

SHERRILL MOSEE

MS. SHERRILL MOSEE: As you begin to implement your projects, create and develop your messages for public campaigns, I want to challenge you to do two things in every service that you provide, whether it's pre- or post-natal care, home visitation, case management, parenting education, violence reduction, child care, housing, or reproductive health. The two things I challenge you to do is to promote high school completion, and college completion -- and college completion is the operative word. And when I use college completion, I'm speaking about post-secondary education, whether it's college, university or career schools.

So why is it important to promote high school completion *and* college completion? I know everyone in this room can answer that question. But for the people we serve, pregnant and parenting teens, they might not see themselves as college graduates, especially when they're struggling to get through high school. The people that we serve, women with children, may not believe that they can go to, or even graduate from, college with a baby, if they don't know that there are institutions of higher education that offer support services to assist them. The population that we serve may not know that there are institutions of higher

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education with on-campus child care and housing, where mothers can take their children and live on campus.

Your messages, your campaigns, should be loud, clear and visible. It should not only target teen mothers and teen fathers, but also their families, case managers, teachers, counselors and others who have influence over them. The communities that we serve need to know where to send teen parents and women with children, who may have dropped out of school and want to return. They need to know where to send a young mother who is being stalked or abused and needs help.

If you are creating or expanding services at post-secondary institutions, create messages that not only inform student-parents about your services, but also administrators, faculty and the general body. The campus body should be aware that student-parents exist on campus and understand their challenges and their needs.

So why am I so adamant about promoting high school completion *and* college completion? Well, last year, I had the opportunity to visit a high school in Lorraine, Ohio. And the counselor there thought it would be a great idea to

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have a Mother's Day luncheon for the teen moms and their parents. So they invited me to come in and talk about the importance of staying in school and pursuing higher education.

There were about 30 people in the group, including parents of teen moms, counselors and teachers. After I spoke about my work, I introduced the group to four young women that I had met over the years. Now, the women weren't physically there. So I described them as best I could to create this image in their minds. And I'd like to introduce you to these women as well.

The first person I introduced, her name was Rachel. Rachel was kicked out of her home, forcing her to live in a homeless shelter with her son. So you can imagine how she really had to fight almost every day to protect her son and the little bit of stuff that she had.

The next person is Melissa. Melissa really, really had a hard life. She had her first child at the age of 15, the second one at 16, and by her early 20s, she had four children. She never knew her father, and her mother really wasn't around much. She dropped out of school and became

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involved with gangs and drugs. And eventually, her activities led her to prison, where she was looking at 25 years to life on charges of carjacking, robbery, and kidnapping with a gun.

The third person is Penny. Penny had her first child at the age of 16, and again at 19. Penny's grandmother raised them. And so there really wasn't a lot of money when they had a fixed income.

The last person is Rashida. Rashida had her daughter at the age of 14, like her mother, a teen mother, and like her grandmother, a teen mother. So you can see how the cycle of pregnancy went through their families.

So what happened to Rachel, Melissa, Penny and Rashida? I asked the group. And I posed these questions: did they drop out of high school? Did they have more kids? Did they go to college? Did they graduate? Is Melissa still in jail, or are they on welfare? Are they working in low-wage jobs, just trying to make ends meet?

So the teen moms thought about it. There was a light discussion in the room with the parents and the counselors

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and the vice principal who happened to stop by. Finally, someone said, I think Rachel had more kids. Another said, I think Melissa is still locked up. Yet another said, well, because Rashida's mom and her grandmom were teen parents, her family didn't have a lot of money. So she probably couldn't afford to care for them. So she's probably on welfare and working at McDonalds somewhere.

And then finally, a parent weighed in, and she said, well, I was a teen mom when I had my daughter. And it was hard. And I had to drop out of school. So she probably had to drop out of school and is struggling just like I am.

So they all had evaluated the challenges each parent faced, summarized their fate, and agreed that these young women were unsuccessful in life because of their decision to have children at a young age.

It made me think about my own story, the story that my mother has shared with me some time ago. My mother was a teen mom at the age of 16 with my older brother. She always dreamed of going to college and worked hard to keep up her grades. So she could hardly control herself with excitement when she shared the news with her mother, my

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grandmother. So with the acceptance letter in one hand and my brother holding the other, my grandmother looked at her and said, you're not going anywhere. Your college education is standing right next to you.

At that moment, my mother's dream of going to college was snatched away. It's unfortunate that the very ones we depend on for love and support, our family and friends, the ones we look to for guidance and encouragement, our teachers and counselors, are sometimes the very ones who snip or clip our wings.

And what happens when you clip a bird's wings? It limits its ability to fly. Clipping the wings of a bird makes it more dependent on its owner. Little did my grandmother know that by clipping my mother's wings, my mother would depend on her to help support her and her children for most of her life.

What people fail to realize is that it's better to struggle three, five, six years while you're in school working towards a degree, than to financially struggle for the rest of your life without an education. We need you to promote high school completion *and* college completion. Educate the

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people we serve, and those who have influence who have influence over them.

I came along a few years later, followed by another brother and sister. And life was very difficult for my family growing up. I remember walking home from school on a bitterly cold day. And I walked in the house. And I heard this crunching sound under my feet. And at that moment, I knew that the gas and electric had been turned off. It was so cold that our shaggy carpet was frozen. Needless to say, we went to bed that night with our coats on.

Sandwiches became tasty treats in meals, because that's all we had to eat sometimes. I never went to the dentist as a child. I had to wait until Cavity Prevention Week at school. I always believed that had my mother had an opportunity to go to school, that life would have been different for us growing up. She would have been able to afford to care for us, to take care of us. Nevertheless, my mother worked hard, sometimes two jobs, to care for her children.

Here's why we need to promote high school and college completion. According to reports published by the *National*

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Campaign to Prevent Teen and Unplanned Pregnancy, nearly half, about 49% of teen mothers don't have a high school diploma. Two-thirds of families begun by young unmarried mothers are poor. Fifty-two percent of all mothers on welfare had their first child as a teenager. Children of teen mothers do worse in school than those born to older parents. And less than two percent of teen mothers will earn a college degree by the age of thirty.

Well, my mother knew the importance and value of higher education. She understood that earning a college degree pulls us up out of poverty, allows us to earn more money, be able to care for our families, provides freedom and flexibility as to where we would like to live, what we want to buy and eat. My mother would always tell her children: You can be anything you want to be. If you can dream it, you can do it. Never limit yourself, she would say, reach for the stars.

Well, I wanted to be among the stars. I wanted to become the first African American astronaut. So when it was time for me to go to college, I majored in Aeronautical Aerospace Engineering. My mother and I were clueless as to what this meant. But she never said, are you crazy? You

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can't do that. She knew the power of words, that by encouraging me, I would become fearless in what I wanted to do in life, and my potential to grow would be endless. However, it wasn't until my college years that I took my first plane ride. So I quickly changed my major. But I didn't stray far from it. I decided I would try this Electrical Engineering thing.

So how did I go from being an engineer to supporting student- parents, to writing this book, *Professor, May I Bring My Baby to Class?* Well, I came home one day, and I said: Honey, I'm home. I don't want to do this engineering thing anymore. I want to start a non-profit organization to help people. And it didn't quite go like that. But after graduating, getting married, and working as an engineer for a number of years, my stepdaughter went off to college and became pregnant in her first year. Like all parents, we were very disappointed. But fortunately, she had family to help support her child while she was in school.

I realized that many young women would drop out of school because they couldn't afford the child care, household expenses, and college tuition. In fact, the *National*

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Campaign to Prevent Teen and Unplanned Pregnancy says that 61 percent of women who have children after enrolling at community colleges fail to finish their degree -- 61 percent. Why is that?

Well, I believe - and this is my opinion - I believe that they fail to finish because most colleges and universities don't offer support services to help them stay in school and graduate. Student-parents don't know where to go or what to do. That's why I was really, really excited to learn that Virginia Department of Health and Minnesota Department of Health will use a portion of their grants to create and expand student-parent support services at institutions of higher education in their states. They understand that it's not enough to just get student-parents there, but to get them through and to get them to graduate.

In Philadelphia, where I'm based, I started a nonprofit organization, called *Family Care Solutions*. And I created the FCS Childcare Scholarship to help low-income, single mothers pay for childcare while going to college. Since 1998, we've awarded nearly 500 childcare scholarships and grants to women and a few men. The scholarship promotes higher education and early childhood education. We're

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preparing people for careers, and their children for kindergarten.

The scholarship makes a difference. The cost of child care is very expensive. Depending on where you live in the country, child care for an infant at a childcare center can cost anywhere between \$4,500 to over \$18,000 a year.

That's more than tuition at a community college and some four-year institutions. So you can understand the dilemma a student-parent faces when having to choose between going to college and affording child care. Without that support, having to manage household expenses, college tuition, child care makes it a financial hardship, causing many to defer or abandon their education.

Here's what we know-- in a report published by the *Institute of Women's Policy Research*, one study of student-parents attending community college found that over 80 percent reported that the availability of child care was very important in their decision to attend college. Nearly 60 percent of the respondents reported that they could not have continued college without child care. And 95 percent said that, having child care allowed them to increase their course load.

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There isn't a lot of data available on student-parents and higher education, especially at four-year institutions. Just recently, we began seeing movement in research and studies about student-parents at community colleges. It makes sense to start at community colleges. Because there, you'll find more non-traditional students, especially single parents.

Here's what we know from the same report published by the *Institute of Women's Policy Research*, is that most students are non-traditional students now; 3.7 million are parents, and 1.9 of those are single parents. Student-parents are more likely to attend community colleges and non-degree institutions. And women make up 71 percent of parents pursuing higher education, and 79 percent are single parents enrolled at community colleges.

This slide alone is very alarming. Institutions should be saying, hello, we need to do more to support our student-parent population. As for me, operating a childcare scholarship became a very expensive program. I was spending \$4,500 to about \$6,000 per person during the academic year.

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I knew that if I was going to grow my program, I had to be creative in fundraising. While I wanted to help single mothers in college pay for child care, I really hadn't thought through the fact that these women would need the help for four, five, six years until graduation. How could I say to a low-income mother, that because she received the scholarship, she improved her grades going from a 2.3 GPA to a 3.0; how could I say to her, well, I'll give you the scholarship this year. But next year, you're on your own, which happened to be her senior year. How could I tell a young mother of twins, who could never afford the \$380 a week price tag for child care, how could I tell her, well, you're on your own after this semester.

I had to be innovative, resourceful and strategic. And I had to do something fast. I knew I needed help. I knew that I needed to reach beyond my circle of supporters and create partnerships. While researching and looking for additional funding sources, I learned about the Federal grant, *Child Care Access Means Parents in School*, which is commonly referred to as CCAMPIS.

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As I read through the program description, my heart began beating fast. And I thought, this grant does exactly what I'm doing. It helps low-income student-parents pay for child care while they're in college. I kept reading, and my excitement grew. And it was a four-year grant. And it aligned perfectly with the work of *Family Care Solutions*.

And then, there it was, the bombshell. The statement under eligibility made my heart sink and skip a few beats. It read: only institutions of higher education are eligible to apply for this funding. I wasn't an institution of higher education. I was a small nonprofit organization in a community supporting low-income student-parents by helping them pay for child care. And here this grant opportunity was right in front of me that I could not apply for. What was I going to do? If my organization was going to survive, I couldn't let this opportunity pass. I had to be creative, I had to be innovative, resourceful and strategic.

So one word popped into my head that got my heart beating fast again, and it was: collaborate. Build partnerships. It made sense to me. Why wouldn't post-secondary institutions partner with *Family Care Solutions*? We were

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already supporting their student-parents with the childcare scholarship.

Whatever I was going to do, I had to do it fast. Because I only had thirty days - thirty days for the Federal grant opportunity to introduce *Family Care Solutions* to colleges and universities, convince them to partner with us, and write the grant. I didn't have time to think about how much work it was going to be, because if I had thought about it, I probably wouldn't have pursued it.

So I started knocking on the doors. I started calling the colleges and universities in my area. And within a two-year period, I had partnered with 10 post-secondary institutions to provide childcare management and other services for their student-parent population.

Family Care Solutions and the post-secondary institutions formed a consortium, and the institutions adopted the FCS Childcare Scholarship model. Student-parents could use off-campus and on-campus child care. I leveraged the CCAMPIS funding by partnering with childcare providers in my community, some of whom discounted their fees on behalf of student-parents.

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A few providers actually offered full childcare scholarships, allowing *Family Care Solutions* to serve more students. Students were able to maintain their same level of childcare support when transferring from a two-year institution to a four-year institution, receiving the CCAMPIS funds. We all had the same vision -- to support student-parents until graduation. Additional funding from foundations and corporations allowed me to increase the number of FCS childcare scholarships to students not attending CCAMPIS-participating institutions.

So finally, someone from the high school in Ohio that we talked about earlier, someone said: Well, whatever happened to Rachel, Melissa, Penny and Rashida? Well, you remember Rachel, the young woman who was kicked out of her home, and wound up living in a homeless shelter. Rachel said she looked at her son every day and she knew that she had to do something to make a better way, a better life for her child. Rachel finished her GED, enrolled in the community college nursing program, and has since graduated with an AA degree, and is now at a four-year institution.

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So whatever happened to Melissa? Oh, my God. Melissa, with four kids, in jail looking at 25 years to life. Well, she actually had a second chance. She went before the judge, and the judge said, I'm going to let you go. But you have to decide when you get out here, that you're going to work or you're going to go to school. And she thought about it, how hard it was to find a job as an ex-con with no education. She said, okay, I'll try this school thing. Well, Melissa in her journey, actually transferred from a community college to the University of California at Berkeley, and has graduated last year with a Social Service degree. So she's doing wonderful now with her four children.

And then remember Penny, the young woman with the two children raised by her grandmother. Penny was a brilliant young woman. She did well, she did very well, in school. She actually graduated from Johns Hopkins University with a dual degree in Physics and Mechanical Engineering.

And then there's Rashida, the young woman who was a teen mother like her mother and her grandmother, another brilliant, brilliant young woman who we offered her the childcare scholarship. And she went to Temple University,

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graduated within three years. She said, Miss Mosee, would you continue to help me if I went to grad school? And I said, absolutely. She decided she always wanted to become a lawyer. She went to law school, graduated within three years, passed the Bar on the first time around, and is now an attorney in Philadelphia. Isn't that wonderful? Isn't that wonderful? [applause]

So oftentimes, you know, when I introduce those women at the beginning, we've already summarized their fate. You know, most of the time, we assume that they're not going to make it in life. But with the support services that you're going to be offering these young people, they have a chance. They have an opportunity. We need you to promote high school completion *and* college completion.

Higher education allows us to earn higher incomes, reducing the cycle of poverty in our families. Those with an Associate Degree earn 25 percent or more than those with a high school diploma. And those with a Bachelor's Degree earn 75 percent more than those with a high school diploma. Children of teen parents and women who complete their post-secondary education are more likely to receive quality early childhood education, better preparing them for

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kindergarten and secondary school. They are more likely to go to college themselves, reducing crime in our neighborhoods, the cycle of teen pregnancy, and dependency on government assisted programs. College graduates are expected to earn more than a million dollars in their lifetime than those with a high school diploma. College graduates are more likely to become involved in their children's education, community service projects, and contribute to our economy through federal, state and local taxes.

The *Bureau of Labor Statistics* estimates that by the year of 2020, the United States will face a shortage of about 20 million qualified workers for the fastest-growing job sectors, including health care and technology. We need these teen parents, these single mothers, these women with children, to succeed in life. It's imperative that we invest in their future. Her decision to go to college and graduate impacts future generations. We must promote high school completion *and* college completion.

That's what this book is all about. It's, *Professor, May I Bring My Baby to Class?* The book promotes, informs, and empowers, and inspires. It was written to bring this very

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simple message to pregnant and parenting teens, and women with children. That in spite of your circumstances, in spite of your hardships and challenges, you can still go to college and pursue life's dreams with baby in tow. I understand that it's more than just telling teen mothers and father and women, it's more than just telling them that they can be successful. It's providing them with all the support services they need to help them to get to the next step.

It's the case management that you will do, the health care, the child care, the violence intervention programs, assistance with housing, programs to reduce second pregnancies, to reduce drop-out rates -- all the services that you are providing will help pregnant and parenting teens, and women with children lead quality lives.

Professor, May I Bring My Baby to Class? was designed to be inspiring, educational and motivational. It's a great tool for teen mothers, for those returning to school after an absence, for those already in college, and women who become pregnant while enrolled in college. The book is filled with stories about young women who've overcome their challenges that would likely deter most of us from going to

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college: domestic violence, incarceration, abusive relationships, homelessness.

It's a journal-style book that allows the reader to tell her own story. It discusses choosing and paying for quality child care, balancing school, work and a baby, building a support system, and how to engage the children in the student's educational journey.

It includes a short list of colleges and universities that offer on-campus child care, housing for student-parents and their children, and financial assistance. The book is also supported by its own website.

I enjoy the work that I do, making a difference and helping change lives and generations. I was recently elected President of *Higher Education Alliance of Advocates for Students with Children*. And it's a national program established to support professionals, serving student-parents by promoting access, persistence and success of all students with children in higher education. One of our goals is to network with other educational professionals to identify and disseminate best practices across organizations.

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This organization was birthed out of the Ohio State University. And actually Ohio State University hosts a conference every year called *Student-Parents Support Symposium*. And that's where all of the professionals that are supporting students in higher education and teen parents come together and share their ideas. It's actually in June this year. And you can actually find more information by going to our website that is listed there on the slide.

So again, we are depending on you to have successful programs. So that more funding can be added to the pot. So that we can increase our reach across the country.

In closing, I'd like to present a picture slide of some of the young people we've met over the years. But before I do that, please allow me to read a portion of a story in *Professor, May I Bring My Baby to Class?*, written by a student-parent who has since graduated from Temple University in Philadelphia.

The young woman is Talia Barrows, whose youngest daughter has cerebral palsy. Talia writes: When people ask me how

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I managed to go to school as a single mother, I look at them with confusion. They must not understand how a woman feels when she looks at her children, how much guilt she has that, like her, they are growing up in a single-parent home, how she wants so much to give them the life they deserve. This devotion is an immeasurable push from within that could make her jump across a whole ocean if she had to.

When I look at my kids, I know there is no choice for me. In my mind, my degree is already completed. They push me to match their bravery and accomplishments. We work together as we climb out of our struggles. Without them, I might not value my education like I do. And because of them, I will never fail. They have already made me a success.

MODERATOR: Well, I very much want to thank Sherrill. I've been writing down notes as we've been going through the conference. Because at the end, I do want to go back and summarize the things we've heard. There are a few words that really strike me. And that's the power of our words, and the potential and hope, and helping people be among the stars.

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I think one of the other words I heard that I really want to resonate among the work we do is being fearless. We need to take hold of the work we're doing because of the importance it is to the individual lives of each person that we touch. I'm going to be marking notes as we go forward. If there are things you want to tell me during the day or tomorrow at the end when we kind of summarize what we've learned and touched under in the conference, please do so.

Sherrill is here. She will take some questions, if you all have questions. Again, I remind you to come to the mic, your name and your agency. And we'll take about ten minutes of questions. And then I'd like to have folks from our grants introduce themselves. Then we'll have lunch. And then we'll have another full afternoon. So if you have some questions, Sherrill's available right now to take your questions.

Q: Hi, I'm Shelby Ponce, with the Connecticut State Department of Education. My question was around the child care that you provide funding for. Do you have guidance around what is eligible? Do you allow licensed home daycare

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facilities? Or does the mother have a choice? Or do you choose what's appropriate?

A: No. For the CCAMPIS grant, students - male or female - can only use accredited childcare facilities, or facilities working toward accreditation. For the FCS Childcare Scholarship, students can only choose licensed and registered childcare providers or accredited facilities.

Q: Within the licensed childcare providers, do you allow home child cares, home day cares?

A: Yes, we do, family care child care.

Q: Could you talk a little bit about the CCAMPIS program, and how that operates, and how that might be a useful resource for folks in the room?

A: Sure. The CCAMPIS grant is a four-year grant. It's not offered every year. And I'm not sure if they're offering it this year. So the last application process was, I believe, 2009. But it was originally intended to support post-secondary institutions with on-campus childcare centers. But we were able to partner with post-secondary institutions that did not have on-campus childcare, by utilizing community childcare services. So we were very creative in working with the post-secondary institutions of higher education.

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That's a great opportunity, especially if you don't have on-campus support services. As you saw through the slides, childcare is one of the greatest needs. So being able to have access to that Federal grant and working at the institutions. Or even if you don't have an office that supports student-parents, you can always partner with community-based organizations.

And I actually encourage that. Sometimes, you know, a lot of times, we don't do the work that a lot of the grants suggest that we do in-house. So that's when we need to collaborate and partner with our community-based organizations.

Q: Hi, I'm Julie Coffey from Memphis, Tennessee. Curious, two questions really. Have you, over time, developed a broad inventory of accredited or attempting accreditation childcare centers? Has it been difficult at all? Or were they receptive?

A: Well, for the State of Pennsylvania, we actually have a database of those working towards accreditation. And then NAEYC, the *National Association for the Education of Young Children*, has a wonderful website where you can go and plug in your zip code, and you can find all the accredited childcare facilities.

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Since I've been doing it for so long, childcare providers have their own community. So when I work with few childcare providers on this end of town, and they talk, they know about the program. So it has become this network of providers that support student-parents. So it's been great.

Q: Was it challenging to grow that? Or was it no problem in getting support from childcare providers and being partners?

A: I want to say yes and no. The yes part, it was challenging in at first identifying those that would work with us. And then no. Because most of the providers are (1) female-owned providers. So when you call them, for instance, I'll give an example: I called a childcare provider; the woman does very well. She owns eighteen childcare facilities throughout the region.

And I said, I just started this childcare scholarship program to help low-income single mothers in college. Would you be able to partner with us and support us in any way? She said, you know what, I was a young, struggling mother with three, trying to go through school. I'll give you a scholarship to help these young women stay in school.

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So oftentimes, they can relate. They know exactly what you're talking about. And so that's very helpful. Where, someone may say, well, I can't give you a full scholarship. But I'm so happy that they're in school and they're trying to provide a better life for themselves. I'll knock off \$5.00 or \$10.00 a week. So we were able to leverage the funding in that way, too.

Q: And my last question, and tell me if this is intrusive. I know you talked a little bit about it, but could you talk a little bit about the various funding streams that you've been really innovative in garnering and growing business?

A: Yes. In the beginning, like I said, I wanted to save the world and pay for childcare for everybody that came my way. But childcare, as you know, is very expensive. So originally, I was writing grants to foundations and corporations. And then we learned about the CCAMPIS grant. And so we were able to build this network of post-secondary institutions that was receiving the CCAMPIS grant. So that's the first funding stream. Then we partnered with the childcare providers, who discounted their fees. So that was in-kind services. So that was the second stream.

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Then we had corporations that we would write grants and get money from, or either in-kind services from the corporations, meaning that if I was doing a workshop around healthy eating, I can partner with a health organization to come in and talk to my students about that. And then, of course, the foundations.

And then as the students began graduating, they would give back. They would give back. And we would have fundraising events. So we would get money from the community. Now, I will say that it's been a struggle over the years. The CCAMPIS grant budget was cut. We lost a lot of our funding. So we're really, really down to really supporting one school at this time. So again, I have to go to my engineering thinking, and think about what am I going to do next with this? So we're supporting Rutgers University. And I still maintain the FCS Childcare Scholarship, but at a very low level so we can figure out what we're doing. But those were the funding streams that we tapped into.

Q: My name is Melodye. I'm in the Office of Adolescent Health. Were there any restrictions, as far as eligibility for the type of students? Or could it be maybe a grandparent that was going back to school that could participate in getting the scholarship?

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A: Yes, there was no age limit. And it really depended on how the schools set up their eligibility. For example, one post-secondary institution may say, well, I want my students to have a 2.5 to get the grant. And we're only able to support one child per household. And it could be any age. And another institution may say, well, I just want them to be in good academic standing. Because I understand that because of child care, they might not be doing well. So it was really how the institutions would set up their eligibility.

For the FCS Childcare Scholarship, because the funding pot is so small, we had to say a 2.5 just to narrow down our application, 2.5 GPA. But once you receive the scholarship, you would just have to maintain good academic standing or a 2.0 to stay in the program. And then it's not just really giving them money and seeing them at the end of the school year. We monitor them during the whole school year. Because it's such a huge investment, we want to make sure that they're doing what they're supposed to do. That they're in class during the time we're paying for child care. That they are doing their course work.

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We actually have them complete an attendance verification, where their professors sign off on it. And we call to make sure that these students are actually attending on a regular basis, and that they are taking their children to child care on a regular basis. Because it's just as important for the children to receive early childhood education as the parent to receive higher education.

Q: My last question is what kinds of other support services do you offer?

A: That was it really, the childcare scholarship, doing workshops during the year. And then whatever other services they may need, like housing or social services, we would just partner or look within the community that was already providing those services and refer those people out.

Q: Thanks.

A: Okay. Well, I will be around. So feel free to ask me anything. I do have a couple of books that you can peruse through, just to get an idea. I'm very, very excited about the next three years and what you guys are doing. So give yourselves a hand again. Thank you. [applause]

(END OF TRANSCRIPT)