc., that are working on participation and completion issues at the state level, convene and join efforts for greater impact and eliminate duplication of efforts.

**2E. Improve faculty effectiveness with underserved populations' retention and completion rates;** focus on improving campus learning and environment through professional development, collaboration for these resources.

**2F. Identify funding or opportunities to leverage federal, community, and foundation support** for increasing capacity of successful programs/initiatives (unfunded POP items).

**2G. Act as information conduit for underserved student issues in higher education; raise public awareness of needs, gaps, and strategies**, such as need for increased and sustained affordability investment/OOG. Act as a hub for collecting, housing, and disseminating information regarding the needs of underserved populations' postsecondary education.

#### **2H. OTHER (please describe)**

Rosemary Powers said that in terms of the lack of money and what we can do, and where the biggest bottlenecks are, her first and second priorities would be 2E and 2G, though they can be combined. Her third priority would be 2D, leadership coordination.

Jackie Grant's prioritization includes 2A as one, she believes in supporting partnership.

Brian Fox voted for 2C, 2D, and 2E.

Hilda Roselli said that 2A is almost a natural because everything can probably be doing better when we are partnering with other agencies and groups that have similar goals and commitments; short specific targeted goals are good for all of us and they hold us to stay focused. We can pick some specific areas where we want to increase our student enrollment. While we weren't going to prioritize #1, she wants to say that short term efforts for targeted specific populations may be good at the campus level. She wants to take #1 but move it into helping each campus look at what are the targets that are most reasonable and how we are sharing those practices. Joe Holliday said that we want to have a statewide focus on that level. Hilda Roselli said that the committee has an opportunity to support and publicize and disseminate efforts on individual campus that are successful. Joe Holliday responded that sounds like 2C, with an emphasis on each campus developing a focal priority for the populations. Dave McDonald said we should acknowledge publicly where success has been achieved; at a campus level it is seen as self-promotion, but the CO publicity can help.

Emilio Hernandez said that he agrees with Jackie Grant, that campuses should be doing this, period. For 1 these things need to be done on each campus. MECHA students just had a conference on campus of close to 500

students at UO. Section one is something that needs to be dealt with on each campus on their own. His choices are 2A, 2C, and 2E.

Rob Findtner said that 2A and 2C his choices. In admissions, he thinks about collaboration with our community college partners, and having conversations with serving students in the state; if we sit down with our counterparts; we can achieve 2D with a CC focus.

Chris Cronin said his first choice is 2C; just as we are doing with diversity statement where we are incorporating policy statements and asked for reporting. We can see some effect in some of our goals by incorporating policy into that with no funds. Second was 2A. Item 2H (other) is third, and her recommendation is to encourage the development of campus programs that would provide OUS-sponsored retraining for regional unemployed workers. There are a lot of federal stimulus dollars for this and in our targeted populations there is a serious need for retraining. The community colleges are helping with that; but if we had some 2-year limit programs she knows that EOU and others have the potential to quickly implement programs that would meet the needs of those workers very quickly.

Joe Holliday commented that is very much in the spirit of 40 40 20 goals.

Tamara Henderson said that because a lot people have said 2A, 2C, and 2E, I want to point out a couple of things. I think we would be wrong in not discussing 2B a little because we need these things long term. To advocate for the students OSA represents we don't have a post-secondary tracking system to identify where the problems are. She wasn't where she should mention things that may be in 1E or 2H, such as safer school legislation, house bill 2599 and which is moving. With 1A, the committee formerly talked about the passage of tuition equity and that bill is moving. This is the most likely time we can actually move this forward. It got its first reading. It shouldn't cost a lot of money. It would be nice to have more than OSA at the table with this issue. The bill number is 2939. Miller-Jones said he wants to convene a small group on this bill. Henderson said she sees a lot of importance with 2B. She needs to mention 2G because we should make sure affordability is still on the table. For the 3<sup>rd</sup> priority, she will go with 2E.

Nan Poppe said A, C, and E are her priorities.

Patricia Martinez said 2C, 2B, and 2A are her priorities.

Algie Gatewood said 2C, 2E, and 2A; the only thing he can add is he thinks improving faculty effectiveness is imperative. They spend more time with students we are concerned about than any other organization or group on our campus; it is during these times that academic effectiveness, student staying in college and progressing, is impacted by the classroom. This is where the rubber hits the road.

David McDonald said we can't assume that the goals will be an explicit action of the campuses. We the need to make sure we are being inclusive and may be lost in the need to make sure we are paying for the lights; we need to prioritize both for the near term and for the long term that increasing the participation and completion of underserved populations can't be assumed by our campuses. His choices are 2A, 2B, and 2E. He says B is important and provided an example. Looking at retention data and breaking it down into sub-populations at WOU, a group jumped out and that was our student on campus who have not selected a major. Their retention

rate to sophomore year was at 50%. All others were at 70%. This was an almost no cost activity to remedy. Dalton Miller-Jones supported McDonald's observation. There are vast numbers of students from the communities we have targeted who don't know what it means to major in these areas... they wind up in majors like liberal studies, social science in which they don't have faculty advisors.

Jon Joiner's rankings were 2C, 2G, and 2F because no one has said anything about that, but he asked if pursuing funding would be too complicated under OUS protocol. Miller-Jones said the committee itself cannot; but it could establish a subgroup on this.

Alex Sanchez said there were very good comments today; in terms of possible strategies 2A, C, and E are his choices. Under 2A, the outreach and the information that will be provided statewide ties into some of the other initiatives that have been mentioned so it is sort of supporting of everyone else. 2C is important because it provides a high profile for the State Board and they have to play a large role in that kind of strategy.

### **Next Steps**

Joe Holliday looked at the current tally and noted that A, C, and E are looking like the first priorities.

**He said as of now, the committee have decided that the three strategies for achieving increased participation and completion for first generation, rural, native American, African-American students are to:**

- **A: increase partnerships and collaboration with precollege academic programs, outreach,**
- **C: to develop and advocate for best practices, align current efforts, policy recommendations, and**
- **E: to improve faculty effectiveness with underserved populations in an attempt to retain students to completion.**

With regard to best practices, 2C, we need to get committee's sense on whether to move forward with a planning of a fall symposium around successful practices and which are the most tenacious barriers to our success that remain.

It was suggested to focus on best practices that are institutional.

Findtner said that with respect to the symposium, at an administrator level, professional development for an admission officer or advisor would be beneficial; they are often left out of the equation. When we prioritize these professional development opportunities, we tend to prioritize them at a director level.

Dalton; we probably need to write to get some support to put this together. Di Saunders asked what the right timing for this is. Joe Holliday said it was in October last time, which was problematic for admissions officers.

Saunders said that on the 2F priority, we need to get a concerted effort to get foundations in the room; if we can show them the best practices that are currently occurring in the state; we need to get some funding behind those successes to increase the capacity in the room.

Alex Sanchez that he would like to see someone coming in looking at cutting-edge research on best practices to serve underserved populations in areas of participation & completion; he hasn't heard any research that has

been done nationally. If some state has done some impressive research we need to harness that; we can't just hear ourselves; we need to know what's happening elsewhere.

It was suggested that we also focus the symposium on successes and our continuing difficulties.

Miller-Jones noted that we need to explore messaging on affordability and OOG advocacy, using the communication arms that are there.

McDonald said we're all serving in multiple groups looking at groups in different ways. He said that since the CACG grant has invited members from all the sectors; let's leave the message to that group.

It was suggested that we should mobilize student in this area. McDonald said we are currently struggling with how we would want to message what the college challenge grant is about with a focus on our adult education. We have done heavy radio advertising to the general public focused on a broad set of students. We need to build print materials in English and Spanish, around a theme.

With the likelihood of significant tuition increases to different degrees in different campuses, sticker shock will be a factor. We need to reconcile for people what they are hearing. Not having the certainty of funding around us limits the certainty we can have with our messaging. We do need to work with less traditional means of communication, like churches. We have a lot of connections that go into our communities. We need to tell them college is critical; it is affordable; it is necessary, and it is doable.

McDonald said he is not as concerned with the scare factor of tuition increases; in his work with students the concern is not that tuition is going up but that they get something to show for it. Students have an acceptance that it is going to go up with double digits. However, there is more Pell money. The CC messaging may be more challenging; Chemeketa is looking at 16% increases.

Mark Endsley said that there could be particular populations that are increasingly effected.

Dave McDonald said he is not as concerned about it now because talking to more students who going to a school, talking a lot to minority populations, and the issue of cost was not an impediment.

Chris Cronin said that in Grant County we just posted a 19.3% unemployment rate and Harney County has a 20%, which spells depression. The college is getting a flood of people in the door because this is their way to survive; you wonder about the success of people whose main motivation is to find a way to buy food. Having said that they don't even ask how much tuition is; they just ask about how much financial aid they are going to get.

Holliday said the idea is to plow some of those tuition increases into need-based aid.

Alex Sanchez said it is true that if you can get financial aid, that will help put food on the table. It becomes a positive instead of a negative. There are more plus sides than down sides. If we can give the message that some of that tuition increase will come back to you in terms of additional financial aid, which is good.

Tamara Henderson said that some of the community college messaging is that 2/3 of every financial aid dollar goes back into the economy. We are kind of framing the OOG as a social safety net program.

Jackie Grant pointed out there are populations who hear financial aid and think money they don't have to pay back. When you introduce loans, many families and particularly students are fearful of taking out huge loans. We need to have mechanisms to educate and try to talk about that aspect.

Grant announced that the Oregon Indian Education Association will hold its annual conference, March 27-29 at Lewis & Clark in Portland. April 20<sup>th</sup> is the Oregon Indian Coalition on Postsecondary Education meeting, and all are welcome to attend.

Emilio Hernandez said that next month; starting on April 19<sup>th</sup>, there is a national MECHA conference at UO with about 500 students. He will meet with the committee to see if they would like a presentation that would assist and let them understand the picture statewide.

A committee member asked would it be worthwhile to explore financial aid communications; what is most effective.

### **Long Range Priorities**

Miller-Jones said that he also wanted to talk about long range goals and strategies. He has been eager to hold campuses accountable not to quotas but to targets in relation to how many of each population are graduating from Oregon high schools. This is in the spirit of 40 40 20. We need to know where we stand as a system. In this budget climate we have to be careful however; to ask faculty to recalibrate their teaching now may be hard. We are going to be stressing the system tremendously. We need to know what we are trying to target. ODE runs account of graduation rates by ethnicity. Patricia Martinez said we would want to know of the whole cohort of Latino grads, what levels do they need, which ones need additional support, since we may have different quartiles operating differently, in order to put the spotlight on what needs to be done. Miller-Jones added that we need to look at course-taking patterns in h.s., etc. Emilio Hernandez said he serves on quality education committee and they will be working on a similar course with the data from the ODE.

Jackie Grant asked how many of these Latino students are going to be eligible for aid. Miller-Jones asked do we know how many are in the category of being children of undocumented. Henderson said that we have not been able to find that out in Oregon. McDonald added there was no readily available legitimate source of data of students who were in h.s. who were undocumented. The best Oregon could do when this was explored in the past was to extrapolate from what Washington because they have comparable populations. What that showed is there was an underwhelming number of students who took advantage of in-state tuition rates when they were granted, meaning under 500 students. There was a small fiscal impact because of the small number of students.

Alex Sanchez said that if they have to pay out of state tuition they aren't going to go to school. Now, at least some of them are going, and he cautioned about negative repercussions with tracking undocumented students.

Jackie Grant said that if don't even know what the # is we are at a disadvantage.

Dalton Miller-Jones said the critical number question is relevant for strategy but not for principles. Some of these stories are quite tragic, since these students achieve very well and yet the paying out of state tuition is a complete stop for them.

Miller-Jones asked that the committee focus on the prioritization of long term strategies from the POP. He summarized them from the document distributed. They are as follows:

**3A. Increase capacity of and replicate successful pre-college academic enrichment programs** for first-gen and underserved students, such as bridge programs, college prep programs, etc. (POP initiative)

**3B. Launch college planning, preparation, and aspiration initiatives, including printed pre-college and career planning materials, a comprehensive website portal, and social marketing/outreach to underserved populations.** (POP initiative)

**3C. Expand middle/high school visitation and outreach programs to underserved students through a partnership/team approach by OUS and CCs; expand capacity of organized visits to campuses by underserved middle and h.s. students and parents.** (POP initiative)

**3D. Complete technology infrastructure necessary to support work of aligning Oregon's pre K-20 educational sectors, including: IDTS system, phase III of ATLAS system, and completion of cross-sector data warehouse.** (POP initiative)

**3E. Support college faculty participation as advisory role in statewide work on assessment of K-12 students.** (POP initiative)

**3F. Increase capacity and replicate successful culturally-inclusive programming in campus academic and student support programs to increase retention of underserved students.** (POP initiative)

**3G. Support career pathways programs that increase skilled degree holders through applied BA degree programs in high growth, high demand areas, particularly rural areas and areas in economic downturn.** (POP initiative)

**3H. Support pathways for more first-generation and heritage language speakers through support of the Oregon Language Roadmap programs.**

**3I. Build four-year degree college centers on community college campuses in Portland area.** (Portland Higher Education committee)

**3J. Scholarship initiative for Portland h.s. graduates to pursue college free of charge for first two years** (Portland Higher Education committee).

Miller-Jones said that 3A says it requires funding. However, this is one of the areas in which we are working actively at PSU, trying to get our freshmen inquiry in 7 high schools, underwriting free and reduced lunch student capacity to pay for it. We are also using expanded options legislation to try to insert in the schools Intro to black studies, intro to Chicano studies, soon Intro to Native Studies for college credit. We are doing this at PSU without a POP, and increasing the pressure to develop ways to fund these out of existing resources. Joe Holliday said that these activities are sometimes very vulnerable to cuts. The best practices along these lines are programs that are self supporting, using external funds.

Miller-Jones asked for committee members' priorities for long-term strategies.

Jon Joiner: 3C.

Dave McDonald: 3A and 3C.

Algie Gatewood: A and C.

Alex Sanchez: 3D highest priority.

Patricia Martinez: 3A.

Nan Poppe: 3A and 3D. Poppe provided an update on where 3J is. As we were crunching the numbers, it became apparent there were no resources to do this, so that specific project is on hold. Mayor Adams and Chair Wheeler have a proposal to seek partners to fund identifying 8<sup>th</sup> graders who teachers feel are at risk (which in Portland Metro area is about 2500 kids). The plan would be to give them some sort of experience to help them into the 9<sup>th</sup> grade with a contract that would promise their first two years of CC paid for. They would use funding to keep them together, and are in discussions with MHCC and PCC to come up with scholarship dollars. McDonald clarified that plan has been revised to hit the most at risk middle school to carry them into college. Nan Poppe said that when the committee worked on this, it was for everyone. This new initiative is focused on a more focused group.

Tamara Henderson prioritized 3D and 3F.

Chris Cronin prioritized 3B and 3C but really thinks 3A is important too. 3B and C are tied together.

Rob Findtner prioritized 3A and 3D.

Jackie Grant prioritized 3A and 3C.

Emilio Hernandez prioritized 3C and 3D.

Brian Fox prioritized 3C expanded to families. Also 3I. He said getting 4-year degree programs onto the CC is a good way to be headed.

Hilda Rosselli is in favor of 3A but also 3F. She asked where are we in helping the schools address the new h.s. diploma. If we can't get kids to that diploma we can't get kids to moving to college.

It was noted we would meet again in mid to late April.

The meeting was adjourned.