Good morning and welcome to transition planning. This is a one hour webinar. This will be made available on demand for those who wish to view it. My name is Freda MacArthur-Lee. We are part of the college and public health services within the Department of Health Services. We have a knack of making sure all the technical needs are taken care of. For all of you joining us today using the Internet. Look at the Internet control panel. You can see some gray areas that say find the one that says questions. Once you find that give me L hello or a smiley face. Let us know that you can hear us. Let me know that you know where to type questions and. This is where you will put questions. I appreciate all the information coming in. If you have questions please type them and there and I will make sure that your questions are answered in between slides. You will see something called handout if you open that, that is a handout for today’s webinar. Please go ahead and download that if you want to follow along that way. And of course you will see the slide on the presentation and your computer as well. So those of you that are calling him by phone -- there a couple of you. Please make sure you email us that is the only way you will get credit for your participation. At the end of the session, I will tell you how you get your credit. Right now I want to introduce our speaker. We are going to have Darla Wilkerson she has a business owner and advocate she has worked with adults with disabilities and she started her own business the CSI network. Her current work includes working with Kansas City assisting companies in the workplace. She is also involved in involving parents and families and community transition care. She also provides online training for variety of topics including discovery and exploration job searching and work state -- workspace and more.

She also has a Masters in Public administration with a nonprofit public emphasis. We welcome you. Wonderful. Thank you. I appreciate being asked to come back and share some more information and I am excited to be able to join you today. So welcome everyone I am pleased to be here. I hope that you find this our to be beneficial and well worth your time. I know that the title has changed a little bit since I originally submitted that. I am talking about transition and work experience issues that -- what is happening now as well tomorrow. Focusing more on how that is involving parents and families and the community. You know that transition planning is key for students with disabilities. These very needed an order for students to get those needed services and supports while they are still in high school and even looking beyond that when they are engaging in adult life. What is needed now and for tomorrow first students to be successful is what we are all interested in. I think everybody has a role in the process and each is important as the other. And just understanding those roles in developing strategies around the students transition goals. Then you will get a smoother transition.

I wanted to talk a little bit about two main areas. We will focus our time on those. One of the larger areas being work experience. But also, the roles of parents and family members and as well community. And then I want to share some resources with you. You might find them to be helpful. It is my understanding that most of you are an employment service providers and that role of providing services directly to individuals with disabilities. I will be talking real specifically to youth in regards to transition. In the future we could have other folks viewing the webinar. Just know that this is information could be helpful to anyone. With the changes to WIOA there is a focus on obtaining work experience. I think that
is highly beneficial. I prepared this presentation for you with that type of information in mind. I hope you find that helpful. I think if we could keep in mind how we are interacting with parents and guardians that sometimes that can be different depending on the person and their legal guardian or family member. Sometimes it is a dual role. And just ensuring that everyone’s goals are achieved whether it is the individual or family goals. It is extremely important to keep that in mind.

>> To look for strategies that we can utilize when the individuals and parents difference. That is something that we can all benefit from if we keep that in mind. Sometimes they do differ and sometimes we have to pay attention to both and how we go about doing that? I just want to make sure that we think about things in order of how we plan and listen to students and the parents voice and how we ensure the schools do their part. And how do we help support the school folks as well as what you can do if the VR counselor and then just making sure that you do know what WIOA says when it comes to work experience and some of the other things that we have to keep in the forefront that is important. It is just not enough to ask what you want to do after high school. We need kids to have real-life experiences and real life work experiences so they can make those good informed decisions. When you think about work experience one of the things that I am sure that you are aware of that work experience is the whole or in a part of the self-discovery plating.

>> I’m going to get into sharing about that. First I want to touch on a couple things. There are two areas to begin with. I want to talk about what our beliefs are and how that affects people and then a little bit about the discovery piece. And then we will get into more specifics about work experience. First our beliefs. One of the things that I think we need to think about when looking at youth and high school why does the use with disabilities life look different then use without disabilities? In my opinion is because we have or we have made this difference and we have a barrier that students are facing that really has to do a lot with people’s attitudes and their beliefs around whether the student can work and if they have the abilities for certain job career. To me that attitude and belief is very strong. We have to start early and stop thinking about things as special so to speak. We have to look at the support they need and be able to provide those same types of experiences that any use would experience. And then we have to also be advocates for the youth and the parents and we have to advocate for those typical experiences and the things that anyone would experience whether they are looking for a summer job or if they are looking for a volunteer or type of experience. Whatever it may be. Just to help students with disabilities to give them the most typical experiences possible. Sometimes I've seen papal -- sometimes I have seen people set up fake sites. If you don’t believe that a youth with a disability can gain the same experiences then this is really never going to happen. So we start with our own beliefs. We need to check ourselves. Sometimes we can be the barriers and helping this be successful.

>> Now I’m going to make the assumption that we are all believers. The youth needs experiences that are most typical and related to typical work related things. Do not get me wrong, I think it may look different in terms of support but those are things that the support pieces it is not keeping people from having those related experiences. It starts how we advocate with each youth that we come in contact with. And then secondly, the peace around discovery. When we think about people getting work experiences and it may be part of discovery, we really need to remember that discovery is not assessment. In our line of work we still tend to get hung up on assessing the crud out of folks. From my experience schools are the still really having that bond and granite some of that is required for special education. For our purposes moving forward in order to move those for we need to help create a balance. So there should be this balance and real-life experiences and yet those require processes. My
point is that we are not talking about assessment we are talking about the whole discovery piece. I want to make sure that people understand they first have to discover themselves and be a part of discovery through exploration and then we want to help you discover and explore what the interests says are. -- What their interests are. I always say we have to help people touch and feel and taste it. You want to get that real experience for them to be able to move forward with being able to make a good decision. So discovery. Just understanding a pathway to unemployment. Everyone has a path to a job or career that is right for them. Sometimes the past looks a little bit different. We all have a pathway. If we look back on our journey that we have followed a path to get us where we are. And part of our pathway is planning a pep -- planning and preparation. It is our job to help you along this journey. You can have her make the best informed decision as possible. If you don't have an opportunity think about what is in port and teal and then to weigh the pros and cons then they end up not wanting to change and they want to stay where they are at or they were they get into a bad position. I think that is what we see a lot of times when people have had bad experiences. Maybe they have got fired or in a situation where they up and quit. It has been experience for them that they have not had a good match or opportunity to weigh the pros and cons and so we really have to help folks alleviate that by getting as many typical exploration opportunities as possible. So how do we help people experience things? How do we help people get exposed to those opportunities as a part of what we are going to share or what we are going to talk about? What is it? What is work experience? And starts with the assumption that all people are employable. That is part of the rehabilitation act.

>> My supports for employment may look different from your supports. That is not a big deal. It does not mean because I have a certain level of support that does not mean I cannot be employed somewhere. It is a strategy that we use. I will talk a little bit more about that here in a bit. I want to stress that it does need to be a planned out. It needs to be mindful about how you are gathering that information. It is also about creating more information around conditions and contributions for employment. A stern work schedule and a way to gets work in those kinds of things. Those are the preferences that you would like to have that are not a dealbreaker. And the contributions I things that you can provide that employer. It is about gathering this information that will help those kit -- help those things come to light. I really think the whole reason that we are doing any of this is to help that person make that good informed decision. That is to me the most crucial part of what we are talking about. So why is it important for you to get used and to help them get send all themselves. It is all about the job match. We want to help them experience the best possible situation as possible. Who wouldn't want that? It is also about identifying the support. We want to identify what it is and then better determine the preferences and desires and support needs. If we have a passion and a certain line of work where we need to let support us or a high-level motivation, then we are more apt to be there. It will end up being a better job match and then if we do not have the passion to do that. I think that is pretty common sense when it comes to that piece. You have some more wise. It helps people understand what they had to have in a job. Like I mentioned those conditions. When you think about your job you have have to's and you have things that you want -- that you need in that job. Wants are more the preference. You have things that you need to be present or you cannot take that job. Or you don't continue with that job.

>> It could be a certain amount of pay or the coworkers that you work with. It could be though [indiscernible] it is specific to you. And everybody has those have to's discovery and -- everybody has those have to's. Discovery and [indiscernible] will help you with that.
You realize three months into it that you did not realize that this was something you cannot do. One example I had I worked in a cubicle and for me it was not a good fit. I was very distracted all the time. I had a really hard time concentrating. It was very difficult for me to make phone calls when there was all this other noise going around. There was one thing that I did not realize about myself until I experience that. Experience is so crucial here. It also helps us define career options. Also being aware of what steps are required in getting that kind of job. If we do more research around it or if we ask questions or experience things we will know what it takes to actually get into that line of work. And then like I mentioned to ensure informed choices. And then highly marketable skills. This is a piece that we really forget about sometimes. We don't do a very good job at helping youth and adults with disabilities target their skills. Not only market them but to gain marketable skills. Everything we do with you should build upon marketable skills in the areas that they have a passion for. For example, if a youth is interested in getting a summer job and they have a career goal to be a hairstylist, would it make sense to get a summer job in janitorial? Probably not. We want them to get a job and something that will help them prepare all Desmet them propel their career pathway. We want people to be able to gain upon that and do that with experience. Understand what sports will be needed to be successful. This can go a long way. I don't always mean pay support here. It could be supports that I could put into place myself or my parents can help me wethers round transportation or remembering next steps. Whatever it is, it does not always have to be paid support. It does help us identify what the supports are and what is needed. Also during job exploration the job seeker can work to observe someone doing the job. These are some of the how to's and how we go about work experience. A lot of people ask me how do you help you set up these experiences and what does this entail and to me it takes a lot of planning even if you are going to observe someone doing that you need to plan for that. Where is that person working? Is it a job that makes sense for that person? If they don't know yet what the career choice is, is it related to something they might be interested in. This is a great way to learn more about that kind of job. Carry gun you just don't go in there with no questions in mind and start asking people something. You plan for that. What you need to know. What you kneel -- what you need to know. Desmet? If they had to have a job that is going to have direct supervision can you ask questions around that? Will they receive direct supervision? Also interviewing employers to gain insight on job requirements, expectations as well as any prerequisites. There always expectations that employers have that are not written down. The more you experience and you ask questions the more you will find those things out. There could be expectations again and prerequisites that aren't real obvious to begin with. That is a great way to help people find out. Also trying the job out for a certain period of time can be helpful. And I say short period of time because I have seen people say they are an exploration for a long period of time. I don't think we should be calling at that. I don't think that is something we should pretend we are doing. Typically we do not explore for a long period of time. Explore for a short period of time.

Keep that in mind. Please don't get in the car and just drive around and stop it someplace that you think looks good and interesting to go in and ask questions. Be plan full about this and set up informational interviews to be able to make those good informed decisions. How do we help jobseekers explore? If you think about yourself -- know how to set up informational interviews or job shadows or a time to meet with somebody who doesn't kinda work so you can ask those questions. If you do not know how to do that that is a whole another skill that people need to learn. Is about helping you use learn more about the particular type of job so they can make a good choice for their future. Or make a good choice for summer job or something along that line. Make your spiel as typical as possible. McKenna tools could you use and doing that. It could be online stuff and questionnaires on that kind of
thing. And then use connections. Who did they know and who their parents know that are working in
the type of interest to you that they are interested. And capitalize on those connections. Our networks
and connections are how we get our foot in the door. And then reviewing current and past experiences,
listing out things avoid and things to explore further. Those things said of Wade are just as it important.
As someone has a fear something or a bad experience, you need to know that. If they have a fear of
animals you need to know that. We want to avoid those things. Like sensitivity to heat or whatever.
Those are things that we need to be aware of so we are not putting people in experiences like that
where they have had a tough time with.

>> If you are helping people some of the tools that you can use is my next move. It does not have
anything to do with disability. We are talking about learning about career choices and what a person
wants to do for a living. This sites can help a person search even if they are unclear as to what they want
to do it is a great place to start. So you get these little boxes that you can click on and one is I want to be
-- and then the person has a choice. AB they want to be a construction worker or nurse or whatever.
They can type that in and brings up those big lists of jobs and job titles under that particular title. Also I
will know it when I see at you can search by careers and browse different industries. And that I am not
sure. And then you can do an online assessment. You can answer questions and at the and it will bring
you back to -- and at the end it will bring you back to suggestions you should browse.

>> You can look at a jobs outlook. You can say things like what the average salary is and what the out log
for growth is Desmet and what the outlook -- it will say things like what the average salary is and what
the outlook for growth is and the salary. You can also type in your ZIP Code to get a better
understanding. It will give you an average job requirements whether it is a degree or a high school
diploma or whatever past experience required. Those types of things. It is a great way to help people
explore what is needed. It is a -- it is also great site to help with labor analysis. This is another site.
Hopefully your are aware of this one, it has 250 videos. It describes what it is like to work in that
particular point make that particular job and what the job requirements are. Typical job requirements
for that type of work. I like this because it gives people an opportunity to see somebody doing the kind
of work. And then if you have a youth that expresses interest in a particular one, they can go explore
that more. You have to be really careful about how you help people explore. I have had some people
and some of the schools I worked in, that are still doing the paper and pencil interest inventory. Those
are very limited. They only have certain types of career choices. Even when I have heard people talk
about how youth are using them and they are identifying areas of interest. I have questioned how do we
know that the youth is truly interested in that or it may be they are just selecting it because it has the
color blue and it or rad or whatever. [applause] -- [laughter] we have to be really careful with those
kinds of tasks or assessments. And then also these videos. A person might find a video appealing
because maybe the person in the video is attractive. This is not 100 percent that that will be the career
they are in. It is a way to help begin the exploration. It is a tool that you can use. It is not a or the and all
-- the end all. This is one of my favorite fives to share.

>> Underdeveloped career goals equals impulse shopping for jobs. If you do not plan, it is not leading to
these ways for youse to have a true informed choice. It is not helping them in the career direction. Our
youth deserve more. And they expect more. They are needing more firm us then impulse shopping for
jobs. We need to be professional in our services. We need to make sure that we are guiding people
along the way and that our guidance helps them find the best possible career path with clear goals and
action steps that will lead them to the pus is medical that will leave them to the best possible choice. In
the planning session, don’t just ask if you want to work here or there. Have they explored employment options before, ask that. And they -- have a -- have they explored more or more options? And how can we assist in getting information gathering tools to get to an informed decision. And also ask if they have compared the information gatherer, what is matching up? What is not matching up?

>> And then ask how we are ensuring that people are getting that good informed choice. Have we done enough to make sure that that happens. --? I hope that helps a little bit with the exploration piece. You have ways to do or go about doing this. You have tools to use and you need to be plan full and mindful about how to approach this and how to help that youth start to gather the information. Weigh the pros and cons and then make a decision based on that information. If they do not have enough information, then we go back to exploring. I am going to shift gears a bit. I will talk about the roles of parents. And how to support the parent and students. As we are going into our roles and thinking about our roles like the role of the parent or someone who supports that person, it is very crucial.

>> Many people say that they are slowly supporting the youth because that is their primary customer. However, as you know when you are working with youth under the age of 18, the parents are the decision-makers. That is someone you have to really help support as well. Many times parents remain the decision-maker even after the age of 18. We still have to ensure that we are meeting both of the needs of the youth and the adult as they grow. And the parents in order for those things to be successful or as successful as possible. That is a really delicate balance. If I had a magic formula, I would share with you. As you know, each person is an individual with individual circumstances. There is no magic formula and that that we can place on something. What I can offer you is information for you to build strategies for each situation that you might encounter. So let’s look at what the parent processes Desmet parent perceptions or their take on things might be. Some of the things that I do with parents is basically answer their questions. They have a lot of fear. What is going to happen after high school is one of the biggest questions when their son or daughter is getting ready to graduate. Some parents have questions around what will happen and what happens they fail when they get out there and the job. Will they be safe? Will they be happy? Will they be taken advantage of or bullied? And then what if they really or can they lose their benefits? All these are things that we have help answer. We want to alleviate their fears from the beginning or at will not happen. I remember years ago a person that did not work with the parent on the Social Security benefits. Their son started working and they did not report the wages. Lo and behold, six months later they owe a huge amount of back pay. The parent pulled their son out of the job and made them quit. It was really detrimental to the person because he lost his job and he was doing very well and it. -- Very well and that -- very well in that. We need to answer these questions as early as possible. What we tend to see in our youth is lack of work experience, lack of social capital or is - - or social skills. And lack of higher education. More than ever we have companies that are being selective on who they hire. I thinking prepared for the job market is crucial. Many times youth with disabilities while behind in that preparation. We would not even be needing to talk about that if that was the case if they did not fall behind. Really lack of access to the labor market. That is the really major roadblock for many youth in high school and those are the that are transitioning from high school to adult life. The more we can help them experience the better. They will be prepared. The thing about the social capital is huge as well. I will talk about that more in the second. I wanted to show some logos of companies that I have worked with and continue to or -- I wanted to show some logos of companies that I have worked with. A lot of the companies that I work with, this is just a few, a lot of them are seeking to diversify their work force because they have a shortage. They are needing workers. With that, that is
one factor about the other there -- they understand including people with disabilities is making their bottom line even better. Each of these companies have made a commitment and there are many more. There are lots of companies that we could bless. They are making a commitment to actively gain employees with disabilities. This is something we have never seen before. We always had to go and convince people. We don't have to do that anymore because we see these companies doing outreach all the time. Granted we do have some companies that are doing outreach because of the federal requirement and if they are a federal employer. They have to hire a certain percentage of people with disabilities at all levels. To me that is something that a piece of the pie but is not all of it. I see a lot of companies make a commitment to simply tap into a labor pool of candidates that they have not paid attention to before.

>> I think that is really interesting to experience and to help companies. Our services should be helping these companies with the recruiting efforts and retention efforts. That is our specialty. Right? It is kind of perfect marriage if you will. A couple of important things I think is important to share is how you can help parents and family members support their youth after high school. He went to so support them while they are still in school. This was a study that was done that talked about a couple of predictors for employment outcomes. Families express a preference for paid employment in the community. They had an expectation that their son or daughter would be working. And also youth who had paid work experiences were 4 1/2 times like aspect more likely to be employed. Those are important to let parents know about. I even talk to parents and elementary school about this. It is huge. And they may say they are too young to think about that. It is never too early to think about what they are going to be doing in their adult life. Other predictors were around community, ability, and then self-determination. Can I be my own advocate? Those skills were huge as well. The more we can help parents understand this and encourage them to have those expectations of paid work and work experiences I think the more likely people will see those outcomes posted -- post high school.

>> There are a couple questions about the environment. One question we have is how are their chores at home move on to the workplace? How do we perpetuate that kind of behavior from parents? That is a great question and thank you for bringing that up. I think that the more we can work with parents earlier on the better. Then we can help that start to strategize on what that looks like for in-home and afterschool kinds of activities. The chores at home to have transferable skills. A lot of times parents don't think about that. Or they aren't thinking about work yet. We can help them think about what is transferable skills and following directions is a huge transferable skill. Having a good attitude and here and the minute I will show you a company that we work with and how they are hiring around some of those types of skills. It is not always about the physical task. It is a lot of times about am I following directions, and I problem solving, and my thinking critically, am I able to process, and those kinds of things is really what we can help point out to parents. A lot of times we think he is not doing anything and he does not wash the dishes when I asked him to. Those kinds of things. I had a person one time tell me that his neighbor -- he mowed his neighbor's yard. I said your neighbor would be a good reference about -- I said your neighbor would be a good reference for you. When talking to the neighbor and gathering information from the neighbor, he said he never stops until he finishes the job. He continues to keep mowing and he doesn't take breaks. He mows in a certain design every time. He is very consistent. Those are great skills to market for your next job. Those are the kinds of things that we can help parents start to think about and really have those expectations for their sons and daughters. I hope that helped answer your question. One of the things that I want to point out is when youth are in school
and they are in an environment that talks about the disability label and limitations. A lot of schools are still helping individuals find out what their disabilities are and understand what those limitations are. What I am trying to get people to understand when you are in the world of work you need to show what you offer. Helping youth articulate where their strengths are and where there are abilities make and where their abilities are, their hopes and desires, and their career goals. I am a bigger person or proponent of helping them understand what they are support needs will be.

>> To simply tell an employer I have bipolar. It does not tell the employer anything about how to support you. If you tell an employer I need a flexible break time, it will help that employer with any kind of accommodation they might need. Also if you could articulate what your strengths and abilities are and stay away from things that you are not good at then you are really highlighting those attributes that you bring. And articulating that is really difficult for the youth. There are still a lot of youth that do not believe in themselves because they have not had any encouragement or expectations.

>> What we can do is help them with that articulation piece and we can help parents with that archaic estimate articulation piece as well. The other thing that I just want to throw out real quickly I don't know if anybody does know George he works for Transcend in Maryland. He put in a training this little piece here. He talks about how this process helps with informed choice. If we do not help people explore they cannot make a good decision. He talks about exposing people to situations and that leads to their interests so once they are exposed they can say I like this and this I don't. If I like this I will be more motivated. If I am more motivated I would have take more action. I think that is really crucial if we follow that piece. It shows interest and leads to motivation and it also leads to that person taking action. So that is the big picture around informed choice. If we don't get anything else out of it is the piece that you need to take with you. Just a couple of little pieces here I think we already talked about these. Summer work programs. Work experience. Judge chatting. On-the-job training. Internships. Anything like that would help people with that exposure piece. And then to what is needed for success. Discovering talents, passions and supports. The more people out there the more people they are growing their networks and connecting with others. And then of course we have talked about the whole family support piece which is huge. One thing that I wanted to share this is in your handout is well if you do want a career guide for folks you can download it on this website. It is a great way -- is a great resource to use it is written for the job seeker. Anybody can help them go through the process. It helps with their career pathways. The planning for that. If you go to that site it is under the resource tab. You can download that for free. The third thing that I want to share if you haven't already you should know about [indiscernible] manual that they have that [indiscernible] you can google that or [indiscernible] and that is another great way to help people around soft skill building. Just realizing that many people who have not worked before they lack that piece and they lack in communication and teamwork and decision-making. Those are crucial to the world of work. This was the piece I wanted to show you about chipotle. I'm sure you probably have it in your work area. These are 13 characteristics and what they interview two. She made the comment that they can teach you the job and how to make tacos and burritos but they cannot teach you these kinds of things like being respectable add being happy and smart and polite and motivated and ambitious. Their questions are centered around trying to discover the people possess these sorts of things. She said showing up for work and being honest and having a good attitude were some of the top three priorities when they are looking for employees. It is not unique just to just policy it is something we are seeing across the board with a lot of employers. They want people to show up and have a good attitude and be able to leave the drama at the door.
One of the things real quickly -- I know we are getting quickly to the end of time. I think it is important to help people when is coming to teachers, parents and family how we can gain those soft skills is to practice and experience. Sharpen any -- sharpening listening skills. Starting early is huge. Have high expectations. Just being aware and educating yourself on the possibilities is really going to help along the way. And just understanding of how the adult employment system works for parents. They need help with that. They need you to help them along the way to understand the ins and outs. Family members make this information you can share you can help them motivate people to work and help them understand why work is important. Be a role model care to share this with parents and family members. These are things that they can help the youth with. It is really huge to set high expectations. I can't talk about that enough. Most of what I do with parents is talk to them about what their expectations are about their children -- about what their expectations are for their children. The more we show them success stories the better they feel. And then they can help identify the support that their child may need and then through this experience people can gain confidence and gain knowledge of where they want to go with their life and it does help build their network and their connections. Just having a high expectations and giving encouragement and helping thy identity make helping them identify their passion like I mentioned will be really crucial.

I would like to end with the slide. I do have one more after this that is the slide for resources. What I like about this is -- I will just read it and then talk about it. Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that is stupid. Albert Einstein said this. I would just like to finish with that. Albert Einstein had it a disability himself. If we stop to think about how people can't do things just because if they have a disability we can start doing or even the fact that they have a disability or they do things differently and they might need additional support I think the more we can stop thinking about that the better. Just trying to people make just trying to treat people as normal as possible and helping them with that is huge. Everybody is a genius. I believe everybody has unique abilities. Everybody is good at something. It is helping that person discovering them make discovering their talents and put them into the world of work. We all have a passion for a certain type of work. You guys have a passion for what you do as well. I just like to point out that you have a passion for helping someone gain a work experience or gain a career and a huge piece of their life. It is important that you capitalize on your passion and you keep learning throughout your career and that you are able to continue to provide press -- best practices and you can help them gain the needed skills to be successful as possible. I think that is important. I think my call to action would be to think about what could you do differently as a result of today's webinar? What did you learn that you could put into place? Sometimes it is just changing our attitude.

Think about that. This last page was it just the resources page make this last -- this last page is a resource page. I left the things that you can support people and supporting their sons and daughters. The center for parent information and then every state has that center. So you can learn more about your state parent information if you don't already know that. I'm going to and with that. I know I ran right up to the hour. If you do have a question, I would be happy to answer. You also have my email address here. I would be happy to answer that as well. Thank you guys for listening. I appreciate that. Thank you.

[Event has exceeded scheduled time. Captioner must proceed to captioner's next scheduled event.]

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>> [Event concluded.]