Please stand by for realtime captions. Good afternoon everyone and welcome to the Explorer VRE webinar. Customize training and inclusive employment training option of vocational rehabilitation practice. I am a knowledge translation associate at the Institute for community inclusion. Before we introduce the speakers, there are a few things to keep in mind. As with all Explorer VR webinars we ask that you listen for your computer speakers. If you must go into the webinar today, please mute your phones to avoid broadcasting and recording any background noise in your employment. -- Environment.

If you experience any connection issues during this webinar, first try closing all other Internet applications and logging out and logging back in. If you continue to experience technical difficulties, please email me or type in the chat box . We have reserved time at the end of today's presentation to answer an address any questions or comments about the webinar. There is a question or comment box in the upper right corner of your screen. We encourage you to type all questions and comments in this box throughout the presentation, and we will address them at the end of the webinar. If you would like a copy of the PowerPoint presentation and list of links, you can download that now from the files box. You can also find these documents on Explorer VR .org. There will be a link to an evaluation that will. At the end of the question and answer session at the end of today's presentation. Please follow this link to complete the evaluation. If you are a certified rehabilitation Counselor requesting credit for this webinar, you must complete the evaluation in order to receive credit. This webinar is worth one credit. The webinar is be recorded and will be archived on www. Explorer VR www.ExplorerTran1.org . [ Indiscernible ] will be your host for today's webinar. I will pass it on to you to begin.

Thank you all for joining us today. Before we begin, I would like to say a little bit about the job driven vocational rehabilitation technical assistance Center which we have been running here for nearly 3 years at the Institute for community inclusion University of Massachusetts Boston. The goals of the center are to improve the skills of state VR agency staff another rehab professionals and providers of VR services. The focus is on job driven VR services trying to meet the requirements of the businesses that we are engaging with. To improve the quality and quantity of employment outcomes. The technical assistance Center has four topic areas. Business engagement, employer supports, labor market information and customize training. Today's focus will be on customized training. We do have a number of partners with this technical assistance Center. Jobs for the future , who we will hear from today , University of Arkansas, University of Washington, state administrators of vocational rehabilitation, United States business leadership network, association of the University centers on disabilities. And we are also collaborating with the national Council of state agencies for the blind and the technical assistance Center collaborative. I would now like to introduce [ Indiscernible ] of Langston University.

He is currently a research associate professor and research capacity building director at the [ Indiscernible ] research and capacity building for my know the entities Langston University. He is currently co-principal investigator of several federally sponsored research projects and technical assistance efforts focused on research capacity building for minorities serving institutions and empowering to additionally underserved populations.'s primary areas of research include research capacity building , mentor ship, disability policy and developing countries, and rehabilitation outcomes. >> You can un-mute your phone.

Okay. Sorry about that. At this training , as you mocha Monday represents a collaborative effort between the Institute for community inclusion and the Langston University research and training center. I just [ Indiscernible ] funded through the national Institute on disability independent living and [ Indiscernible ] research. The mission is to improve minority entities disability and research capacity and the infrastructure by conducting a programmatic line of research examining experiences and outcomes of persons with disabilities from traditionally underserved populations in the communities . [ Indiscernible -- heavy accent ] and universities, [ Indiscernible -- heavy accent ] and American Indian tribal colleges and universities. Again, Langston University is a center of national excellent in rehabilitation research [ Indiscernible ] research infrastructure. So if you have any questions, feel free to call us. Thank you.

Thank you very much. I would now like to introduce Tiffani Smith of jobs for the future. She is a director of jobs of the future where she delivers workforce development solutions to improve the employment success of target populations by providing labor market information to internal and external clients for demand driven programs. Tiffani is also working as a policy divisor -- advisor for the employment training administration where she focused on implementation of data and performance related aspects of workforce innovation and opportunity. And at the New Jersey Department of Labor where she served as director of workforce research and analytics overseeing analysis of labor market data , workforce program performance, and evaluations of program outcomes in support of the states talent development efforts.

Thank you. Good afternoon everyone. We have three objectives for today's webinar. First, I will identify and explore barriers to employment by people with disabilities, racial and ethnic minorities as well as other diverse populations. Second, we will present customized training practices programs that show the benefit of customized training for employment success. And lastly, we will identify outreach efforts that support the development

of customized training programs as well as the inclusion of the diverse range of people with disabilities and customize training. The title of my presentation is employment disability status and intersection identities. I thought it would be helpful to first tell you a little bit more about jobs for the future. Jobs for the future is a national nonprofit at the intersection of policy and practice in education, workforce and economic development systems to guide the impact and outcomes for people being left behind in our economy. Our mission is to ensure that all lower income people and workers have both the skills and credentials that they need to succeed in our economy. And we work to make sure

that the promise of education and economic mobility in America is achieved for everyone. In order to do this important work, we focus on three goals. First, that all lower income people graduate high school on a clear path to both college completion and career success. Second, that these students gain the skills they need to earn postsecondary credentials with market value , and for all lower skilled workers to get the education and training needed to move into family supporting careers that have clear paths for advancement. The next slide has a few initiatives that demonstrate how we at JFF pursue our goals along with some links to websites where you can learn more. I am going to touch a little bit on them and leave additional information as needed. When it comes to preparing for college and career it would be helpful to highlight the past -- the pathways to prosperity network. A team works with states and regions to re-envision how our education system partners with employers in order to build systems or career pathways that like high school, work and community college and also work to increase the number of use who got -- youths

to complete high school. Of course there is also the second category for the postsecondary credentials. Here I highlight two additional programs. One is the student success in the network. And the second is accelerating opportunities. That is a multistate effort that provides embedded support services to help provide students assistance for completion will deliver a consistent and coherent professional development to faculty and staff at participating institutions. The last example is in the category of advancing career and economic growth. In this case, apprenticeships for the future focuses on apprenticeships which are a proven strategy that meet employer needs and provide access to training that enables workers to earn family supporting wages while they learn. JFF works on multiple projects and we bring decades of implementation experience and technical knowledge to increase the reach and impact of these programs throughout the nation. You can explore more on your own. Next we will transition to some of the data and context. Data on the next slide comes with the American community survey which is administered by the US Census Bureau. It is currently the largest survey in the United States and offers broad comprehensive [ Indiscernible ] of social, economic and housing data, including data on disability status. This slide shows 2015 employment rates for working age people which is defined as people between the ages of 21 and 64. As you can see, about 35% of people with disabilities in the survey were employed. That is less than half or more than 40% less than the employment rate for their peers without disabilities. The employment rate for people without disabilities in that age range was a little over 78%. Let's go to the next slide which looks at additional characteristics. This slide, when you look more deeply into the [ Indiscernible ] and how it varies at the intersection of race or ethnicity and disability status, you can see that 35% employment rate is not the reality for people of color in the United States. Especially for blacks and Native Americans. These groups have the lowest employment rate for people with disabilities, and that stands that 30% for Native Americans and 28% for non-Hispanic blacks. For comparison, Native Americans actually also have the lowest employment rate among workers who are not disabled as well. On the next slide another way to look at the data is at the intersection of disability status and race and gender. Here again, you see variations in the employment rates for people who are disabled in these categories. The chart shows men in the dark blue bar and women in the light blue bar. There is not national data available of people who do not identify with these two groups you might identify as transgender or gender [ NULL ] non-binary. We're only disguising -- discussing men and women. What we do know from this data is that men with disabilities are in the workforce at higher rates than women with disabilities. And that is true for all but one of the racial ethnic categories. African-Americans , it is the case that women are actually catch -- have an employment rate of three percentage rates -- points higher than men, which is a difference compared to the others. Although, among nondisabled African-Americans, the difference between men and women is actually just one point higher for men. That is for comparison. We have one last slide that shows data related to this issue. This data is disability status and sexual orientation. The chart comes from 2012 national Institute of health study that analyzed data to get a sense of the prevalence and risk factors for disability status among lesbian, gay and bisexual adults. Despite the lack of protections in some states, one can imagine that employment rates for the LGBT community could also be disproportionately low when compared to people with disabilities who identify as heterosexual. If used -- as you see here, the disability rate among adults women out -- who are heterosexual is 25% and the disability rate for women who are homosexual or bisexual is higher at 36%. For men, the rates are staggered again with heterosexual men having about a 22% rate of disability, slightly higher at 26% for gay men and then 40% among bisexual men. While at the national level the federal government does not gather data about employment rates for sexual orientation, this data does suggest that people from the LGBT community are more likely to have a disability than their heterosexual counterparts.

So why do you think this will be helpful? Really just to show that intersectionality matters. Intersectionality is a framework that helps social identities overlap and create interdependent types of discrimination. In this context, for VR specifically, it means that vocational rehab clients walk into the door for services with disadvantages they might experience not just from the disabled, but also from the other identities that they hold in combination with her disability status. However, through customized to training the agencies are uniquely positioned to help the most vulnerable clients overcome the overlapping and interdependency barriers they face when trying to enter -- reenter the workforce. With that context and data, we're going to transition to learning more about [ Indiscernible ] training program. I would like to introduce Neil . Is from the Institute for community inclusion. He develops and provides training and technical assistance for VR agency and is been with [ Indiscernible ] since 2010. Prior to joining ICI he spent his career as a travel professional at the Massachusetts rehabilitation commission and his roles include Council, manager, supervisor and [ Indiscernible ] director. He will provide more information on customized training initiatives.

Thank you very much Tiffani. What is going to be vocational rehabilitation response to the challenges you just presented. I'm going to try to talk about that from a legislative point of view and then from a service point of view by outlining customized training and given you promising practices. The term traditionally underserved has specific legislative meeting in the rehabilitation act and subsequent reauthorization of that. Before the 1992 amendments to the rehab act, Congress found evidence of inequitable treatment, many would say unfair and unjust treatment, of ethnic groups such as African-Americans, Hispanics, Native Americans or American Indians and Asian-Americans within the vocational rehabilitation system. Therefore, and section 21 of the 92 amendments, you will find language about traditionally underserved VR clients. You will also find language about traditionally underserved VR clients in section 409 of the recently passed in 2014 workforce innovation and opportunity act. The vocational rehab system is attempting to address the challenges faced by these underserved clients. One of the ways that VR is attempting to resolve these problems was best articulated in the 38 Institute are rehabilitation issues. Institute are rehabilitation issues are study groups composed of academics, researchers, vocational rehabilitation professionals, gather together over a period of time to study a specific topic or issue that is important to the VR system. In the 38 IRI on rehabilitation issues the focus was underserved populations. It is very relevant because it was done in 2014. They made specific recommendations about how VR agencies can address the needs of underserved populations. One of the most obvious ways that they can do that is to use the comprehensive statewide needs assessment otherwise known as the [ Indiscernible ] to assess the needs and issues of these populations. The comprehensive statewide needs assessment is a very comprehensive address men of the needs of the population served in a given state. I believe it is done every two years. It is an effort to really focus in on the needs of a certain population. Some of the recommendations -- let's get a few specifics about what they recommend. In the areas of staffing, this Institute recommended strategies to increase the number of minority students who go on to rehabilitation degrees and ultimately to positions as VR counselors. They also talked about providing minority mentorship programs so that staff retention could be achieved when new minority counselors and administrators are hired. Given the guidance that they need to be successful. Also in the area of staffing committee talk about establishing a VR diversity state program manager position that has access to the director. In the areas of training, the Institute recommended including annual state plan steps to enhance that person's levels of cultural humility. Training specialist would develop and implement curriculum for VR staff on understanding diversity. They also talked about offering training for VR staff to acquire cultural competencies relevant to target populations in these would be underserved populations. Other recommendations were in the areas of community involvement. They recommended establishing a Council on employment for minorities with disabilities. They also talked about identifying reasons for unsuccessful closures among minority VR program participants and developing strategies to address those reasons. For any traditionally underserved consumers who are refer to job placement services that are consistently found to lead to extended program participation and six possible outcomes. -- Successful employment outcomes. The Institute also suggested targeting job development activities to communities of color. Many consumers continue to express a desire to work with and received training within their communities. Those are just a few of the recommendations of the 38 Institute on rehabilitation issues. The workforce innovation and opportunity act created improvement and services to low-income workers and those with barriers to employment. It increases the focus on training and career pathways and effectively improves the VR program's ability to meet the needs of underserved -- underserved populations. The effect of these recommendations is to assure that the VR program is achieving better and more high quality and more outcomes for their clients. Now let's talk about customized training. Some of the benefits of customized training. It's very responsive to the needs of businesses. We found that businesses need middle school workers and they -- skilled workers I want to have full content of the training. -- And want to have full content of the 20. It leads to quality employment outcomes. An example is Nebraska has an electrician program where graduates enter apprenticeships often leading to a journeyman license. Which is a real career pathway. It enhances the visibility of VR within businesses. It offers the opportunity for creative partnerships . Oftentimes, we see the customized training programs create new roles for community rehabilitation providers and work-based learning programs and community colleges can also be a partner that can supplement with former -- formal coursework when necessary. Customized training also connects the client directly with the employer, with the business. The more opportunities the clients to interact directly with businesses which has the effect of reducing negative perceptions and attitudes towards hiring persons with disabilities. These are just a few of the benefits of customized training. Here are some examples that we at the Institute for community inclusion have studied. The Connecticut peer of rehabilitation services really combines a business , VR agency in community rehabilitation provider and did some rethinking about a traditional model of service delivery. At the Mohegan Sun resort and casino the Connecticut VR program established customized training in all phases of the hospitality sector. They partnered with the community rehabilitation provider called community enterprises and staffed -- staff of community enterprises were embedded into the company to provide support for hundreds of clients who participate in this program everyday. The community enterprise staff are indistinguishable from the Mohegan Sun staff. So it is a completely integrated program. Since the program has begun, over 125 clients have been placed in competitive employment. It is a very successful program. On a smaller scale come up --, a small manufacturer of precision machined parts for medical has provided

a very unique customized training program. They bring in vocational rehabilitation clients from Connecticut and provide them with working interviews, give these clients an opportunity to demonstrate the ability to perform various jobs within the company, they do work-based assessments and provide permanent jobs and community rehabilitation provider provide on-site support. Also a very successful program and virtually everyone who completes this training program is hired. In Maryland, the division of vocational rehabilitation services transformed a comprehensive state operated rehabilitation center called the VR workforce and training center into a job development program that is been very successful. They have partnered with a community college and businesses to create their customized training programs. These are called partnership programs. Three of the most notable are professional animal care worker, warehousing technician, and certified childcare provider. In addition, Maryland has business based customized training where they partner with a business in the community. They have achieved partnerships with Safeway auto glass, CVS Parviz a, Hyatt Regency hotels, auto collision companies and auto detailing companies. In these cases, the VR agency provides on-the-job training and the company hires the client upon completion of that training. If you visit explore VR, you will see a number of videos detailing and providing more detail on these very successful training programs. We have interviews on video with staff

of the VR agency, business owners, supervisors, and clients. The Nebraska vocational rehabilitation agency focused their customized training on responding to the demand for middle skilled jobs. They create a business driven partnerships involving a business , a VR agency and local community college. They have a number of certificate programs, HVAC, [ Indiscernible ] auto technician and electrician helper. Again, you can see a lot more detail and a number of videos on Nebraska's programs on our explore VR website which we invite you to visit. At this point, I would invite comments or questions.

>> Thank you Neil and Tiffany. I did see one question come in earlier about the employment qualifications in the report that Tiffany discussed for what it means to be employed. What are the qualifications for that? Tiffany, do you have a response to that question? >> I do not have it at my fingertips. But if other people have questions, I will get it and have a response in a minute or two. >>

It looks like some people might be typing a few questions. Feel free to type any questions or comments you have for any of the presenters in the questions and comments box in the upper right-hand side of your screen.

I am going to go ahead and answer the employment question. This is taken straight from the description of the American community survey. A person is considered employed if he or she is either at work , those who did any work during the reference week as a paid employee, and this is working in your own business are working on a farm or working 15 or hours or more as an unpaid worker in a family farmer business. Or people who were with a job that did not work. So you had a job but temporarily did not work at that job due to illness come about whether, vacation or other personal reasons.

The reference week is defined as the week preceding the date that the questionnaire was completed. I hope that answers the question.

Thank you Tiffany. It looks like we have another question . Looking for a description of what a customized training program might look like. Some components of the training.

If you want to go into that Neil and describe a little more detail about one or two of those customized training programs you presented.

Sure. A customized training program usually begins with a negotiation between the VR agency and a business owner. The business is going to describe their needs for a particular type of skilled worker. I will give you an example. In Nebraska, there was a company called [ Indiscernible ] steel company. The owner needed very specific kind of welding jobs done. They do not have to be trained very long. They do not have to have all kinds of extensive one or two-year certificate training. But he just wanted to be able to teach these individuals some very basic welding skills. So they negotiated that with the Nebraska VR agency. They agreed on a number of hours that would take to do this type of training. The amount of money that the VR agency would pay the company to train these individuals and the training took place in the steel company after normal work hours. The training was done by a supervisor and after probably about 6 to 8 weeks, these individuals acquired enough skill to be hired immediately by this company. To do this very specific kind of welding. So that is an example of what we would call a middle skills training program with the VR agency partnering with a business and agreed to pay for the training and the client get tired at the end. That is how it works.

Thank you Neil. Have you had any good experiences with the provision of coaches like employers coaches, and what has worked best at different agencies? >> I showed you the Mohegan Sun Casino . That is one of the best uses of a community rehabilitation provider job coach set up that I have seen. In that case, the job coaches from that CRP were completely integrated into the company. They were not seen as very separate . So it was impossible to tell whether or not they were simply supervisory staff or job coaches. They were present . The CRP actually had an office in the casino. So it was a beautiful set up and worked out excellent in terms of training and support for the VR clients who were being trained in that particular customized training program.

>> I think you answered this in your reply. Another question related, in the Mohegan Sun where the CRP employees pay by the -- were the CRP employees paid by the employer or by VR? Petabyte -- they were paid by VR.

Can anyone comment on how the apprenticeship programs are structured to better include individuals with disabilities?

Many consumers are not prepared to step directly into an already existing program. If you have any information or insight into how apprenticeships programs are more inclusive for people with disabilities.

Unfortunately, I don't have an answer but I will defer to Neil.

I am aware of one particular state, Arkansas, that has a number of pre-apprenticeship programs with the VR agency. I am not completely aware of the details. But I know there are states beginning to develop programs like pre-apprenticeship programs to get VR clients ready for either more formal apprenticeship programs or direct job development. But that is about as much as I know on that. >> I am going to share the presenter information at the end of the presentation with the email address for each presenter. If you do have a question that does not get answer today, you can email the presenters and they can find out the answer and respond.

One more thing on apprenticeships, we hear at ICI are working on a supplemental project that focuses on apprenticeships. I think at a point in the future we will have some information on apprenticeships and I assume pre-apprenticeships on our explore VR website. But we're working on that right now and you will see something in the not-too-distant future.

Thank you for mentioning that Neil. The next question, do you have any information specifically about ideas for poverty-stricken or highly depressed rural for people who identify as having intellectual development disabilities? >> Test question. -- Tough question. The only thing I can say is that, those kinds of challenges really can best be responded by some type of creative partnership , collaborative relationship with the VR agency and those communities . Where those clients are. Customized employment may be an option. There are resources that we certainly have about customized employment where we can -- you can talk about job carving and very highly skilled job development activities. But I think it is a type of thing where you have to have a strong partnership between your [ Indiscernible ] agency and the community. The other thing I would mention is that another one of the technical assistance centers funded by the rehabilitation services administration is called [ Indiscernible ]. That technical assistance Center is focused on customized employment.

One of their topical areas. So they would probably have additional information

around the topic you requested.

-- The third thing I would recommend is looking at Vermont progressive employment model. Vermont being a very Rural state has found this model to be very effective where the essence of the model is partnering with businesses to provide an array of work experiences from short-term information interviews and job shadows to very comprehensive on the job training programs and everything in between. That is become a very valuable resource in Rural parts of Vermont. So that might be another area where you want to look into.

Thank you Neil. The next question is for -- is asking are there examples of programs addressing specific underserved populations? If either presenter knows about specific training programs that specifically address underserved populations. >> I am not aware of

programs that serve a specific underserved population. I think the focus , what we're trying to show today with customized training, is it that is a program that can be responsive to that population for the needs. But I do not know of a program that focuses right and on a specific underserved population. >> Trash -- when I talked about the Institute of rehabilitation issues in a variety of areas, staffing, community of all become a cultural competency etc. But I don't know a specific program that is targeted.

Next question, with the emphasis on postsecondary training or certificate or degree , is there any focus on amelioration of education deficits prior to graduation? >>

I am not aware that that -- I think Neil will be more likely to have possible examples.

>>

If you are talking about helping VR clients become more ready for postsecondary education, I would think that -- I know that agencies help clients with things like GED programs and those kinds of things. And are able to provide services to help individual clients become better candidates for postsecondary education. That can be within the scope of services of a VR agency. What specific services those would be would vary from state to state and area to area. But that is something -- those kinds of services could be put into an individual plan for employment under VR.

The next question is a follow-up to an earlier question about the Mohegan Sun and the CRP. What resources

does VR use in Connecticut to pay for the training?

They pay for the training with the basic client service funds.

-- They work out a contract with the community rehab provider and agree on a set of rates like they normally would and they use their basic client service dollars to pay for that training. >> This might be another question for you Neil. What methods were used to persuade businesses to participate in these programs or how does VR engage businesses to participate ?

Many VR agencies are now developing fairly large systems for business engagement. In fact, that's another area that we've been providing technical assistance around here. So states have hired business relations specialist, a job development specialists. They call them different names, employment services specialist. Some states have as many as 25 or 30 of these staff . I know Massachusetts has at least that number. Their primary job is to talk to businesses about vocational rehabilitation, persons with disabilities and about being a resource to businesses. As those relationships have been built with the businesses, it is a natural to talk about customized training. So the more VR agencies building business engagement relationships, the more opportunities they have to create these customized training and other kinds of service opportunities for the businesses. That is really how it has been working.

We have a question , can you talk about what Langston does to help students with disabilities as a prepared to leave school and enter the workplace?

>> Langston University does not work with [ Indiscernible -- heavy accent ] preparing , but what we do is work with several minority [ Indiscernible ] serving institutions to Hispanic serving institutions and to tribal colleges.

On those campuses we have members engaged in different types of research. Some of them are looking at transition programs. Because the confidentiality, I cannot identify those at this particular time. But that is what we are doing. Again, another thing we do is provide technical assistance to programs that might want to establish. For example, relations between minority serving institutions and vocational agencies. So if anybody is interested in that and want to see how we can help. One thing we have done specific to minority people of color , currently we have research going on in terms of identifying [ Indiscernible -- heavy accent ] strategies for helping veterans of color. That research is going on and we hope we can come up with some good strategies or models on how vocational rehabilitation agencies can develop some strategies that are specifically targeting veterans of color so we can provide services to meet their needs. So far that is how we engage with the students with disabilities. >> [ Indiscernible ] responded earlier about the postsecondary [ Indiscernible ] amelioration of education and opportunity deficits. In a Mexico there are agencies which assist individuals with disabilities in obtaining certificates in a variety of areas. A nonprofit provide the training to get client certified. We have a few more minutes for a few more questions. Since you work for the Massachusetts rehabilitation commission, are you aware of any businesses that offer customized employment in Massachusetts? This is from a VR counselor.

Talking about customized training?

The question is customized employment. Wondering if maybe she met customized training. Or customized employment was also mentioned.

I am aware of some individual cases where customized employment has been a solution for an individual client. Customized employment situations tend to be very individualized both in terms of the client and in terms of the business. It usually involves some fairly extensive analysis and assessment, job analysis, but I am aware and no -- and I know a YMCA in Austin I think did some fairly elaborate customized employment for an individual who was quite significantly disabled, quadriplegic. So customized employment, it has been done and is probably not as common as customized training. Another customized training in Massachusetts one of the most successful programs is through CVS pharmacies where they created a pharmacy technician program. That has spread throughout New England. And I think it is all over the country now. That began I believe here in Massachusetts some years ago. That is one of the more successful ones I know of. I am sure there are others. Walgreens also is another example of customized training.

One more question, is Mohegan Sun experience set up like a project searchlight? -- Search site?

Somewhat. I think the way it is similar, I know project search site individuals can try different type -- kinds of jobs. I think that happen sometimes if someone does not have a specific interests. They tried people in different jobs. I think the difference might be -- I know project search often has separate classroom time for other kind of training , that sort of thing. I'm not sure if that happens always at Mohegan Sun. But it does have similarities. >>

Just one more question. Have you considered researching the same -- there are more and more employers using internships at the way to find talent, have you considered researching if the same option works for students with disabilities? >> Currently we do not have that. But we have done in the past what you're asking in terms of how we engage students to participate in substance abuse. But that was not specifically about students with disabilities. Another program that we have in terms of internships is where we have students with disabilities engage in agriculture. This is one of the grants . Another grant within the department where we have a program for students with disabilities to have [ Indiscernible ] and agriculture. We connect students to farms so they learn what is happening. But I think the question that has been asked is great and something we need to explore.

It looks like we are out of time. If you have any other questions, I have the contact information for the presenters here on the screen now. You can contact them with questions you have that you did not get answer today. If they do not know the answers right away, we will find out and get back to you. Also you can visit explore Tran1.org there is a lot of information there as well. I am going to take you to the next screen where you will see a link to an evaluation. You can copy and paste the link from your screen into your browser. Please take this evaluation . It will help us learn about a webinars and what we can do to improve. Also, if you are requesting credits, you must complete this evaluation in order to get credit.

Thank you all so much for attending. And thank you for your presentations. Everyone have a great day. [ Event concluded ]