Please stand by for realtime captions.

[ Captioner is standing by, waiting for the meeting to begin. Thank you. ]

I can barely see everyone out there because of these lights. Sorry about that. Good afternoon everyone. You ready for a great presentation? Does this look supercomputing to you? It is a little confusing to us that is something that we are calling [ Indiscernible -- low volume ] . It is a first time for us too. You have to bear with us a little bit what we figure all this stuff out.

We are going to talk to you this afternoon about the Virginia Education Wizard . And doing your presentation, I am Joan Getman, Director for Educational Technologies/Center for Scholarly Technology at the University of Southern California . And Laurie Dwyer if you're with me. Working on the special projects. We will introduce you to the Wizard interview background on why we do what we do and why it is in so it -- why it is so important. A little bit about the Virginia committee colleges, Eric 23 community colleges across the state of Virginia. 40 different campus locations. If you action look at all of the locations, it is upwards of 65 or 66.

We have should take care of all of this. Over I've hundred thousand individuals -- 500,000 individuals that are taking credit classes. We do serve a large region. We are pretty excited up if. -- about this.

I want to give you a brief overview [ Indiscernible -- low volume ] . Are -- our chancellor had a notion in 2007. He was having dinner with someone and started the conversation of why is it that our students [ Indiscernible -- low volume ] . We serve such a broad preparation in Virginia. Our students have more information at the fingertips. [ Indiscernible -- low volume ] .

One of the analogies that he made was he wanted in Expedia like site for students. For students could go and see what they really want to do with their like. Now I have identified the career, what kind of education and what college will get me there? How am I going to make that work? Highway paper that? If I want to transfer onto a four year institution, how do I effectively make that happen?

While there are a number of pocketed resources out there for that, there was not one at that time that pulled together all of these resources into one free site for our students. Is this better? Can you hear me? Sorry about that.

The current and prospective students would be able to look and say here is my entire college plan. From where I am today to where I see myself and my career. Now, you can see that the various features that are included in the Wizard, I will walk you through them in just a moment. Note that the wizard -- that Wizard was launched in 2009. It has experienced over 1 million hits.

We have over 300,000 accounts created. Part of the expansion of the Wizard was based on strategic partnership . I will turn it over to Joy to touch on those.

The strategic partnerships are what we think is unique. This is phenomenal. The partnerships really make it even better. Partnerships with the Virginia Department of Education and the State Council of higher education. And more portly is the educational credit investment Corporation and the 529 savings plan.

The partners I should have the interest of our students it in mind and interest of parents and the Commonwealth. It is these partnerships that are really made this worthwhile. Now it affects everyone in the Commonwealth. We will show you some ways that does that. First we will introduce you to Jenny.

Two we have found on the audio clip -- do we have found on the audio -- do we have found -- sound on the audio?

[ Video playing ]

Hello, welcome to the Virginia Education Wizard and I am Jenny and I'm here to help you navigate the site and help you understand your career goals at a Virginia community college.

I have to tell you that this is his best employee because you turn some promotions. She is very busy for us.

As you gather, Jenny is the site avatar. We will talk you through the site. Jenny could do that but you would be here for a while because it is a rather robust site. I'm going to walk you through a few key features that On those components that I mentioned before. The career -- paying for college. Like I said, we could be here all day, this is a very robust tool.

But I will introduce you to some of the functionalities within the site so you get a sense. As I'm going through, I will point out some of these that were specifically developed in relation to those strategic partnerships. With private and public entities in Virginia. You will see the homepage here. vawizard.org. It is a completely free site. It is clearly geared toward Virginia. You will see things on our homepage.

Across the top toolbar, it is broken out with the key sections that will walk us through the evolution of that career college planning process. Cheney is there. -- Jenny is there. [ Indiscernible -- low volume ] . Provide you with key information. Including date of birth, Cisco -- that code. -- zip code. The more the student uses the wizard, the more refined and customized information they will receive.

Let me walk you through some of these pages. First, let's jump into the career section. You will notice across the top, we have resources for students to help them explore what careers might be good for them. I will -- tap into these. The values assessment. Skills assessment. Search for specific careers and get detailed information. Across the bottom, we have resources that once they have engaged in education and is actually pursuing those occupations, how can we help them build their resume? Interviewing tips.

We have a fairly neutral that is developed specifically for veterans. This will help veterans apply the skills that they have gained in their military occupation. And apply it to civilian occupation. Let me set back for moment and show you it assessment. The career section is by far them most popular -- the most popular part of the Wizard. The assessment is used quite extensively both in our prospective students and when I say prospective, I'm talking that the traditional age students. Seventh their 12 great.

As well as those looking to reenter. And these are also used by our current students as they are exploring. They are already enrolled in the community college system. And exploring occupational endeavors. This is the interest assessment. As is the case throughout most of the site, there is an intent to mimic either social media or common websites that are students are used to.

You can see it is much like Pandora. If I like it, I give it a thumbs-up. If not, comes down. I'm sure is a question mark. As is with all of the cases with the career assessment, they complete these and they will get result that will tell them the occupation the tells him what a lines in their interest. And Brickell by the level of education that they need.

I will show you what that looks like it just a moment. First, we also have the values assessment. There are 20 cards with works by you site. They simply drag-and-drop these cards into the five columns above. And they shot exercise and prioritization. And interactive approach to evaluate where my work by use fall.

This is particularly interesting when we feel test this with students. They all want a job six months to a year. $300,000 salary minimum. Properly -- preferably on the beach. Okay. Me to -- too. Now let's work in reality. And we try to prioritize. What are the things I can sacrifice?

We also the skills assessment. This is an indirect assessment of the person is self reporting. I am very good at the skills. I'm never good at the skills. I don't know. I have no spirits with the skill. Now, like I mentioned before, the students will produce results in here they are. You are seeing the occupation. There are tabs based on the level of education needed. There is an add button because when they have created an account, they can say this to the profile and access it at another time.

They don't have to retake the assessment. It is all stored there. Let me take a moment to dig it and show you which of these and what they look what. It is what we call "occupation profile." It is unique to the Wizard and that it will provide the student regionally specific occupational data. In this case, you're looking at computer software engineers and the student lives in the Richmond area. They will get specific area for Richmond -- information for Richmond.

It would be remiss of us to tell a student in Virginia that the average salary for this education is $60,000. If they are living in Northern Virginia versus Southwest Virginia versus Richmond, they will seek great discrepancy and cost of living in salary. It is a critical piece that we are providing our students with relevant information. And this occupational profile, we will start out and let the student know what kind of occupation or education they can get.

In this case, they are putting them to J. Sargent read -- community college. Here is programs that help them get into the citation. -- this occupation. How much will I make? The most popular section. And it is telling me and I don't know how well you can read the print from there but it is letting me know that 33% of computer software engineers are working in these related services. And have a median salary of $94,000 roughly.

Over on the right side, will I be able to buy the job? The day does come, I do know that it would, but even middle school students will start asking this question. Will actually be able to get the job? I think this is more on their mind based on what is happening to their families and in their communities. You are see there are 30 more needed. What it indicates to the user. On average, in my region, we need 34 more computer software engineers than we have now, in the next five years.

This is a fairly good outlet -- outlook. It will show if there is a surplus. It will show if it is about equal. If you continue to scroll down, you will see the top 10 employers in my region of that occupation. I will see alternative careers. If I have skill sets. Here is some other alternatives that I might consider. And skills and work attributes. The things that come naturally to me. And the things that any two.. If I want to pursue this occupation. Again, the career section is the most popular. >>" Our users are starting on having tremendous interest in getting this relevant occupational data. Just a weekly show you, I mentioned -- just to briefly show you, I mentioned the job skills. Here is a flash of the resume builder. Off to the right of the navigation bars where they can fill out and all of this data is stored in their profile. What is unique about this, rather than dumping it into the template which would restrict the students to a particular format, we will export it into a word or PDF.

It is just a preformatted Word or PDF document. They can adjust and make it their own as they see fit. The college planner section. Going back to that strategic section, there were some of these tools prior to this partnership. But this really expanded and again to a lot more depth for the partnerships because you will notice, the Virginia Department of education was one of our key partners. As was CHEV. Our state education Council.

Major partners who want them to look at all partners. Notches necessarily community colleges. We want to educate them as a whole. So you will see a number of tools that help students with that. The college search. I will show you that briefly. Test perforation. Not just for the compass but here is the test resources for SAT, SAP. How to prepare for college.

Let's say I am in a great student and I think I am college-bound. What can I be done -- doing it. Let's say I am a 42-year-old? What do I need to be doing to be customizing my education plans? They can search our majors. We connect students to the SIS so students can search any of the 23 community colleges and courses and majors and programs etc. and majors and programs etc. The let me jump back in take into that college search. As you might imagine, this is a popular tool. Users can indicate their search criteria.

What kind of setting. We default to Virginia but they can search outside of Virginia. And it will produce for them a list of colleges and universities that match their search criteria. They can click directly into that institution website or they can click on the link of the name can get information like the admission criteria. What is the financial page. What sports do they offer. How many [ Captioner cannot get audio -- -- transfer into that program. You will see the add button. We were just talking before the session that that student start with this broad list. With online resources, they are able to whittle down to a more manageable list of schools they want to visit. We can help that. They can add their listing continue to revise that and refine it.

Paying for college. This is our second most visited section of the Wizard . A huge concern for our students. I know what I want to do, I know what colleges I'm looking at it at how to action make that happen? A huge roadblock. We have a number of tools. They generally serve the purpose of how we reduce the cost of education. In most cases, and knowledge is the balance and how do we mitigate that balance?

We are reducing loans by learning financial literacy. This section was enhanced significantly by our partners at ECMC which is the education credit management Corp. And the Virginia College savings plan. If provided us, through our partnerships, or able to make the section much more robust. We will help students apply for financial aid.

They will get a tutorial, step-by-step of how to walk through that. If I don't want to watch a 20 minute tutorial, I just a question on step 8, no problem, I go to step 8 and one of the site avatars will come out and walking through that process.

Another key tool is the college cost calculator. I can compare and contrast tuition at these. It is a simple, I selected J. R. Sargent Reynolds and a four year institution. If you can see, four years of tuition at Virginia Commonwealth which is a strong school enrichment and fairly we simply tries to tuition with the Virginia, over four years, over $38,000. If I were to do my first two years at J Sargent a transfer into my second two years that VCU, my tuition fees, it has dropped to $24,000. It ever savings of over $14,000 from the same institution. Awakening many students to the cost savings potential cost savings of various educational tracks throughout the Commonwealth.

When we partner with VDOE, all of a sudden we had another critical audience. Parents. We have the luxury of the secondary education. So often protected. We don't lawfully have to gauge with parents that often. Not the case when we start to introduce minors to the Wizard . We have sections here and you will see that these tools nearer others in the site. But it gives parents a location that they can engage at a healthy level. With their child's academic planning.

A key measure of success for the Virginia community college system is not just how me students are graduating but how many are successfully transferring. We partner very strongly. So that is here in the wizard. We want students thinking about this early. What is a transfer agreement that is in place. What are the details of those. Hideaway effectively plant? So we don't have been coming in and say they want to transfer to Radford X. we. That is true teaching do in a week. We get them thinking about this early. Another key piece, a huge develop it of what we call Wizard 3.0 which was launched in August 2010, based on this collaboration, and the partnership, was some key components that related to the Virginia Department of Education.

The Virginia legislation conduct and the select restart in the fall of 2012 but every one of our public school students starting in the seventh great, they must engage in an academic career plan. They have to start looking at what is going to be happening to them for secondary and how did those goals align with what their current activities and coursework is.

So, based on our collaboration, the Wizard is now the electronic portal for those academic career plans -- and career plans across the Commonwealth. This is a kind of backdoor view of the administrative capabilities of the Wizard. School counselors can get administrative rights and log in and create their K-12 student account.

They can actually create the academic and career plans. Let me correct myself. It is not so much that the counselors themselves are solely creating these academic plans and career plans. It is that children across the Commonwealth are engaging in the wizard functionalities. As they do that, it is automatically populated ear academic and career plans. No longer do we have a student are we are handing out these paper and say tell me what you want to do when you grow up and write it down. They are also engaging in that process.

It is automatic -- automatically feeding this in and it will meet state requirements. That the K-12 initiators are being held to. And that is another shot of the academic and career plan. With that, I would say, don't take our word for it. These partnerships have enhanced the wizard beyond what we expected. They have enriched not only the site but the usability and brought college planning, career planning to the fingertips of all Virginians. And not just community college-based Virginians.

Don't take our word for it, we have a few words from our partners.

[ Video playing ]

We just rolled it out last March. I think it has been received by now by 125,000 hits by every state in the country. And probably 22 countries around the world.

I absolutely love that type -- love the Wizard .

It is important to start early with young people.

The Wizard is something that students will use from the time they are in middle school all the way until when they are in college. It will be one place where students, in Virginia, can go to get all of the information that they need. To develop their own portfolio. And to learn that college is possible. So many students do not realize that this is possible. This is going to go along way to helping them see. This is something that I can do. No matter what anyone else says.

I decided. That is the most popular major of a freshman. They figure it out along the way. Processor limitation. I do want to be this, I don't want to be that. Here I am. I will be this major. The Wizard at a younger age can help people and pull them to things they can be attracted to. And have skills for. That pay well. And jobs that are in demand.

The part about what we can do with this program is working with the Wizard, is getting the word out that is not just for little kids. And you can start with high school kids and it is not too late to start saving. This helps you think about career paths and planning. And there are lots of ways to get into further captioning -- to get into further education.

Lifetime goals.

I am a first generation college student. Know what in my family had been to college performing. I see what that is done for my like. I know the value of higher education and what it does for other kids along the way. It is just a great way to better chore like.'s -- better your light. That focuses -- the Wizard focuses on the student. It helps the parent of the student come to terms with what they want to be when they grow up.

The career coaches. To have that up-to-date information about where the high wages and high needs are in the regions, in the state, in the nation. And also know how a young person goes about pursuing the strains for those. So interactive. And so easy to use. It really provides a tremendous amount of information that is readily accessible.

Today's generation, they are the next generation, technology as a way of like to be shown people. -- of these young people. It is a way of life. We have to deliver this information.

And CHEV was looking for a copy of the website to be them from high school to college. When we found out what committee colleges were doing to the education Wizard, we felt this was the visit -- the vehicle.

When we saw what it already had to offer is a base, we agree that was a building block for everything that is to come.

When we were looking at the kinds of services, components on the website that we wanted them to have, without the wizard, it already had these components. That it exceeded many of the things we were hoping to develop.

I am proud to be part of this agency and partnership. Sometimes it can become proprietary. But with this partnership, each of the state agencies and private partners are putting aside any self interest they may have. We are now focusing on the interest of the student.

I think this is a game changer because it is unique. It is an exciting portal into opportunities for children and parents and grandparents and guidance counselors and everyone that is interested in higher education and achieving, in the future.

This is probably the most significant effort that we have undertaken. It is massive. It is massive because of the impact that will have on students in the Commonwealth .

To anyone who said this was just another website, what is a big deal, I would say to go on the website. Spent just six minutes on that website looking at it and you will see it is a game changer. A very big deal.

Unfortunately, our chancellor, he was supposed to be here but he couldn't be here today. You can't tell at all that he is very passionate about this. It is amazing what we have done. You can see here in the Virginia committee college system, we are proud of this product. It was a partnerships. And Lori showed you, it is the partnerships it made it much more robust and gave us extra content. And not only that, it turned run it reached all of the citizens of the Commonwealth. So just anyone who is interested just in committee colleges. The question is why? What a we build this? Apart from the chancellors brainstorm. I want to give you example. It is our strategic plan. We call it Achieve 2015. This is the first part of it. Contribute to the economic part of the Commonwealth.

This is our goal. To make sure that we can contribute back to the Commonwealth. It is those partnerships that allow us to truly do that with the Wizard . And that is what is really special. These are the five goals of Achieve 2015. Whole title of this visitation was the student success tool. That is one of the tenets of our plan. The other is accessed. Access to education. All of the students in the Commonwealth have access to education. Starting in middle school, they start learning and preparing for their education. Us are prepared to have those degrees.

So we can actually create and enhance the economic vitality of the Commonwealth. I had this quote on here and it is really interesting, Hilary Pennington visited with this recently in August. She made these comments and we like it because it talks great things about us. But also just the fact that we are truly doing some unique things in Virginia.

The student success is a huge focus of what we are doing. It will be a lot more that you will be coming out of this with the Wizard and other initiatives that we have going on. At Hillary's comment about we are really doing great things and others can learn from us, we think it is reflected inside the Wizard . And reflected because of these partnerships, as well.

Your turn.

Some of our next steps and this is related both within the Wizard and broadly within the community college system, we recently received the Department of Labor grant, the TAA grant. There are a number of initiatives outlined within that grant. And a couple that that much attention, the Wizard is not a stagnant tool. We want to find ways to enhance it. Provide these services to citizens. It is an on a mated course planning and academic advising tool. And doing it is a choice of that are prospective students can come in and said they want a degree in registered nursing from John Tyler community college. And what do I need to be doing how can I plan my academic courses to make that happen? And that is the next up for the Wizard as a result of

this VOL grant.

Another thing that will come out of the VCCS is an on a mated early warning intervention system. And we will get the assistance from technology and identify be at risk students earlier. Before it is too late to catch them. Before they are out the door. What are the signs?

Is the low attendance? Is it low task rates? Should they be getting tutoring and they are not showing up at the tutoring center. What are the SKUs to us? How come he jerker that? And they need more information. Maybe they don't know about the Wizard yet. Is that sufficient? Do they need direct one-on-one counseling from an admissions or maybe a retention advisor. A career counselor on-campus?

How we make those connections? How do we reach them in innovative in technological ways to help older students second before it is too late. And of course, more partners. And the Commonwealth has reaped the benefits. From collaboration. Innovative and one-of-a-kind. First of its kind collaboration. Statewide entities coming together and pulling resources. And how can we do what is best. How can we enhance what we have. And what we haven't. And we recognize that this is not happen in a silo. Within Virginia and outside of Virginia. And we look for that way to connect with this potential partners. The chancellor, if you were here, and it to give it our next steps. It just to touch on a few.

He has already planning version 8 in his mind. He comes to the staff and talks about version 8.

We will be on 3.1.2. When he mentions 8, I search is what. [ Laughter ]. -- start to sweat . [ Laughter ]. With that, we will entertain any questions that you have whether it is about Wizard or the partnerships across the state. Or any of your -- our future initiatives.

And we are recording the session and if you have any questions, you can go to the microphone. And we will repeat your questions to those watching it at home, it will be able to hear what you have to ask.

[ Indiscernible -- low volume ] .

The question was, for those of you on home and online, but we make that happen? I know from the standpoint, once we get the funding for the project, and we started it, we went out and hired Craig Herndon who is our wizard. And he went around the state and you probably know more about this, Laurie?

Once we receive funding, the Wizard 1.0 was funded through a federal grant. They hired Dr. Herndon. And he did his market research. And that to some of the qualities that I was talking about on the program side. In terms of that career and paying for college. There were clearly the two things at the top of our current and prospective students might. Really defined what the Wizard will look like .

The Wizard 1.0 was developed by content experts and the IT staff was hired on the VCSS site. E-mails a contractor with the company with the development. And also provide some of that occupational data for us.

Other questions?

What do students think. What about the students? The question --

The question was, what do students think? You are trying to users of the wizard?

That is a very good question. We have done extensive research. We track the usage. Various means both within the wizard and external sources to track him and he hits we have an unique visitors and repeat visits. How many account -- accounts? The demographics? That provides the demographic -- quantitative basis. Although it really is rich and it will tell us that students, for example, within the last year, they're spending about 30 minutes, when I see students, I mean users.

They're spending about 30 minutes on the site purpose it. We are very excited about that because I know, there are sites that I visit daily. Really do I spend 30 minutes. Let alone one that will help me plan for college or career. Or has a strong academic focused. There are these key jerker is the focus that.

What is equally important is that we are going out with are prospective users and asking them. And putting them in front of a computer. We will go around and have staff and we are up to two questions. We will ask what works? What didn't work? You have been on that page a lot, that is you are interested? We are interesting -- reflect on whether interested. And we ask the brought question. What you think?

Continually. One thing that surprised me and impresses me about the Wizard, we get a consistent response. And you get the information that is relevant. There so many types out there that that are hodgepodge sides. Beyond that, they are saying, this will tell me what I can do in Danville Virginia. No one has told me what I can do i built, Virginia. If someone tell me I could be a vibrator, what does that mean for me here?

They are excited about that and we are seeing those return visits.

That extended time. It is further supported by the quantitative effect.. -- feedback we are getting. Any other questions? Yes?

Tran5 -- [ Indiscernible -- low volume ] .

Yes. To educate that want? -- that one?

Go for it.

The question is how integrated into with the current student system?

It is integrated with certain components right now. For example, you are looking at for the direct match for the master course file. The students are searching majors. There searching courses. There getting course descriptions and schedules. There getting academic calendars. Keep in mind, as joy mentioned, -- Joy, -- mentioned, we are providing that data for all of us colleges.

I think you will see that integration increase in you look at the next that's. And you are seeing our course planning. The automated course plan or is clearly going to have to integrate a great deal with what course offerings there are. And keeping very current with what is happening in each of those 23 colleges and 43 campuses.

Is also the potential integration that we will see around in early a learned systems. -- alert systems. A lot of these initiatives, including the DOL and the achieve 2015 initiative, and Joy can speak to this better than I., I think there is a general stance and Virginia within the VCCS.

In fact, Joy and I were meeting the other day we talked about her upcoming initiatives. And we said yes. This cannot happen without these folks at the table. Although it doesn't impact -- the girlie alert or the automated course planning may not have a direct impact, we have to have all of our folks at the table. We don't want anything in the silo in the Virginia education or in the VCCS or the Wizard .

You will see the integration both with partners and the internal FIS.

You heard me talk earlier about student success being and keep focus. It truly is a keep focused. If you look at Virginia and a lot of community colleges, over half of us -- have to do students come to us at risk. They need remedial math or English. But the question that we keep asking ourselves and that is why the next step with the early warning system and the advising system, how do we identify students that are at risk? You know they are at risk? How can you make sure they are getting the help they need? Technologies great because it can look at this patterns.

If you know what a successful students profile looks like, you can compare everyone else against it. They may be at risk of failing. We can get into an advisor. That is where the technology comes in handy. It can go through an action look at this patterns. You can use the technology to do that totally identify early on what some of those targets are. And then you can help associate the students and get the help they need. We are looking at Jenny and you heard Laurie talk about this.

We are trying to integrate more. We are in the process are planning for a new portal for our students. We talked about this and my staff will freak. But we talked about putting Jenny as part of the new portal. So we have an avatar who can say to them, we are having issues. You need to talk to a counselor. Or you have a logon -- log onto Blackboard in three days, what is going on.

We can actually get to the students early on with this analytics.

I might add to this, as well. I thought unique phenomenon -- what struck me as unique. I was out of my campuses and a mission the Wizard and all of our students should know about the Wizard . I had a handful of them, and I mentioned the Wizard . And they had this look on their face. These are students that are in the college success student course. One credit. And they all use the Wizard . And they kind of just Looking at me, oh, Jenny, yes I get to her there might Blackboard page. Air is a sense in that avatar piece of it is key.

Jenny has her a base for page. And she isn't linked in with the letter all the figurative sense. We are seeing our students engaged unknowingly. Or unintentionally in this process. They went to blackboard because they had assignment and there is Jenny. Now they are in our FIS and that is a benefit.

They are not making a specific effort saying any to go look at this. Jenny is taking then there. Jenny is that they said integration that you are speaking to. Other questions?

Yes?

[ Indiscernible -- low volume ] . >> The question was is the Wizard also plugged into the SIS system at the high school. The answer is yes or no -- yes and no. We have 132 schools. And we do not have a state-mandated SIS. They Into what we call EIMS data. All of the school districts think it -- sync it. At the K-12 school division. School, all of that. And that is how we create those plans. We link to EIMS but not individual SIS. Yes?

[ Indiscernible -- low volume ] . >> The question was, we have the interest values and skills assessment, does that skills assessment drill down to the level of math or English to identify the students would remedial needs? No. The skills assessment is not intended to be a replacement -- a placement sentiment -- assessment. For example, the skills that might be in there are I am good at participating as a member of a team. I am good at visualizing shapes. Things that students, it is not a placement test.

Every student who comes it will enter highest-rated patient -- education, it will pass that threshold. It is a broader range. It will assist the students in identifying careers. It is not adding them to add 2+2 but asking how you are at your math skills.

Do you ask them about learning [ Indiscernible -- low volume ] ?

The question was does the Wizard currently ask about learning styles ? Is that can be a key indicator for dropout success. It is not in there right now. We have the feedback that some folks would like that and someone not. We are navigating that at that right now. In which learning styles we would apply. I think that could be a piece that would fit into those next steps. With all of those versions. There is conversation around it. It is not been split if I'd at this point.

-- solidified at this point. Any other questions? Great.

Thank you very much.

We appreciate it.

Thanks to everyone online.

[ Applause ]

[ Event concluded ]